

About the University

Castleton University

Castleton, Vermont 05735
www.castleton.edu

Castleton University is accredited by the
New England Commission of Higher Education.

Location

Castleton is located in an area that has long been recognized for its beauty, unique character, and recreational resources. The natural environment of Vermont blends easily with the educational environment of Castleton to create the setting for a unique living and learning experience.

The university's 160-acre campus is situated in the village of Castleton. One of Vermont's largest cities, Rutland, lies 12 miles to the east; New York State is six miles to the west. Montreal, Boston, Hartford, Albany, and New York City are all within easy driving distance on major highways and are accessible by air, bus, and/or train service.

Faculty

Castleton is primarily a teaching institution whose faculty is dedicated to the preeminence of student learning in the life of the university. Castleton faculty comprise a community of scholar-teachers whose academic and artistic endeavors enlarge and enrich the lives of their students, their colleagues, and the university. Ninety-four percent of the faculty hold doctoral or appropriate terminal degrees in their fields of academic specialty. In addition, all full-time faculty in the Graduate Programs hold doctoral degrees. The chief beneficiary of faculty scholarship is the Castleton student, whose classroom experience is heightened by the excitement of the professor's own pursuit of knowledge.

History

Castleton University's roots go back to October 15, 1787, when the General Assembly of the State of Vermont chartered the Rutland County Grammar School in the village of Castleton. In early America a grammar school was the first step in higher education, a link between the local common schools and the few colleges in New England. Of institutions that are colleges today, Castleton is the oldest in Vermont and the 18th oldest in the nation.

The village of Castleton was an intellectual center. The first medical college in Vermont was founded here in 1818 and lasted until 1862. In that time the school conferred some 1400 medical degrees, more than any other New England medical school. Students came from throughout the United States, from Canada, and from distant lands including France, Cuba, Ireland, and Brazil. At least two African-Americans graduated and went on to distinguished careers.

Throughout the 19th century, the school in Castleton evolved and changed names to meet the needs of society. In 1829 the cornerstone of the historic Old Seminary building was laid by Solomon Foot, principal of the Classical High School and later president pro tempore of the U.S. Senate during the Civil War, and Colonel Noah Lee, an early settler who had been with Ethan Allen at the capture of Fort Ticonderoga. In the 1860s, Harriet Haskell, later a nationally known feminist, served as Castleton's first woman principal.

In 1867 the State Normal School was founded in Castleton. For a few years it was housed entirely in the old Medical College building and shared faculty with the Castleton Seminary before that school closed. Normal school is a term based on the French *école normale*, a school to educate teachers. For 30 years Abel Leavenworth, a Civil War hero, and son Philip Leavenworth were principals of the State Normal School. In 1912 the State of Vermont purchased the property.

Castleton entered a Golden Age in the 1920s and 1930s under the leadership of Principal Caroline Woodruff. She helped save the school after the Old Seminary building burned in January 1924. Quoting the Old Testament's book of Haggai, she promised, "And the glory of the latter house shall be greater than that of the former." Woodruff modernized the curriculum, hired excellent staff, and exposed her students to the wider world through guest speakers, who included Robert Frost, Helen Keller, and Norman Rockwell. A friend of Eleanor and Franklin Roosevelt, she is still the only Vermonter to be president of the National Education Association.

In 1947 the Normal School became Castleton Teachers College. With increased enrollment from men, intercollegiate athletics began in the 1950s, and by the early-1960s Castleton was a national power in small college men's soccer.

In 1962 Castleton became a state college and a member of the newly formed Vermont State Colleges. Castleton grew dramatically during the decade of the Sixties in enrollment and in construction of buildings. A generation of faculty educated at major universities brought new perspectives to the classroom. Many academic programs were added to meet the changing needs of students and of society.

Beginning in 2002, under the leadership of former President David Wolk, Castleton followed through on a ten-year master plan that resulted in the investment of over \$75 million in infrastructure improvements on campus, with every current building or facility having been renovated or newly constructed. The college also increased research opportunities for faculty and students, expanded opportunities in athletics and the arts, increased the number of international students, pursued a diversified portfolio of entrepreneurial ventures, and added a number of graduate programs.

Accordingly, after more than a decade of unprecedented growth and improvements, in 2015 the Vermont State Colleges Board of Trustees unanimously approved modernizing Castleton's name to Castleton University.

Today, Castleton University has a total enrollment of more than 2000 students. The university offers more than 30 undergraduate programs and 10 graduate programs. First-year students benefit from the First-Year Seminar program and Soundings, which offers the best in music, drama, dance, and contemporary thought for the campus. The university is deeply involved in the region through community service efforts and internships and through its education, social work, and nursing programs. Our staff and faculty are proud to work here, and our students and alumni are filled with that same Spartan Pride.

Although so much has changed in 228 years, Castleton retains its historic commitment to students and to Vermont.

Mission

The graduate programs at Castleton University recognize their responsibilities to students within an increasingly global society. Their mission is to promote the knowledge, competence, and character necessary for the professional application of skills within their chosen fields.

NC-SARA

Castleton University has been approved by the state of Vermont to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

NECHE

Castleton University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: info@neche.org

Academic Departments

Business Administration

Master's degrees

Accounting (MS)

This program is no longer accepting new students.

Students interested in pursuing Accounting should enroll in our MBA with a concentration in Accounting.

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).

-This program is offered fully online, but one-on-one tutoring is available at the request of the student.-

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 4120)

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 3 cr

- ACC 5030 - Governmental and Not-For-Profit Accounting 3 cr
- ACC 5050 - Advanced Auditing and Professional Ethics 3 cr
- ACC 5210 - Strategic Cost Management 3 cr
- ACC 5220 - Accounting for Mergers and Acquisitions 3 cr
- ACC 5230 - Fraud Examination and Forensic Accounting 3 cr
- ACC 5610 - Topics in Advanced Accounting 3 cr
- ACC 5620 - Accounting Research Seminar 3 cr
- ACC 5630 - CPA Bootcamp 3 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

Graduate Certificates

Accounting Certificate

The Certificate in Accounting is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in Accounting.

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Accounting (12 cr):

- ACC 5020 - Taxation of Business Entities 3 cr
- ACC 5030 - Governmental and Not-For-Profit Accounting 3 cr
- ACC 5050 - Advanced Auditing and Professional Ethics 3 cr
- ACC 5230 - Fraud Examination and Forensic Accounting 3 cr -or- BUS 5080 - Legal Studies & Ethics 3 cr

Requirements for the Advanced Graduate Certificate in Accounting (21 cr):

- ACC 5020 - Taxation of Business Entities 3 cr
- ACC 5030 - Governmental and Not-For-Profit Accounting 3 cr
- ACC 5050 - Advanced Auditing and Professional Ethics 3 cr

- ACC 5230 - Fraud Examination and Forensic Accounting 3 cr -or- BUS 5080 - Legal Studies & Ethics 3 cr
- BUS 5030 - Managerial Accounting & Control Concepts 3 cr
- Any two BUS graduate core electives 6 cr

Analytics Certificate

The Certificate in Analytics is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in Business Analytics.

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Analytics (12 cr):

- BUS 5010 - Leadership Theory 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr
- MAT 5220 - Business Data Analytics 3 cr
- 1 Business graduate elective 3 cr

Requirements for the Advanced Graduate Certificate in Analytics (21 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5060 - Human Resource Management 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr
- MAT 5220 - Business Data Analytics 3 cr
- MAT 5230 - Business Experimental Design 3 cr
- MAT 5240 - Data & Business Analytics with R 3 cr
- 1 Business graduate elective 3 cr

Healthcare Administration Certificate

The Certificate in Healthcare Administration is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in Healthcare Administration

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Healthcare Administration (12 cr):

- BUS 5010 - Leadership Theory 3 cr
- HCA 5110 - Healthcare and Social Policy 3 cr
- HCA 5120 - Healthcare Informatics: Clinical Data Management & Analysis 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr

Requirements for the Advanced Graduate Certificate in Healthcare Administration (21 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5060 - Human Resource Management 3 cr
- HCA 5110 - Healthcare and Social Policy 3 cr
- HCA 5120 - Healthcare Informatics: Clinical Data Management & Analysis 3 cr
- HCA 5130 - Systems Thinking: Healthcare Quality 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr
- 1 graduate Business elective 3 cr

Leading Organizational Change Certificate

The Certificate in Leading Organizational Change is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in how to lead organization change.

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Leading Organizational Change (12 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5110 - Leadership & Organizational Behavior 3 cr
- BUS 5130 - Leading Organizational Change 3 cr
- a graduate Business elective 3 cr

Requirements for the Advanced Graduate Certificate in Leading Organizational Change (21 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5060 - Human Resource Management 3 cr
- BUS 5120 - Operations Management for Leaders 3 cr
- BUS 5130 - Leading Organizational Change 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr
- two graduate Business electives 6 cr

Media & Communication Certificate

The Certificate in Media & Communication is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in Media & Communication.

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Media & Communication (12 cr):

- BUS 5010 - Leadership Theory 3 cr
- COM 5110 - Media Technology Workshop 3 cr
- COM 5120 - Media, Society, and Communication 3 cr
- 1 graduate Business elective 3 cr

Requirements for the Advanced Graduate Certificate in Media & Communication (21 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5060 - Human Resource Management 3 cr
- COM 5110 - Media Technology Workshop 3 cr
- COM 5120 - Media, Society, and Communication 3 cr
- COM 5130 - The Business of Media 3 cr
- 2 graduate Business electives 6 cr

Education

Welcome to the Education Department at Castleton!

Director of Education: Dr. Ric Reardon

Department Chair: Dr. Anne Slonaker

The purpose of the Education Department's instructional programs is to prepare graduate students to engage in the analysis and integration of educational theory, research, and practice for an increasingly diverse society. The department's primary intellectual and practical focus is on fostering equitable and effective schooling for all students. In working toward this goal, the department seeks to understand the profound issues involved in transforming public education so that it better meets the needs of students from various linguistic, ethnic, racial, and class backgrounds.

We are a small department with the large agenda of developing educational leaders and pursuing educational research that will affect the future of teaching and learning both inside and outside of schools. Our commitment lies in three essential and interrelated domains: 1) school, families, and communities; 2) teacher education and development; and 3) educational leadership. Undergirding them all is a focus on the socio-cultural context in which learning and teaching takes place and an understanding of the power of language and literacy in both formal and informal educational settings.

With a reputation for producing scholarship that transforms the nature and the content of education in ways that leads to positive changes in society, Castleton's faculty members support our student-scholars with pedagogy and curricula that respect diversity, value interdisciplinary collaboration, and engage new technology.

We are proud of our graduate programs, which now include master's degrees in Curriculum and Instruction, Special Education, and Mathematics Education (with new Educational Leadership, post baccalaureate, and literacy/reading programs in the planning stages). We constantly revise our programs in light of both new knowledge and new insights into the struggles faced by teachers and administrators in today's schools.

Because Castleton is a small university, all of our programs take a personal approach to providing the highest quality education for our students. Our classes are small; faculty and scholar-practitioners work side-by-side; and we take pride in knowing the personal and professional needs of each one of our students.

Diverse Interests

Faculty in the Education Department have a broad set of interests. They consistently examine best practices in teacher learning and professional development, literacy and English, science education, social studies, English language learners and immigrants, special education, mathematics, and foundational issues like philosophy, history and sociology. They ask questions about curriculum, instruction, teaching, learning, schooling, educational reform, and policy. Approaches to scholarship are equally diverse, and faculty use a wide range of methods to interrogate these important social and education issues.

Historical Excellence

Castleton University has been a leader in Vermont since 1787! Although so much has changed in its nearly 230 years, Castleton retains its historic commitment to students and to Vermont. Our faculty members are expected to be good teachers and good ambassadors to the greater community, and we believe that these two activities are mutually reinforcing. As a liaison to the greater education community, our faculty learn to look for evidence in practice for what we believe is true in theory. This means that we are constantly asking questions and revising our thinking. As teachers, we search for ways to get our students excited and interested in ideas and inquiry. We continually strive to communicate more clearly, listen to alternative perspectives, and see things in a new light. The kinds of people who thrive in this environment—faculty and scholar-practitioners alike—are interested and interesting; they are excited about new challenges and they are ready to do what it takes to help improve education for all children here in Vermont and beyond.

Collaboration

Another foundational aspect of the Education Department is our commitment to collaboration. This is particularly evident in our undergraduate courses in education, all of which are co-planned, co-taught, and co-evaluated through a true team-teaching model. In addition, faculty and scholar practitioners in our graduate programs work side by side. We value and seek out feedback and assistance from our colleagues who work in Vermont's schools through feedback provided by our Teacher Education Advisory Council and through our consistent presence in many schools in our region, and we believe that our work and programs are stronger because we work as a collective.

Becoming a part of it

We invite you to explore our website to learn more about our distinctive programs. We also look forward to interacting with you directly as you seek to learn more about our programs and services. If your interests are in education research, improving your skills as an educator, or influencing education policy-making at the local, state, or national level, come join us in our work. We are always interested in new ideas, new approaches, and new ways to help teachers teach well and students learn better.

Licensure

Castleton Educator Preparation Program (CEPP)

The Castleton Educator Preparation Program (CEPP) is a one-year, 36-credit post baccalaureate licensure program approved by the Vermont Standards Board for Professional Educators and the Agency of Education's Program Approval Committee and provides an alternative certification route for individuals who have already completed a bachelor's degree in a "teachable" field. The certification courses are offered during three full-time semesters: three courses (10 credits) during the summer semester, 3 courses (11 credits) in the fall semester, and 3 courses (15 credits) in the spring semester, which includes a student teaching experience and a student teaching seminar. There may be prerequisite professional education courses, as well as possible content courses, that would need to be completed prior to beginning the spring sequence (see below) if the program committee feels that additional content knowledge must be gained. A transcript evaluation completed by the Education Department's program committee will determine how much, if any, pre-coursework would be required.

Program Requirements

SUMMER

- EDU 6550 - Foundations and Current Issues In Education 3 cr
- EDU 5080 - Child and Adolescent Development: Exceptionality and Learning 4 cr
- EDU 5090 - Curriculum, Instruction, and Assessment 3 cr

FALL

- EDU 5050 - Developing Literacy K–6: Multiple Perspectives 3 cr
-OR- EDU 5370 - Reading and Writing in the Content Areas 3 cr
- EDU 6420 - Models of Elementary Teaching 4 cr
-OR- EDU 5270 - Models of Secondary Teaching 3 cr
- EDU 6090 - Pedagogical Content Knowledge 4 cr

SPRING

- EDU 6851 - Student Teaching I 6 cr

- EDU 6852 - Student Teaching II 6 cr
- EDU 5740 - Student Teaching Seminar 3 cr

Important Information

As a graduate student at Castleton, you will experience the same transformative, relationship-based education that is the hallmark of the Castleton experience.

The Castleton Educator Preparation Program maintains a dedication to excellence in teaching and close student-faculty interaction. Castleton's mission is to cultivate the knowledge, competence, and preparation you need as an emerging professional in your field.

Request Information

<http://www.castleton.edu/academics/graduate-programs/request-information/>

Apply now:

<http://www.castleton.edu/admissions/how-to-apply/for-graduate-students#applynow>

Master's degrees

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.

The Education Department is committed to developing research skills in graduate students, promoting professionalism as scholar practitioners, who are well versed in current educational theory and practice. Masters candidates will implement change in their own current practice and develop the skills to change future practice. The skills range from an introductory overview of methods employed in research in education as the first course, to specific instruction in framing research questions within the candidates' course of study, qualitative and quantitative data collection and management, writing initial chapters of the thesis, and specific guidance through the final writing of the thesis.

By supporting the content courses of candidates' study with research, candidates in this program will work together, consider questions that arise in other areas of teaching, and meaningfully integrate their specialization in the fabric of their work in K-12 schools.

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

Core Courses (15-18 cr):

- EDU 5100 - Introduction to Graduate Education and Research 3 cr
- EDU 6121 - Qualitative Research 2 cr
- EDU 6122 - Quantitative Research Methods 2 cr
- EDU 6245 - Research Design in Education 2 cr
- EDU 6601 - Thesis Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

All 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 EDU 7960 according to the published registration deadlines in the same manner as required for any regular course.

Electives (18-21 cr):

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)

Education: Curriculum & Instruction: Applied Behavior Analysis (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 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 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's Program Review Team and is framed by both the Core Leadership Standards for Vermont Educators and the Professional Standards for Educational Leaders (PSEL). 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. Candidates will successfully complete all coursework and their internship, hold an earned Master's degree, and have 3 or more years of teaching experience as a **licensed** educator in order to be recommended for the principal endorsement.*

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 (MA)

The Master of Arts in Education with an emphasis on Special Education is designed for teachers who already hold a teaching license in the state of Vermont and wish to add the Special Education endorsement to their existing license; the program is also designed for those currently not licensed but seeking initial licensure in Vermont in Special Education.

The graduate program in Special Education at Castleton prepares special educators who serve students in grades K-12 with diverse strengths, needs, and abilities. The department's goal is to provide educators with the knowledge and skills required to work with students with challenges and to function collaboratively with parents, teachers, administrators, support providers, and employers. Much of what we emphasize includes evidence-based practices in inclusive settings and high achievement for all students regardless of their disability.

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

There are three options for earning a M.A. Ed. in Special Education at Castleton:

Option 1: For those currently licensed in Vermont

CU offers graduate courses in Special Education that, once completed, can be submitted to the Vermont Licensure Board in order to earn the Special Education endorsement through an expedited transcript/academic review process.

(Castleton's courses are accepted by the Agency of Education as meeting the requirements of the Special Education endorsement, ensuring that the transcript/academic review process occurs smoothly and quickly.)

Students complete a program that includes both core and Special Education courses (and a 60-hour practicum) designed to address the knowledge and performance standards of the Special Education endorsement. Upon completion, students have earned both a Master's degree and a Special Education teaching endorsement.

Note: those who have already earned a Master's degree in another education field can, in consultation with their advisor, complete 18 credits of Special Education coursework (and a practicum) and use the transcript/academic review process to request the addition of the Special Education endorsement.

-Complete these core courses (15-18 cr):

- EDU 5100 - Introduction to Graduate Education and Research 3 cr
- EDU 6121 - Qualitative Research 2 cr
- EDU 6122 - Quantitative Research Methods 2 cr
- EDU 6245 - Research Design in Education 2 cr
- EDU 6601 - Thesis Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

-Complete these Special Education endorsement courses (21-24 cr):

- EDU 5155 - Curriculum in Special Education 3 cr
- EDU 5220 - Learning Disabilities 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

(Total credits required: 36-42 cr)

* * *

Option 2: For those not licensed in Vermont

CU offers a Master's degree plus licensure program that allows those not licensed in any area in Vermont to earn both the advanced degree and Special Education licensure. Core and Special Education courses and student teaching/seminar are all designed to meet the expectations for licensure of the Vermont Standards Board for Professional Educators. This is a 48-credit program with 15 credits of core courses and 33 credits of Special Education and state-required student teaching/seminar courses.

-Complete these core courses (15 cr):

- EDU 5100 - Introduction to Graduate Education and Research 3 cr
- EDU 6121 - Qualitative Research 2 cr

- EDU 6122 - Quantitative Research Methods 2 cr
- EDU 6245 - Research Design in Education 2 cr
- EDU 6601 - Thesis Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

-Complete these Special Education licensure courses (33 cr):

- EDU 5155 - Curriculum in Special Education 3 cr
- EDU 5220 - Learning Disabilities 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 6851 - Student Teaching I 6 cr
- EDU 6852 - Student Teaching II 6 cr
- EDU 5740 - Student Teaching Seminar 3 cr

(Total credits required: 48 cr)

* * *

Option 3: Higher Education Collaborative program

Castleton has a memorandum of understanding with the Vermont Higher Education Collaborative (VTHEC). Students complete the first 18 credits toward the Special Education endorsement through the Higher Education Collaborative program and work with VTHEC staff to secure the Special Education endorsement through the Peer Review or Transcript Review process. Students then apply to Castleton, where 18 credits in Special Education (all of their coursework except the practicum) are accepted and blended into an M.A. Ed. in Special Education. Students are responsible for completing an additional 18 credits with Castleton to earn that degree.

-Complete these Special Education courses with VTHEC (18 cr):

- Emotional/Behavioral Issues in Special Education (3 cr)
- Meeting the Instructional Needs of All Students: Moderate to Severe Disabilities (3 cr)
- Meeting the Instructional Needs of Students with Learning Disabilities: (LD I) Reading (3 cr)
- Meeting the Instructional Needs of Students with Learning Disabilities: (LDII) Math (3 cr)
- Assessment in Special Education (3 cr)
- History, Legal Issues, and Support Systems in Special Education (3 cr)

-Complete these courses at CU (18 cr):

- EDU 5100 - Introduction to Graduate Education and Research 3 cr

- EDU 6121 - Qualitative Research 2 cr
- EDU 6122 - Quantitative Research Methods 2 cr
- EDU 6245 - Research Design in Education 2 cr
- EDU 6601 - Thesis Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

Note: Students completing a 3-credit thesis (instead of a 6-credit thesis) will also need to take a 3-credit Special Education elective to meet the 36-credit minimum.

(Total credits required: 36 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 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

Master of Business Administration (MBA)

Castleton University's dynamic online MBA Program provides recent college graduates and working professionals with the opportunity to earn a rigorous graduate degree without interrupting their career progression. The flexible and convenient online format allows students to participate in specially-designed courses taught by highly qualified faculty.

The online MBA program is an accelerated degree program. Course modules with concentrated, focused content are six to eight weeks long. This means you can earn your MBA from Castleton University more rapidly than in a typical program.

This program is offered fully online, but one-on-one collaboration with professors is available at the request of the student.

Objectives

The MBA program is designed to promote professional competence; leadership ability; analytical skills; an understanding of social, political and economic forces; and a strong sense of ethics and public purpose. The program focuses on the development of leadership skills and enhanced knowledge in five areas of specialization: Accounting, Analytics, Healthcare Administration, Leading Organizational Change, and Media & Communication.

The MBA from Castleton University will help you accomplish your career objectives:

- The MBA enhances your leadership skills by preparing you for upper management and improves your ability to motivate and to encourage teams to be more productive.
- The MBA enhances your knowledge of vital concepts and practices allowing you to better evaluate data and calculate risks to make informed decisions.
- Studies show that the most practical advantages of an MBA are that the degree can improve retention, promotion and salary growth.

Graduate Certificates

The MBA program offers graduate certificates in Accounting, Analytics, Healthcare Administration, Leading Organizational Change, and Media & Communication. Certificates may be earned as part of the MBA program (by matriculated students) or as a standalone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

The courses requirements for the certificates are found [here](#):

- Accounting Certificate
- Analytics Certificate
- Healthcare Administration Certificate
- Leading Organizational Change Certificate
- Media & Communication Certificate

Admissions Requirements

Admission to the MBA program is based on a combination of the applicant's education, professional experience, and previous training. Applicants must have earned a bachelor's degree from a regionally accredited institution with a minimum GPA of 3.0, or equivalent. Acceptance decisions are made on a rolling basis throughout the year. Applicants can apply at any time and get a decision within days of submitting all required materials. To apply, applicants should submit these documents to the Admissions Office:

Your application will be complete when the Admissions Office has received the following:

- A completed application (online or paper) and non-refundable \$40 application fee.
- A candidate's statement (no more than two single-spaced pages) addressing the following questions:
 1. What are your career aspirations?
 2. How will an MBA from Castleton University help you accomplish your career objectives?
 3. How have your education and professional experiences thus far prepared you for graduate studies?
- A current résumé.
- Two current letters of recommendation from an advisor, employer, or faculty member addressing the applicant's scholarship and potential. The letters of recommendation must be submitted directly from the recommending individuals and can be submitted to: info@castleton.edu.
- Official final transcripts of undergraduate and graduate work directly from the issuing institution to the Castleton Admissions Office. Transcripts within the Vermont State Colleges System from 2003 forward can be obtained by the Castleton Admissions Office.

GMAT and GRE scores are not required.

If English is not your native language, you will be required to demonstrate proficiency in the English language.

GPA Requirement

Applicants matriculated into the MBA program must maintain a 3.0 GPA. An MBA student will be placed on academic probation if his/her GPA in any module falls below 3.0. If placed on academic probation, the student must increase the cumulative GPA to 3.0 or above by the time the student registers for the next module. Failure to bring the GPA to 3.0 or higher in the next enrolled academic module will cause the student to be dismissed from the program.

MBA Coursework (36 cr):

To graduate with an MBA degree, a student must maintain at least a 3.0 (B) grade point average and complete the MBA core curriculum and a chosen concentration.

Complete the Core Curriculum (27 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5020 - Foundations of International Business 3 cr
- BUS 5030 - Managerial Accounting & Control Concepts 3 cr

- BUS 5040 - Strategic Marketing Management 3 cr
- BUS 5060 - Human Resource Management 3 cr
- BUS 5070 - Risk & Financial Management 3 cr
- BUS 5080 - Legal Studies & Ethics 3 cr -or- ACC 5230 - Fraud Examination and Forensic Accounting 3 cr
- BUS 5090 - Strategic Management & Leadership 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr

And complete 1 of the following Concentrations (9 cr):

Accounting Concentration (9 cr):

- ACC 5020 - Taxation of Business Entities 3 cr
- ACC 5030 - Governmental and Not-For-Profit Accounting 3 cr
- ACC 5050 - Advanced Auditing and Professional Ethics 3 cr

Analytics Concentration (9 cr):

- MAT 5220 - Business Data Analytics 3 cr
- MAT 5230 - Business Experimental Design 3 cr
- MAT 5240 - Data & Business Analytics with R 3 cr

Healthcare Administration Concentration (9 cr):

- HCA 5110 - Healthcare and Social Policy 3 cr
- HCA 5120 - Healthcare Informatics: Clinical Data Management & Analysis 3 cr
- HCA 5130 - Systems Thinking: Healthcare Quality 3 cr

Leading Organizational Change Concentration (9 cr):

- BUS 5110 - Leadership & Organizational Behavior 3 cr
- BUS 5120 - Operations Management for Leaders 3 cr
- BUS 5130 - Leading Organizational Change 3 cr

Media & Communication Concentration (9 cr):

- COM 5110 - Media Technology Workshop 3 cr
- COM 5120 - Media, Society, and Communication 3 cr
- COM 5130 - The Business of Media 3 cr

(Total credits required for the degree: 36)

Health, Human Movement, & Sport

Master's degrees

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 30-credit, fully online, and professional program contains six required athletic leadership Core Courses (18 credits) and allows students to select an additional two courses (6 credits) in electives. All students must complete a 6-credit culminating experience that consists of an internship or a special project.

Students may complete the degree in one year or in multiple years. Castleton students with an undergraduate major in Sport Management or other majors 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.

Program Objectives

Within education-based athletic programs, the student will:

- Demonstrate the ability to apply advanced critical thinking skills.
- Develop the ability to think and plan strategically to properly guide athletic programs.
- Understand basic financial and accounting principles utilized. 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.
- Have a clear understanding of legal concepts and issues in athletic organizations and develop risk management strategies.
- 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 industry.

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 education-based athletics and its study.

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 sports 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 from the programs core requirements. 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 (18 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
- ATL 6220 - Current Trends and Topics in Athletic Leadership 3 cr

and complete 2 of these courses (6 cr):

(note that other courses may be added or substituted with permission of the program coordinator)

- ATL 6210 - Facility Design and Management 3 cr
- ATL 6230 - Advanced Communications in Athletics 3 cr
- ATL 6410 - Psychology of Coaching 3 cr

and successfully complete 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)

MS.ATL COURSE OFFERINGS BY SEMESTER (subject to change)

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

Fall:

ATL 5020 - Financial Administration of Athletics
ATL 5030 - Athletics Advancement
ATL 5050 - Compliance and Governance in Athletics
ATL 6210 - Facility Design and Management
ATL 6810 - Internship in Athletic Leadership
ATL 6890 - Special Project in Athletic Leadership

Spring:

ATL 5010 - Leadership and Management of Athletic Programs - even years
ATL 5040 - Legal Topics in Athletics
ATL 5050 - Compliance and Governance in Athletics - odd years
ATL 6230 - Advanced Communications in Athletics
ATL 6410 - Psychology of Coaching
ATL 6420 - Current Trends and Topics in Coaching Leadership
ATL 6810 - Internship in Athletic Leadership
ATL 6890 - Special Project in Athletic Leadership

Summer:

ATL 5010 - Leadership and Management of Athletic Programs
ATL 5020 - Financial Administration of Athletics - odd years
ATL 5030 - Athletics Advancement - odd years
ATL 5040 - Legal Topics in Athletics - even years
ATL 6220 - Current Trends and Topics in Athletic Leadership - even years
ATL 6810 - Internship in Athletic Leadership
ATL 6890 - Special Project in Athletic Leadership

Athletic Training (MS)

The Masters in Athletic Training will launch in Summer 2020

The Master of Athletic Training (MAT) program is a two-year graduate program that prepares students to challenge the Board of Certification examination and enter the profession of athletic training.

Applicants to the program must be enrolled in the Castleton University Kinesiology/Pre-Athletic Training bachelor's degree program OR have earned a bachelor's degree from a regionally accredited college or university by the time of matriculation to the MAT program. See below for more specific admissions requirements.

Enrollment in the MAT program is limited and admission is highly selective. New cohorts enter the program annually in the summer and complete a two-year, 67-credit curriculum. The program uses a competency-based approach in both the classroom and clinical settings. A medical model is used to educate students to serve in the role of athletic trainer with emphasis on clinical reasoning skills. The clinical rotations consist of four semesters of extensive experiences that include assignments with men and women's varsity athletic teams, cooperative experiences at other area colleges, high schools, Killington Medical Clinic, and the Vermont Orthopedic Clinic. Students will also work with other health care professionals in the practice settings of emergency medicine, orthopedics, family practice medicine, chiropractic medicine, and physical therapy. Students will complete one immersive clinical experience in which they participate in the full-time experience and day-to-day role of an athletic trainer.

Program Mission Statement

The mission of the CAATE-accredited Athletic Training Program at Castleton University is to provide a comprehensive and progressive academic and clinical education experience for students. This experience at Castleton will prepare students to pass the Board of Certification (BOC) examination and achieve employment in the field of Athletic Training.

The MAT Program accepts the overall mission of Castleton University to provide the opportunity for intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, numerous opportunities for outside-the-classroom learning, and an active and supportive campus community. The MAT Program strives to prepare students for meaningful careers; further academic pursuits; and engaged, environmentally responsible citizenship.

Program Goals

1. The MAT Program prepares students to:
 - a. Think critically and effectively apply content knowledge to real world situations and tasks.
 - b. Be professionally and ethically responsible administrators of athletic healthcare.
 - c. Maintain the highest standards of evidence-based clinical expertise, and patient values and circumstances.
 - d. Utilize effective oral and written communication skills as an athletic trainer.
 - e. Secure employment in athletic training or related field, or gain admission to a graduate program of study.
2. The MAT program continually strives to provide high quality didactic and clinical instruction and learning opportunities for the students.

Admissions Requirements

1. Enrolled in the Castleton University Kinesiology/Pre-Athletic Training bachelor's degree program OR earned a bachelor's degree from a regionally accredited college or university by the time of matriculation to the MAT program.
2. A statement that addresses why you want to pursue a master of athletic training degree, previous exposure you have had with an athletic trainer or other healthcare provider, and your professional goals. Limit your statement to 500 words or fewer; include a word count at the end of your statement.
3. Current resume.

4. Two letters of reference that speak to your scholarship and potential as a health care professional.
5. Official transcript of all college/university work, both graduate and undergraduate. It is with your success in mind that we carefully review your academic foundation. We encourage interested students to apply. Admission to the program may be granted if the applicant has an undergraduate cumulative G.P.A. of at least 3.0 on a 4-point scale and shows aptitude for graduate studies as reflected in references, writing ability, and personal objectives.
6. Transcript must verify completion of all of the following prerequisite courses with a grade of "C" or better:
 - Human Anatomy (3-4 cr with lab)
 - Human Physiology (3-4 cr with lab)
 - Chemistry (3-4 cr with lab)
 - Physics (3-4 cr with lab)
 - Biology (3-4 cr with lab)
 - Kinesiology or Biomechanics
 - Physiology of Exercise
 - Nutrition
 - Statistics
 - Introductory Psychology
 - Public Health (or equivalent)
 - Personal Health (or equivalent)
7. Current CPR certification at the professional rescuer level prior to matriculation to the MAT program.
8. Criminal background check prior to matriculation to the MAT program. Castleton uses CastleBranch for the certified background check.
9. Students must meet minimum technical standard requirements to be eligible to participate in the MAT Program. The technical standards can be found in the MAT Program Policies And Procedures, which are available on the Castleton MAT web site.

Application Deadline and Process:

Students will apply to the program through the Athletic Training Centralized Application Service (ATCAS).

The application deadline is February 1st. Program faculty will review completed applications after this deadline. Applications will continue to be accepted and reviewed after this deadline if space in the cohort permits. Select applicants will be invited to interview.

Program Retention Standards

Once accepted into the MAT Program, students must meet minimum academic and clinical retention standards. The program's Progression, Retention, and Probation policy is available on the MAT website.

Accreditation Status

The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Additional Fees

Additional fees and expenses include but are not limited to: 1. Equipment, supplies, and select laboratory and curricular technology fees; specific course fees can be viewed within the course descriptions, as listed in the graduate catalog. 2. The purchase of appropriate attire to be worn in the clinical setting. 3. Travel to and from clinical sites.

COURSE REQUIREMENTS

Complete the following 67- credit course sequence:

1st Year Summer (6 cr)

- AHS 5011 - Sports Emergency Care I 3 cr
- AHS 5030 - Orthopedic Tapping, Wrapping & Bracing 2 cr
- AHS 5040 - EBP in Athletic Healthcare 1 cr

1st Year Fall (15 cr)

- AHS 5012 - Sports Emergency Care II 2 cr
- AHS 5021 - Musculoskeletal Assessment and Diagnosis I 3 cr
- AHS 5025 - Athletic Training Clinical I 4 cr
- AHS 5031 - Therapeutic Interventions I 3 cr
- AHS 5220 - Scientific Foundations of Strength and Conditioning I 3 cr

1st Year Spring (16 cr)

- AHS 5022 - Musculoskeletal Assessment and Diagnosis II 3 cr
- AHS 5032 - Therapeutic Interventions II 3 cr
- AHS 5035 - Athletic Training Clinical II 4 cr
- AHS 5050 - Orthopedic Technology 3 cr
- AHS 5221 - Scientific Foundations of Strength and Conditioning II 3 cr

2nd Year Summer (5 cr)

- AHS 6010 - Administration in Athletic Training 3 cr
- AHS 6020 - Health Evaluation and Intervention 2 cr

2nd Year Fall (13 cr)

- AHS 6030 - Behavioral Health Strategies for Athletic Trainers 1 cr
- AHS 6040 - Clinical Pathology and Pharmacology for Athletic Trainers 3 cr
- AHS 6045 - Athletic Training Clinical III 9 cr

2nd Year Spring (12 cr)

- AHS 6050 - Professional Standards in Athletic Training 3 cr
- AHS 6055 - Athletic Training Clinical IV 4 cr
- AHS 6060 - Exercise Prescription for Special Populations 2 cr
- AHS 6065 - Healthcare Informatics 3 cr

Music

For information about the Music Department, please [click here](#).

Master's degrees

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.)

CORE COURSEWORK (suggested timeline)

Summer 1 (6 cr):

- MUS 5010 - Philosophical Approaches and Current Issues in Music Education 3 cr
- MUS 5090 - Research Methods in Music 3 cr

Fall 1 (3 cr):

- MUS 5460 - Assessment of Music Learning 3 cr

Summer 2 (6 cr):

- MUS 5160 - Curriculum Development in Music Education 3 cr
- MUS 6740 - Graduate Seminar 3 cr

Fall 2 or later (must be completed within 5 years of matriculation) (3 cr)

- MUS 7010 - Capstone Thesis Project 3 cr

Plus Topics Courses (12 cr)

Meet with your advisor to select 12 credits of Music topics courses. Topics courses may be taken during the summer, fall, and/or spring semesters, at your convenience.

(Total credits required for the degree: 30)

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

Psychology

Master's degrees

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 6160 - Applied Behavior Analysis for School Professionals 3 cr
- PSY 6350 - School Based Assessment and Intervention 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

Academic Policies

It is important that students familiarize themselves with the various academic policies of Castleton. A thorough knowledge of these policies will help students complete their academic experience with the greatest ease.

Academic Honesty

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles. Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

Procedures: Castleton considers all cases of academic dishonesty serious and encourages all full- and part-time faculty to treat each case with the seriousness it deserves. The recommended course of action in those cases where academic dishonesty is suspected is listed below.

- A faculty member suspecting academic dishonesty should discuss the alleged infraction(s) with the student(s) involved and explain the grounds for concern.
- If after meeting with the student, the faculty member concludes that the university's academic honesty policy has been violated, the faculty member should notify the student in writing of the violation and the penalty that has been levied. Penalties for academic dishonesty levied by the instructor may range from failure on the assignment to failure for the course. (Although the faculty member has authority to issue failing grades without such notification, the establishment of a written record is the only acceptable means of determining whether a student is responsible for repeated misconduct.) In determining penalties, faculty may take into consideration whether or not a student either knowingly or unknowingly committed an infraction. University policy, however, makes *no distinction about whether or not plagiarism has occurred on the basis of a student's intention*.
- Instructors will notify the Dean of Students about all academic honesty infractions. Reports of academic dishonesty should be made using the "Academic Misconduct Referral Form," which can be downloaded from the university's web site.
- If a student feels that the instructor's allegations or penalties are erroneous, then she/he must arrange to meet with the instructor to discuss and attempt to resolve the matter prior to appealing a decision. If a student/instructor conference fails to achieve adequate resolution, any penalty levied by the instructor may be appealed in writing to the Academic Dean or his or her designee within seven days from the date of the instructor's written notice of penalty. Should the instructor fail to give written notice, the student may appeal within seven days of learning of the penalty. In all cases of appeal, the decision of the Academic Dean or designee is final.
- The Dean of Students may, at his or her discretion, levy additional penalties up to and including dismissal from the university for serious or repeated violations. In cases where the Dean of Students concludes that an additional penalty may be necessary, the student will be notified within fifteen days of the receipt of the instructor's notice of imposition of a penalty that a further sanction is being contemplated. If the severity of the offense warrants, the Dean of Students may lodge a complaint against the student in accordance with the Due Process procedures.

Definitions of Infractions: The following list is intended to illustrate the types of behaviors that are considered academically dishonest at Castleton. It is only a partial list; other behaviors may, as well, violate the basic principles of academic honesty.

- A. Plagiarizing in any form. Plagiarism is stealing. Castleton University defines plagiarism as the act of submitting someone else's work, words, or ideas (in part or in whole) as if they were one's own, without proper attribution of credit.
Credit must be attributed to both print and online source materials, including books, periodicals, articles, video, music, and images. The Internet has become a powerful research tool, but students should note that its power also has a double effect: the Internet makes committing and detecting and proving plagiarism much easier.

Additionally, Castleton makes no distinction in the definition of plagiarism on the basis of a student's intent. Students are responsible for taking pains to familiarize themselves with the citation standards and practices in their respective disciplines and courses to avoid plagiarizing.

Plagiarism includes, but is not limited to the following:

- using a source's exact words without putting those words in quotation marks-this is plagiarism whether or not there is a note attributing the material to a source;
- putting a source's exact words in quotes but failing to provide an endnote, footnote, parenthetical note, or other appropriate form of citation indicating the original source;
- paraphrasing the words of a source but failing to provide an endnote, footnote, parenthetical note, or other appropriate form of citation indicating the original source;
- splicing together exact phrasing and/or paraphrases from multiple sources but failing to give credit for each element borrowed ("patchwork" or "mosaic" plagiarism);
- copying and pasting information from a website without correctly citing the Internet source from which the material was taken. The Internet is not public domain;
- providing only a list of references without properly attributing specific credit for individual quotations or ideas in the body of the text;
- creating a paraphrase that does not substantially reword the original text-for example, leaving long phrases of the original wording, substituting synonyms for key words but not rephrasing the material, or simply rearranging the original words;
- receiving excessive critical input from others to the extent that the final text can no longer be viewed as the work primarily of the student submitting it.

- B. Buying, copying/downloading from the Internet, or commissioning term papers, essays, or comparable documents and/or submitting the work of another (including the work of another student) as one's own.
- C. Submitting work that had previously been prepared for another course in fulfillment of the requirements of a subsequent course, except when the student has obtained the explicit prior permission of the current instructor to do so.
- D. Communicating during an examination session with the intent of supplying information to or receiving information from another student.
- E. Receiving aid in taking examinations through such means as crib sheets or supplementary notes (unless expressly permitted by the instructor); through looking at others' examinations and/or allowing others to look at yours; or through the use of electronic devices such as cell phones, calculators, portable hard drives, PDAs, mp3 players, etc.
- F. Soliciting, obtaining, or providing an examination or portions thereof either prior or subsequent to an examination session, except as authorized by the instructor.
- G. Substituting for another student or allowing a different individual to represent oneself in any context, including but not limited to class meetings, exams, and online discussions.
- H. Knowingly assisting any person committing an act of academic dishonesty.
- I. Altering, changing, or forging university academic records for either oneself or another.
- J. Infringing the rights of other students to fair and equal access to university library materials and other academic resources.
- K. Degrading, erasing, or in any way tampering with the computer assignments or computer files of others.
- L. Attempting to prevent other users from having access to the university's computers, computer terminals, or other resources, or degrading the performance of computer equipment.
- M. The unauthorized use or misuse of prescription drugs to enhance academic performance.

Any student who is unsure whether a particular behavior is permissible under Castleton's academic honesty policy should consult either the instructor of the course for which the work is being done, the student's faculty advisor, or the Academic Dean.

Adding/Dropping Courses

Students may add and drop courses at the beginning of the semester by following the Registration guidelines found on the Castleton website. Since many graduate courses are not offered every semester it is imperative that students check with their advisors before making any schedule changes. Dropping courses could impact a student's ability to finish their program in a timely fashion. There will be no adjustment to the account for a student who drops a course after the drop deadline, and a grade of "W" will appear on the student's transcript. Drops may not be permitted after the 60% point in the course. Dropping courses could impact financial aid eligibility.

Advisors

All matriculated graduate students are assigned faculty advisors at the time of admission to the graduate program. These assignments are made on the basis of the student's major area of study. It is the graduate student's responsibility to contact the advisor on a regular basis to assure progress toward completion of a degree.

Attendance & Participation

Attendance and participation policies are established and published by the course instructor. Castleton does not make special arrangements for individual students in contradiction to the instructor's policies.

Course Enrollment Policies

Course Prerequisites

It is the student's responsibility to ensure that he/she meets the prerequisite(s) before enrolling in any course. The instructor or department chair has the authority to waive the prerequisite(s) and must sign the Registration or ADD/DROP form.

Exemption and Substitution

A student wishing to be exempted from certain academic requirements, or to make course substitutions within an academic program, must complete an Exemption/Substitution of Curriculum Requirement Form available at the Student Services Center. Students should not presume approval for exemptions or substitutions. These are granted only in unique circumstances. Students are encouraged to seek substitution approval, from the relevant department chair, prior to taking a course for that purpose.

Graduates Enrolling in Undergraduate Courses

In order for a course to qualify for both an undergraduate and a graduate designation (e.g. HIS 3515/5515), it must clearly delineate the respective learning objectives and requirements for students at the undergraduate and graduate levels. Graduate students must be expected to address the course material at greater depth and breadth than their undergraduate classmates, and they must engage in a substantially more advanced level of activity that reflects the work of professionals in their field.

Undergraduates Enrolling in Graduate Courses

Taking courses for undergraduate credit

An undergraduate student who has achieved senior standing and a cumulative grade-point average of 3.0 or higher may enroll in graduate-level courses for undergraduate credit with the approval of the instructor, the department chair, and the academic dean. Such courses may not be subsequently accepted for graduate credit at Castleton University.

Taking courses for graduate credit

An undergraduate student who has achieved senior standing (90 or more credits earned) and has a cumulative grade-point average of 3.0 or higher may enroll in graduate-level courses for graduate credit with the approval of the instructor, the department chair, and the academic dean. Such students must pay additional tuition to cover the difference between undergraduate and graduate rates, should the graduate rate be higher, and may not enroll in a combined total of more than fifteen credits. Completion of graduate courses as an undergraduate does not guarantee admission into a graduate program at Castleton.

Graduate courses taken for graduate credit by undergraduate students will be recorded on a post-baccalaureate transcript. Should such courses meet requirements for a Castleton graduate program into which a student is subsequently admitted, these courses will be accepted toward completion of the program.

Grading Policies

Graduate students need a minimum GPA of 3.0 to earn a graduate degree.

In the Castleton University graduate programs, a grade of "A" indicates outstanding performance and a grade of "B" indicates good performance. Students do not earn credit toward a degree for a course grade below "B-".

A graduate student must maintain an overall average of 3.0 in all graduate courses to continue in the graduate programs at Castleton. (At the discretion of the academic dean, a student may be permitted to continue for one semester, on probation, in order to raise the GPA above 3.0.) Students in Education and students in Music Education seeking initial licensure must achieve a grade of "B" or higher in all courses in the education program.

Grading Criteria

Grades are indicated by letters with a designated "quality point" value assigned to each as follows:

<i>Grade</i>	<i>Point Value</i>	<i>Credit earned toward degree?</i>
A	4.0	Yes
A-	3.7	Yes
B+	3.3	Yes
B	3.0	Yes
B-	2.7	Yes
C+	2.3	No
F	0	No

The following symbols are also used on grade reports but carry no point value and are not considered in calculating the semester or the cumulative GPA:

AU - Given when a student is permitted to attend class for audit purposes only. All students auditing graduate courses must have earned a bachelor's degree from an accredited institution and must register and pay tuition as well.

W - Given when a student has been permitted to withdraw from a course after the two-week "drop/add" period has passed.

I - Incomplete applies to work of acceptable quality in a course when the full requirements have not been completed because of illness or other serious reasons. It is not assigned unless a specific agreement to do so has been reached between instructor and student prior to the end of the semester. The instructor issuing the Incomplete, in consultation with the student, shall specify the length of time, usually not exceeding the end of the seventh week of the following semester, for which the Incomplete will stand. If the instructor has not changed the grade by the deadline the grade will

be converted to a non-passing grade, or a default grade assigned by the instructor. An extension of the Incomplete deadline must be approved by the Academic Dean. The grade of "I" will not be used in calculating the GPA. It is the student's responsibility to see that replacement grades are reported to the Registrar prior to the deadline date.

NP - Used to signify that a student has failed an "ungraded" course. No course credit will be given.

P - Used to signify that a student has passed an "ungraded" course. It is assigned for any work that in the letter grade system would give course credit. Academic credits are used to record the completion of academic work. Generally speaking, students are expected to attend one hour of class each week in the semester for each credit they receive, as well as to complete extensive work outside of class.

Final grade reports are available online following the end of the semester. Final grades for each semester are placed on an academic transcript and become the official record of a student's work at Castleton. Courses taken at other VSC institutions (beginning with summer 2002) will appear on Castleton transcripts and grade reports and will be calculated into credit line averages and summaries. Students can access their grades online through Web Services.

Mid-semester grades

Mid-semester grades or grade "indicators" may be issued after the mid-semester point, and before the deadline to drop a class with a late drop fee. Mid-semester grades are not permanently recorded but can be used as a basis for guidance and developmental work. The grades listed above may be used to indicate the progress of the student at mid-semester, or one of the following indicators may be used:

S = Satisfactory Progress NI = Needs Improvement U = Unsatisfactory Progress SI = See Instructor

Audited Courses

Courses in which space is available may be audited by students who do not wish to receive credit. In place of the grade, transcripts will show "AU." So that those wishing to take courses for credit may be given priority, students who wish to audit courses will be permitted to register only during the add period at the beginning of the semester. To audit courses, students must indicate their intentions on their registration cards or their DROP/ADD forms by designating "AU" as the grade option. All students auditing graduate courses must have earned a Bachelor's degree from an accredited institution. Students are charged for audited courses at half the tuition rate that applies to courses taken for credit. Lab fees if applicable will be charged.

Grade Appeals

Course grades assigned by instructors are normally final. However, a student who believes a serious grading error has occurred has several options. A student with a complaint about a grade should first speak with the instructor and explain why the student believes an adjustment is in order. If the student is not satisfied with the instructor's response, the student may speak with the chairperson of the department that offered the course, explain his/her point of view on the matter, and ask that the chairperson intervene on the student's behalf. Any student who continues to believe that a serious grading mistake remains uncorrected after these procedures has the right to appeal to the Academic Dean. Students must make such appeals in writing and explain why they believe they earned a grade higher than the one they were awarded. They should also include any evidence they have that supports their position. Absent clear and fully substantiated evidence of error or prejudice, the Academic Dean will not overturn the decision of a faculty member in regard to the assignment of grades.

Grade Change

Where it is justifiable and necessary, the faculty may change previously assigned grades by filing a Change of Grade form at the Student Services Center. For other than incomplete grades, this form will be forwarded by the Student Services Center to an Academic Dean for approval or disapproval.

Repeating a Course for Grade Improvement

Students may repeat a course for an improved grade by registering for the course again. The grade received for the repeated course will replace the earlier grade in calculating the GPA; the old grade will remain on the permanent record with a notation. A course previously taken for pass/no pass and failed may be retaken for either pass/no pass or a grade if it is a course that may be graded. A course previously taken for a grade may be repeated for a grade only; it may not be taken pass/no pass. Students should note that if they repeat courses they have already passed, they risk losing credit for any course they fail on their second attempt. A course may not be repeated after a degree has been granted on the basis of the successful completion of the course. With the exception of courses specifically designated repeatable, credits for the course taken more than once are only counted once.

Probation and Dismissal

Graduate students need a minimum GPA of 3.0 to earn a graduate degree. Graduate students whose cumulative grade point average is less than 3.0 will be placed on probation or dismissed from the university.

Probation alerts students to the fact that their academic performance to date has been substandard (e.g. below the minimum required GPA) but advises that with diligence and extra effort they can raise their GPA above the minimum level required to be in good academic standing. However, if a student's cumulative GPA remains below good standing for two semesters of probation the student will be dismissed. The Academic Dean may set other parameters regarding academic probation and extra-curricular eligibility.

At the discretion of the department overseeing a graduate assistant's employment, probation may jeopardize the assistant's continued employment and/or institutional aid. Should continued unsatisfactory performance result in a graduate assistant's dismissal for academic reasons, both the assistant's employment and institutional aid will be terminated.

Dismissal from the university occurs when unsatisfactory academic performance is deemed chronic. If a student's cumulative GPA remains below good standing for two semesters of probation the student will be dismissed. A dismissed student may not enroll in any graduate courses offered by the university until after at least one semester of the regular academic year has passed. Following this required period, dismissed students may seek, but are not guaranteed, readmission. Decisions involving dismissal for unsatisfactory performance may be appealed to the academic dean.

A student may be dismissed from a particular graduate program for not meeting its academic standards, even if the student's cumulative GPA does not fall below the minimum required by the university. In such cases, the student may continue to take graduate courses on a non-matriculated basis and may apply for, but is not guaranteed, admission into a different graduate program.

Independent Study

With the written permission of the proposed instructor, the department chair in which a student's program is housed, and the academic dean, appropriate independent studies may be substituted for course requirements that are designed for the classroom setting in either face-to-face or virtual formats. No student may substitute more than six credits of such independent study toward completion of a Castleton graduate degree. Under no circumstances may a student substitute an independent study for the residency requirement of a program that utilizes a low-residency/online curricular model.

Matriculated Students

A matriculated graduate student is one who has been officially accepted into a graduate program at Castleton. Matriculated students have the advantages of a faculty advisor, opportunity to work directly with faculty, and a program organized to meet their needs. Students who intend to receive a degree must be matriculated and should pursue admittance (and thus matriculation) as soon as possible since only a limited number of credits can be transferred from Castleton or other colleges into a graduate degree program at Castleton. All graduate students, matriculated or non-matriculated, are expected to comply with the policies and procedures of Castleton as identified in this publication and the Student Handbook.

Place- and Practice-Based Courses

Examples: Internships and Clinical Placements

Credit Guideline: 1 credit = 50-80 hours

(Note: credit assignment guidelines must balance a need to stipulate guidance with the need for flexibility in its application to a wide range of pedagogies and disciplines.)

Program Completion

Most graduate programs, including all courses and exit requirements, must be completed within five years of the initial course taken as a matriculated graduate student. (The School Psychology programs must be completed within six years.)

The final responsibility for fulfilling the requirements for any degree granted by Castleton rests with the student. To assist students and their advisors, the Registrar's Office will prepare a degree audit for each student during the semester immediately after he/she submits an Application for Degree. Students should review their degree audits with their academic advisors and report any discrepancies to the Registrar's Office.

Application for Degree

The student must complete and submit an Application for Degree to the Registrar's Office no later than the end of the Add/Drop period in their final semester.

The final responsibility for fulfilling the requirements for any degree granted by Castleton University rests with the student. To assist students and their advisors, the Registrar's Office will prepare a degree audit during the semester immediately after the student submits an Application for Degree.

Commencement

Graduate students are encouraged to join Commencement activities in May. Academic robes and hoods are required for participation.

Student Records Review & Release (FERPA)

In conformance with the Family Educational Rights and Privacy Act of 1974, as amended, Castleton University provides students the right to inspect and review their educational records and to challenge the contents of these records to ensure that such records are not inaccurate, misleading, or in violation of the student's privacy or other rights.

In addition, Castleton will not release personally identifiable records of students to any individual agency or organization without the prior written consent of the student, except as provided by the law. The university has a policy of disclosing educational records to Castleton and VSC officials with a legitimate educational interest without prior consent. The VSC has defined directory information as the following: name, home and university address, telephone listing, email address, date of birth, major, enrollment status (full-time or part-time), enrollment level (undergraduate or graduate), dates of attendance, degrees and awards received, weight and height of athletic team members, photographs, most recent and previous educational institutions attended, and participation in officially recognized sports and activities. Castleton will maintain this information and it will be available, at the discretion of university officials, unless the student notifies the university in writing that none of the directory information should be released. Students who wish to restrict access to directory information may do so by completing a Request to Withhold Directory Information form at the Registrar's office. Upon receipt of this form, the VSC shall release no directory information to any third party without prior student consent except as may be otherwise permitted by law.

Castleton University may forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer or to the student's dual enrollment.

A complete statement of Castleton policy regarding the Family Educational Rights and Privacy Act is available from the Registrar or on-line at http://www.castleton.edu/servicecenter/ferpa_summary.pdf

Withdrawing from the University

Students are expected to be enrolled for one or more courses, or on an official leave of absence, every academic semester from the time of matriculation to the completing of degree requirements.

Leave of Absence

Any student may request a Leave of Absence prior to the start of classes for one or two consecutive semesters. In special circumstances the Leave of Absence may be extended beyond the approved period; an academic dean must approve the extension. A leave of absence does not change the five-year program completion requirement.

To request a Leave of Absence, students should complete an interview at the Associate Academic Dean's Office in Woodruff Hall and then complete a Student Exit Information Form and Student Exit Survey. The leave is not official until the Student Exit Information Form and Student Exit Survey are received and the Academic Dean issues written approval.

A student approved for a Leave of Absence is considered no longer enrolled for federal financial aid purposes. Financial aid recipients considering taking a Leave of Absence should contact the Financial Aid Office to determine the impact of such action on their eligibility for financial aid.

Resignation

A student who wishes to resign from the university is required to complete a Student Exit Information Form and Student Exit Survey in the Associate Academic Dean's Office in Woodruff Hall. No resignation is official until the Student Exit Information Form and Student Exit Survey are received and acknowledged. Resident students must also notify their Residence Director of their intention to leave the university.

Grades of "W" will be issued for course withdrawals resulting from resignations received during the first nine weeks of the semester. Resignations after the first nine weeks will normally result in the assignment of the earned grades. Students forced to resign due to circumstances beyond their control may petition the Academic Dean for an exception to this policy. Ceasing to attend classes does not constitute the dropping of classes or resignation from Castleton.

All students considering resigning must meet with Student Services Center to determine the impact on their student tuition account. Once 60% of the semester has passed, there will be no billing adjustments.

The university, with proper documentation, reserves the right to administratively withdraw a student from class and end their program. When a student's physical or mental condition requires services beyond the reasonable scope of the university's capabilities, or when a student's physical condition is deemed by the Dean of Students to present a serious threat to the welfare of the student and/or members of the university community, the student may be required to withdraw, pending resolution of his or her condition. The Dean of Students will act on the basis of reliable information obtained from appropriate professional services.

Admissions Policies

Admissions Standards

Admission to Castleton's graduate programs is selective. In order to be eligible for enrollment in a Castleton course for graduate credit, a prospective student must hold at least a bachelor's degree from either a regionally or nationally accredited institution of higher learning and have earned at least a 3.0 cumulative grade-point average. However, each department establishes its own requirements, so applicants should check their particular program of interest to see whether they are eligible (and, if not, how they can establish eligibility).

For instructions on how to apply for graduate study at Castleton, go to the program you are interested in pursuing and click on the link for "application information."

Admissions Status

Admission to the university for graduate study is "rolling," meaning that prospective students may apply at any time. (However, individual programs have their own deadlines for consideration in a particular semester, so applicants should check the program in which they want to enroll.)

Students will be notified of the status of their application throughout the process. The applicant will receive written notification of the admission decision, granting admission, denial of admission or wait listing. The option of provisional admission is possible for some applicants.

Provisional Acceptance: Applies to a logistical issue such as an official transcript replacing an unofficial one. The University reserves the right to revoke a provisional admission if the final submission differs from what was expected. A student will need to complete a provision prior to matriculation. The Admissions Office cannot have more than one document pending for provisional acceptance.

Conditional Acceptance: Applies, if a candidate fails to successfully complete a requirement such as a prerequisite, or does not meet the GPA requirement for matriculation. A student who is accepted with a prerequisite requirement will need to complete the prerequisite as a condition of his/her acceptance prior to matriculation, and will need to complete a GPA requirement of 3.0 or higher after matriculation. In some cases, Castleton University may have concerns about a student's ability to complete his or her program successfully. In this instance, the student will be required to take additional courses. Courses must be completed within two semesters of the date of conditional admission and passed with a grade of "B" or better. If these requirements are met, the condition will no longer apply.

Credit for Co-Designated Courses

Graduate students may apply no more than nine credits from co-designated undergraduate/graduate courses toward a degree program. Performance-based courses and internships in which graduate and undergraduate students participate at different academic levels are exempt from this restriction.

Registration

New graduate students will connect with a faculty advisor, discuss their program requirements, and register for their first semester courses.

Course listings can be found online. Students need to register for all courses, including independent studies, field experiences, practicums, written examinations, and theses. Individualized courses also require forms that need to be completed and signed before registration. **Students need to register during the published registration period or risk courses being cancelled due to low enrollment.** Course cancellations may make it difficult to complete a program plan in a timely fashion.

Registration for graduate courses can be done online, by mail, or in person at the Financial & Registration Services Center in Woodruff Hall.

Late Registration: A student may be able to register on or after the first day of classes with permission of the instructor and the payment of a late registration fee. Check the website for late registration details.

Transfer of Courses

With the written permission of the registrar and the department chair in which their program is housed, students may count toward their degree up to 12 graduate credits earned from institutions accredited by a regional accrediting association or by an accrediting agency recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation that are not part of the Castleton graduate program in which they are enrolling (e.g. from a college or university in another state; from another Vermont college or university; from another Castleton program such as the Castleton Center for Schools). Official transcripts must be submitted to the registrar for evaluation and transfer of such graduate credits. Only courses completed within the previous five years for which the student received a grade of "B" (3.0) or better will be accepted for transfer. Pass/Fail courses and courses taken for credit/no credit are not acceptable.

With the approval of the department chair, registrar, and academic dean, students may request advance permission to take graduate courses at other institutions that will be applied to the requirements of their Castleton program. The necessary permissions are indicated through signatures recorded on the Prior Approval of Graduate Course Transfer Form, which students must complete and submit to the registrar before enrolling in any outside-Castleton courses that they intend to transfer into their Castleton program.

Veterans Benefits and Transition Act

Pursuant to Section 103 of the Veterans Benefits and Transition Act of 2018, beginning August 1, 2019, for any student using Ch. 33 Post 9/11 GI Bill or Ch. 31 Voc Rehab benefits, even if the VA has not yet paid tuition and fees, Castleton will not:

- prevent enrolling,
- assess a late penalty fee,
- require securing alternative or additional funding, or
- deny access to any school resources (access to classes, libraries, or other institutional facilities) that are available to other students that have paid.

However, Castleton will require that such students:

- produce the VA's Certificate of Eligibility by the first day of class,
- provide any additional information needed to properly certify.

Graduate Programs

Licensure

Castleton Educator Preparation Program (CEPP)

The Castleton Educator Preparation Program (CEPP) is a one-year, 36-credit post baccalaureate licensure program approved by the Vermont Standards Board for Professional Educators and the Agency of Education's Program Approval Committee and provides an alternative certification route for individuals who have already completed a bachelor's degree in a "teachable" field. The certification courses are offered during three full-time semesters: three courses (10 credits) during the summer semester, 3 courses (11 credits) in the fall semester, and 3 courses (15 credits) in the spring semester, which includes a student teaching experience and a student teaching seminar. There may be prerequisite professional education courses, as well as possible content courses, that would need to be completed prior to beginning the spring sequence (see below) if the program committee feels that additional content knowledge must be gained. A transcript evaluation completed by the Education Department's program committee will determine how much, if any, pre-coursework would be required.

Program Requirements

SUMMER

- EDU 6550 - Foundations and Current Issues In Education 3 cr
- EDU 5080 - Child and Adolescent Development: Exceptionality and Learning 4 cr
- EDU 5090 - Curriculum, Instruction, and Assessment 3 cr

FALL

- EDU 5050 - Developing Literacy K–6: Multiple Perspectives 3 cr
-OR- EDU 5370 - Reading and Writing in the Content Areas 3 cr
- EDU 6420 - Models of Elementary Teaching 4 cr
-OR- EDU 5270 - Models of Secondary Teaching 3 cr
- EDU 6090 - Pedagogical Content Knowledge 4 cr

SPRING

- EDU 6851 - Student Teaching I 6 cr
- EDU 6852 - Student Teaching II 6 cr
- EDU 5740 - Student Teaching Seminar 3 cr

Important Information

As a graduate student at Castleton, you will experience the same transformative, relationship-based education that is the hallmark of the Castleton experience.

The Castleton Educator Preparation Program maintains a dedication to excellence in teaching and close student-faculty interaction. Castleton's mission is to cultivate the knowledge, competence, and preparation you need as an emerging professional in your field.

Request Information

<http://www.castleton.edu/academics/graduate-programs/request-information/>

Apply now:

<http://www.castleton.edu/admissions/how-to-apply/for-graduate-students#applynow>

Master's degrees

Accounting (MS)

This program is no longer accepting new students.

Students interested in pursuing Accounting should enroll in our MBA with a concentration in Accounting.

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).

-This program is offered fully online, but one-on-one tutoring is available at the request of the student.-

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 4120)

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 3 cr
- ACC 5030 - Governmental and Not-For-Profit Accounting 3 cr
- ACC 5050 - Advanced Auditing and Professional Ethics 3 cr
- ACC 5210 - Strategic Cost Management 3 cr
- ACC 5220 - Accounting for Mergers and Acquisitions 3 cr
- ACC 5230 - Fraud Examination and Forensic Accounting 3 cr
- ACC 5610 - Topics in Advanced Accounting 3 cr
- ACC 5620 - Accounting Research Seminar 3 cr
- ACC 5630 - CPA Bootcamp 3 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

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 30-credit, fully online, and professional program contains six required athletic leadership Core Courses (18 credits) and allows students to select an additional two courses (6 credits) in electives. All students must complete a 6-credit culminating experience that consists of an internship or a special project.

Students may complete the degree in one year or in multiple years. Castleton students with an undergraduate major in Sport Management or other majors 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.

Program Objectives

Within education-based athletic programs, the student will:

- Demonstrate the ability to apply advanced critical thinking skills.
- Develop the ability to think and plan strategically to properly guide athletic programs.

- Understand basic financial and accounting principles utilized. 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.
- Have a clear understanding of legal concepts and issues in athletic organizations and develop risk management strategies.
- 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 industry.

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 education-based athletics and its study.
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 sports 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 from the programs core requirements. 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 (18 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
- ATL 6220 - Current Trends and Topics in Athletic Leadership 3 cr

and complete 2 of these courses (6 cr):

(note that other courses may be added or substituted with permission of the program coordinator)

- ATL 6210 - Facility Design and Management 3 cr
- ATL 6230 - Advanced Communications in Athletics 3 cr
- ATL 6410 - Psychology of Coaching 3 cr

and successfully complete 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)

MS.ATL COURSE OFFERINGS BY SEMESTER (subject to change)

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

Fall:

ATL 5020 - Financial Administration of Athletics
ATL 5030 - Athletics Advancement
ATL 5050 - Compliance and Governance in Athletics
ATL 6210 - Facility Design and Management
ATL 6810 - Internship in Athletic Leadership

ATL 6890 - Special Project in Athletic Leadership

Spring:

ATL 5010 - Leadership and Management of Athletic Programs - even years

ATL 5040 - Legal Topics in Athletics

ATL 5050 - Compliance and Governance in Athletics - odd years

ATL 6230 - Advanced Communications in Athletics

ATL 6410 - Psychology of Coaching

ATL 6420 - Current Trends and Topics in Coaching Leadership

ATL 6810 - Internship in Athletic Leadership

ATL 6890 - Special Project in Athletic Leadership

Summer:

ATL 5010 - Leadership and Management of Athletic Programs

ATL 5020 - Financial Administration of Athletics - odd years

ATL 5030 - Athletics Advancement - odd years

ATL 5040 - Legal Topics in Athletics - even years

ATL 6220 - Current Trends and Topics in Athletic Leadership - even years

ATL 6810 - Internship in Athletic Leadership

ATL 6890 - Special Project in Athletic Leadership

Athletic Training (MS)

The Masters in Athletic Training will launch in Summer 2020

The Master of Athletic Training (MAT) program is a two-year graduate program that prepares students to challenge the Board of Certification examination and enter the profession of athletic training.

Applicants to the program must be enrolled in the Castleton University Kinesiology/Pre-Athletic Training bachelor's degree program OR have earned a bachelor's degree from a regionally accredited college or university by the time of matriculation to the MAT program. See below for more specific admissions requirements.

Enrollment in the MAT program is limited and admission is highly selective. New cohorts enter the program annually in the summer and complete a two-year, 67-credit curriculum. The program uses a competency-based approach in both the classroom and clinical settings. A medical model is used to educate students to serve in the role of athletic trainer with emphasis on clinical reasoning skills. The clinical rotations consist of four semesters of extensive experiences that include assignments with men and women's varsity athletic teams, cooperative experiences at other area colleges, high schools, Killington Medical Clinic, and the Vermont Orthopedic Clinic. Students will also work with other health care professionals in the practice settings of emergency medicine, orthopedics, family practice medicine, chiropractic medicine, and physical therapy. Students will complete one immersive clinical experience in which they participate in the full-time experience and day-to-day role of an athletic trainer.

Program Mission Statement

The mission of the CAATE-accredited Athletic Training Program at Castleton University is to provide a comprehensive and progressive academic and clinical education experience for students. This experience at Castleton will prepare students to pass the Board of Certification (BOC) examination and achieve employment in the field of Athletic Training.

The MAT Program accepts the overall mission of Castleton University to provide the opportunity for intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, numerous opportunities

for outside-the-classroom learning, and an active and supportive campus community. The MAT Program strives to prepare students for meaningful careers; further academic pursuits; and engaged, environmentally responsible citizenship.

Program Goals

1. The MAT Program prepares students to:
 - a. Think critically and effectively apply content knowledge to real world situations and tasks.
 - b. Be professionally and ethically responsible administrators of athletic healthcare.
 - c. Maintain the highest standards of evidence-based clinical expertise, and patient values and circumstances.
 - d. Utilize effective oral and written communication skills as an athletic trainer.
 - e. Secure employment in athletic training or related field, or gain admission to a graduate program of study.
2. The MAT program continually strives to provide high quality didactic and clinical instruction and learning opportunities for the students.

Admissions Requirements

1. Enrolled in the Castleton University Kinesiology/Pre-Athletic Training bachelor's degree program OR earned a bachelor's degree from a regionally accredited college or university by the time of matriculation to the MAT program.
2. A statement that addresses why you want to pursue a master of athletic training degree, previous exposure you have had with an athletic trainer or other healthcare provider, and your professional goals. Limit your statement to 500 words or fewer; include a word count at the end of your statement.
3. Current resume.
4. Two letters of reference that speak to your scholarship and potential as a health care professional.
5. Official transcript of all college/university work, both graduate and undergraduate. It is with your success in mind that we carefully review your academic foundation. We encourage interested students to apply. Admission to the program may be granted if the applicant has an undergraduate cumulative G.P.A. of at least 3.0 on a 4-point scale and shows aptitude for graduate studies as reflected in references, writing ability, and personal objectives.
6. Transcript must verify completion of all of the following prerequisite courses with a grade of "C" or better:
 - Human Anatomy (3-4 cr with lab)
 - Human Physiology (3-4 cr with lab)
 - Chemistry (3-4 cr with lab)
 - Physics (3-4 cr with lab)
 - Biology (3-4 cr with lab)
 - Kinesiology or Biomechanics
 - Physiology of Exercise
 - Nutrition
 - Statistics
 - Introductory Psychology
 - Public Health (or equivalent)
 - Personal Health (or equivalent)
7. Current CPR certification at the professional rescuer level prior to matriculation to the MAT program.

8. Criminal background check prior to matriculation to the MAT program. Castleton uses CastleBranch for the certified background check.

9. Students must meet minimum technical standard requirements to be eligible to participate in the MAT Program. The technical standards can be found in the MAT Program Policies And Procedures, which are available on the Castleton MAT web site.

Application Deadline and Process:

Students will apply to the program through the Athletic Training Centralized Application Service (ATCAS).

The application deadline is February 1st. Program faculty will review completed applications after this deadline. Applications will continue to be accepted and reviewed after this deadline if space in the cohort permits. Select applicants will be invited to interview.

Program Retention Standards

Once accepted into the MAT Program, students must meet minimum academic and clinical retention standards. The program's Progression, Retention, and Probation policy is available on the MAT website.

Accreditation Status

The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Additional Fees

Additional fees and expenses include but are not limited to: 1. Equipment, supplies, and select laboratory and curricular technology fees; specific course fees can be viewed within the course descriptions, as listed in the graduate catalog. 2. The purchase of appropriate attire to be worn in the clinical setting. 3. Travel to and from clinical sites.

COURSE REQUIREMENTS

Complete the following 67- credit course sequence:

1st Year Summer (6 cr)

- AHS 5011 - Sports Emergency Care I 3 cr
- AHS 5030 - Orthopedic Tapping, Wrapping & Bracing 2 cr
- AHS 5040 - EBP in Athletic Healthcare 1 cr

1st Year Fall (15 cr)

- AHS 5012 - Sports Emergency Care II 2 cr
- AHS 5021 - Musculoskeletal Assessment and Diagnosis I 3 cr
- AHS 5025 - Athletic Training Clinical I 4 cr
- AHS 5031 - Therapeutic Interventions I 3 cr
- AHS 5220 - Scientific Foundations of Strength and Conditioning I 3 cr

1st Year Spring (16 cr)

- AHS 5022 - Musculoskeletal Assessment and Diagnosis II 3 cr
- AHS 5032 - Therapeutic Interventions II 3 cr
- AHS 5035 - Athletic Training Clinical II 4 cr
- AHS 5050 - Orthopedic Technology 3 cr
- AHS 5221 - Scientific Foundations of Strength and Conditioning II 3 cr

2nd Year Summer (5 cr)

- AHS 6010 - Administration in Athletic Training 3 cr
- AHS 6020 - Health Evaluation and Intervention 2 cr

2nd Year Fall (13 cr)

- AHS 6030 - Behavioral Health Strategies for Athletic Trainers 1 cr
- AHS 6040 - Clinical Pathology and Pharmacology for Athletic Trainers 3 cr
- AHS 6045 - Athletic Training Clinical III 9 cr

2nd Year Spring (12 cr)

- AHS 6050 - Professional Standards in Athletic Training 3 cr
- AHS 6055 - Athletic Training Clinical IV 4 cr
- AHS 6060 - Exercise Prescription for Special Populations 2 cr
- AHS 6065 - Healthcare Informatics 3 cr

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.

The Education Department is committed to developing research skills in graduate students, promoting professionalism as scholar practitioners, who are well versed in current educational theory and practice. Masters candidates will implement change in their own current practice and develop the skills to change future practice. The skills range from an introductory overview of methods employed in research in education as the first course, to specific instruction in framing research questions within the candidates' course of study, qualitative and quantitative data collection and management, writing initial chapters of the thesis, and specific guidance through the final writing of the thesis.

By supporting the content courses of candidates' study with research, candidates in this program will work together, consider questions that arise in other areas of teaching, and meaningfully integrate their specialization in the fabric of their work in K-12 schools.

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

Core Courses (15-18 cr):

- EDU 5100 - Introduction to Graduate Education and Research 3 cr
- EDU 6121 - Qualitative Research 2 cr
- EDU 6122 - Quantitative Research Methods 2 cr
- EDU 6245 - Research Design in Education 2 cr
- EDU 6601 - Thesis Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

All 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 EDU 7960 according to the published registration deadlines in the same manner as required for any regular course.

Electives (18-21 cr):

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)

Education: Curriculum & Instruction: Applied Behavior Analysis (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 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 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's Program Review Team and is framed by both the Core Leadership Standards for Vermont Educators and the Professional Standards for Educational Leaders (PSEL). 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. Candidates will successfully complete all coursework and their internship, hold an earned Master's degree, and have 3 or more years of teaching experience as a **licensed** educator in order to be recommended for the principal endorsement.*

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 (MA)

The Master of Arts in Education with an emphasis on Special Education is designed for teachers who already hold a teaching license in the state of Vermont and wish to add the Special Education endorsement to their existing license; the program is also designed for those currently not licensed but seeking initial licensure in Vermont in Special Education.

The graduate program in Special Education at Castleton prepares special educators who serve students in grades K-12 with diverse strengths, needs, and abilities. The department's goal is to provide educators with the knowledge and skills required to work with students with challenges and to function collaboratively with parents, teachers, administrators, support providers, and employers. Much of what we emphasize includes evidence-based practices in inclusive settings and high achievement for all students regardless of their disability.

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

There are three options for earning a M.A. Ed. in Special Education at Castleton:

Option 1: For those currently licensed in Vermont

CU offers graduate courses in Special Education that, once completed, can be submitted to the Vermont Licensure Board in order to earn the Special Education endorsement through an expedited transcript/academic review process. (Castleton's courses are accepted by the Agency of Education as meeting the requirements of the Special Education endorsement, ensuring that the transcript/academic review process occurs smoothly and quickly.)

Students complete a program that includes both core and Special Education courses (and a 60-hour practicum) designed to address the knowledge and performance standards of the Special Education endorsement. Upon completion, students have earned both a Master's degree and a Special Education teaching endorsement.

Note: those who have already earned a Master's degree in another education field can, in consultation with their advisor, complete 18 credits of Special Education coursework (and a practicum) and use the transcript/academic review process to request the addition of the Special Education endorsement.

-Complete these core courses (15-18 cr):

- EDU 5100 - Introduction to Graduate Education and Research 3 cr
- EDU 6121 - Qualitative Research 2 cr
- EDU 6122 - Quantitative Research Methods 2 cr
- EDU 6245 - Research Design in Education 2 cr
- EDU 6601 - Thesis Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

-Complete these Special Education endorsement courses (21-24 cr):

- EDU 5155 - Curriculum in Special Education 3 cr
- EDU 5220 - Learning Disabilities 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

(Total credits required: 36-42 cr)

* * *

Option 2: For those not licensed in Vermont

CU offers a Master's degree plus licensure program that allows those not licensed in any area in Vermont to earn both the advanced degree and Special Education licensure. Core and Special Education courses and student teaching/seminar are all designed to meet the expectations for licensure of the Vermont Standards Board for Professional Educators. This is a 48-credit program with 15 credits of core courses and 33 credits of Special Education and state-required student teaching/seminar courses.

-Complete these core courses (15 cr):

- EDU 5100 - Introduction to Graduate Education and Research 3 cr
- EDU 6121 - Qualitative Research 2 cr
- EDU 6122 - Quantitative Research Methods 2 cr
- EDU 6245 - Research Design in Education 2 cr
- EDU 6601 - Thesis Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

-Complete these Special Education licensure courses (33 cr):

- EDU 5155 - Curriculum in Special Education 3 cr
- EDU 5220 - Learning Disabilities 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 6851 - Student Teaching I 6 cr
- EDU 6852 - Student Teaching II 6 cr
- EDU 5740 - Student Teaching Seminar 3 cr

(Total credits required: 48 cr)

* * *

Option 3: Higher Education Collaborative program

Castleton has a memorandum of understanding with the Vermont Higher Education Collaborative (VTHEC). Students complete the first 18 credits toward the Special Education endorsement through the Higher Education Collaborative program and work with VTHEC staff to secure the Special Education endorsement through the Peer Review or Transcript Review process. Students then apply to Castleton, where 18 credits in Special Education (all of their coursework except the practicum) are accepted and blended into an M.A. Ed. in Special Education. Students are responsible for completing an additional 18 credits with Castleton to earn that degree.

-Complete these Special Education courses with VTHEC (18 cr):

- Emotional/Behavioral Issues in Special Education (3 cr)
- Meeting the Instructional Needs of All Students: Moderate to Severe Disabilities (3 cr)
- Meeting the Instructional Needs of Students with Learning Disabilities: (LD 1) Reading (3 cr)
- Meeting the Instructional Needs of Students with Learning Disabilities: (LDII) Math (3 cr)
- Assessment in Special Education (3 cr)
- History, Legal Issues, and Support Systems in Special Education (3 cr)

-Complete these courses at CU (18 cr):

- EDU 5100 - Introduction to Graduate Education and Research 3 cr
- EDU 6121 - Qualitative Research 2 cr
- EDU 6122 - Quantitative Research Methods 2 cr
- EDU 6245 - Research Design in Education 2 cr
- EDU 6601 - Thesis Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

Note: Students completing a 3-credit thesis (instead of a 6-credit thesis) will also need to take a 3-credit Special Education elective to meet the 36-credit minimum.

(Total credits required: 36 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 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

Master of Business Administration (MBA)

Castleton University's dynamic online MBA Program provides recent college graduates and working professionals with the opportunity to earn a rigorous graduate degree without interrupting their career progression. The flexible and convenient online format allows students to participate in specially-designed courses taught by highly qualified faculty.

The online MBA program is an accelerated degree program. Course modules with concentrated, focused content are six to eight weeks long. This means you can earn your MBA from Castleton University more rapidly than in a typical program.

This program is offered fully online, but one-on-one collaboration with professors is available at the request of the student.

Objectives

The MBA program is designed to promote professional competence; leadership ability; analytical skills; an understanding of social, political and economic forces; and a strong sense of ethics and public purpose. The program focuses on the development of leadership skills and enhanced knowledge in five areas of specialization: Accounting, Analytics, Healthcare Administration, Leading Organizational Change, and Media & Communication.

The MBA from Castleton University will help you accomplish your career objectives:

- The MBA enhances your leadership skills by preparing you for upper management and improves your ability to motivate and to encourage teams to be more productive.
- The MBA enhances your knowledge of vital concepts and practices allowing you to better evaluate data and calculate risks to make informed decisions.
- Studies show that the most practical advantages of an MBA are that the degree can improve retention, promotion and salary growth.

Graduate Certificates

The MBA program offers graduate certificates in Accounting, Analytics, Healthcare Administration, Leading Organizational Change, and Media & Communication. Certificates may be earned as part of the MBA program (by

matriculated students) or as a standalone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

The courses requirements for the certificates are found here:

- Accounting Certificate
- Analytics Certificate
- Healthcare Administration Certificate
- Leading Organizational Change Certificate
- Media & Communication Certificate

Admissions Requirements

Admission to the MBA program is based on a combination of the applicant's education, professional experience, and previous training. Applicants must have earned a bachelor's degree from a regionally accredited institution with a minimum GPA of 3.0, or equivalent. Acceptance decisions are made on a rolling basis throughout the year. Applicants can apply at any time and get a decision within days of submitting all required materials. To apply, applicants should submit these documents to the Admissions Office:

Your application will be complete when the Admissions Office has received the following:

- A completed application (online or paper) and non-refundable \$40 application fee.
- A candidate's statement (no more than two single-spaced pages) addressing the following questions:
 1. What are your career aspirations?
 2. How will an MBA from Castleton University help you accomplish your career objectives?
 3. How have your education and professional experiences thus far prepared you for graduate studies?
- A current résumé.
- Two current letters of recommendation from an advisor, employer, or faculty member addressing the applicant's scholarship and potential. The letters of recommendation must be submitted directly from the recommending individuals and can be submitted to: info@castleton.edu.
- Official final transcripts of undergraduate and graduate work directly from the issuing institution to the Castleton Admissions Office. Transcripts within the Vermont State Colleges System from 2003 forward can be obtained by the Castleton Admissions Office.

GMAT and GRE scores are not required.

If English is not your native language, you will be required to demonstrate proficiency in the English language.

GPA Requirement

Applicants matriculated into the MBA program must maintain a 3.0 GPA. An MBA student will be placed on academic probation if his/her GPA in any module falls below 3.0. If placed on academic probation, the student must increase the cumulative GPA to 3.0 or above by the time the student registers for the next module. Failure to bring the GPA to 3.0 or higher in the next enrolled academic module will cause the student to be dismissed from the program.

MBA Coursework (36 cr):

To graduate with an MBA degree, a student must maintain at least a 3.0 (B) grade point average and complete the MBA core curriculum and a chosen concentration.

Complete the Core Curriculum (27 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5020 - Foundations of International Business 3 cr
- BUS 5030 - Managerial Accounting & Control Concepts 3 cr
- BUS 5040 - Strategic Marketing Management 3 cr
- BUS 5060 - Human Resource Management 3 cr
- BUS 5070 - Risk & Financial Management 3 cr
- BUS 5080 - Legal Studies & Ethics 3 cr -or- ACC 5230 - Fraud Examination and Forensic Accounting 3 cr
- BUS 5090 - Strategic Management & Leadership 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr

And complete 1 of the following Concentrations (9 cr):

Accounting Concentration (9 cr):

- ACC 5020 - Taxation of Business Entities 3 cr
- ACC 5030 - Governmental and Not-For-Profit Accounting 3 cr
- ACC 5050 - Advanced Auditing and Professional Ethics 3 cr

Analytics Concentration (9 cr):

- MAT 5220 - Business Data Analytics 3 cr
- MAT 5230 - Business Experimental Design 3 cr
- MAT 5240 - Data & Business Analytics with R 3 cr

Healthcare Administration Concentration (9 cr):

- HCA 5110 - Healthcare and Social Policy 3 cr
- HCA 5120 - Healthcare Informatics: Clinical Data Management & Analysis 3 cr
- HCA 5130 - Systems Thinking: Healthcare Quality 3 cr

Leading Organizational Change Concentration (9 cr):

- BUS 5110 - Leadership & Organizational Behavior 3 cr
- BUS 5120 - Operations Management for Leaders 3 cr
- BUS 5130 - Leading Organizational Change 3 cr

Media & Communication Concentration (9 cr):

- COM 5110 - Media Technology Workshop 3 cr
- COM 5120 - Media, Society, and Communication 3 cr
- COM 5130 - The Business of Media 3 cr

(Total credits required for the degree: 36)

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.)

CORE COURSEWORK (suggested timeline)

Summer 1 (6 cr):

- MUS 5010 - Philosophical Approaches and Current Issues in Music Education 3 cr
- MUS 5090 - Research Methods in Music 3 cr

Fall 1 (3 cr):

- MUS 5460 - Assessment of Music Learning 3 cr

Summer 2 (6 cr):

- MUS 5160 - Curriculum Development in Music Education 3 cr
- MUS 6740 - Graduate Seminar 3 cr

Fall 2 or later (must be completed within 5 years of matriculation) (3 cr)

- MUS 7010 - Capstone Thesis Project 3 cr

Plus Topics Courses (12 cr)

Meet with your advisor to select 12 credits of Music topics courses. Topics courses may be taken during the summer, fall, and/or spring semesters, at your convenience.

(Total credits required for the degree: 30)

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 6160 - Applied Behavior Analysis for School Professionals 3 cr
- PSY 6350 - School Based Assessment and Intervention 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

Graduate Certificates

Accounting Certificate

The Certificate in Accounting is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in Accounting.

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Accounting (12 cr):

- ACC 5020 - Taxation of Business Entities 3 cr
- ACC 5030 - Governmental and Not-For-Profit Accounting 3 cr
- ACC 5050 - Advanced Auditing and Professional Ethics 3 cr
- ACC 5230 - Fraud Examination and Forensic Accounting 3 cr -or- BUS 5080 - Legal Studies & Ethics 3 cr

Requirements for the Advanced Graduate Certificate in Accounting (21 cr):

- ACC 5020 - Taxation of Business Entities 3 cr
- ACC 5030 - Governmental and Not-For-Profit Accounting 3 cr
- ACC 5050 - Advanced Auditing and Professional Ethics 3 cr
- ACC 5230 - Fraud Examination and Forensic Accounting 3 cr -or- BUS 5080 - Legal Studies & Ethics 3 cr
- BUS 5030 - Managerial Accounting & Control Concepts 3 cr
- Any two BUS graduate core electives 6 cr

Analytics Certificate

The Certificate in Analytics is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in Business Analytics.

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Analytics (12 cr):

- BUS 5010 - Leadership Theory 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr
- MAT 5220 - Business Data Analytics 3 cr
- 1 Business graduate elective 3 cr

Requirements for the Advanced Graduate Certificate in Analytics (21 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5060 - Human Resource Management 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr
- MAT 5220 - Business Data Analytics 3 cr
- MAT 5230 - Business Experimental Design 3 cr
- MAT 5240 - Data & Business Analytics with R 3 cr
- 1 Business graduate elective 3 cr

Healthcare Administration Certificate

The Certificate in Healthcare Administration is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in Healthcare Administration

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Healthcare Administration (12 cr):

- BUS 5010 - Leadership Theory 3 cr
- HCA 5110 - Healthcare and Social Policy 3 cr
- HCA 5120 - Healthcare Informatics: Clinical Data Management & Analysis 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr

Requirements for the Advanced Graduate Certificate in Healthcare Administration (21 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5060 - Human Resource Management 3 cr
- HCA 5110 - Healthcare and Social Policy 3 cr
- HCA 5120 - Healthcare Informatics: Clinical Data Management & Analysis 3 cr
- HCA 5130 - Systems Thinking: Healthcare Quality 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr
- 1 graduate Business elective 3 cr

Leading Organizational Change Certificate

The Certificate in Leading Organizational Change is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in how to lead organization change.

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Leading Organizational Change (12 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5110 - Leadership & Organizational Behavior 3 cr
- BUS 5130 - Leading Organizational Change 3 cr
- a graduate Business elective 3 cr

Requirements for the Advanced Graduate Certificate in Leading Organizational Change (21 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5060 - Human Resource Management 3 cr
- BUS 5120 - Operations Management for Leaders 3 cr
- BUS 5130 - Leading Organizational Change 3 cr
- MAT 5210 - Business Analytics: Data, Models & Decisions 3 cr
- two graduate Business electives 6 cr

Media & Communication Certificate

The Certificate in Media & Communication is offered by the Business Administration Department.

The certificate may be earned as part of the MBA program (by matriculated students) or as a stand-alone certificate (by nonmatriculated students, in which case the credits from the certificates may be applied towards the MBA degree at a future date should the student choose to matriculate at CU).

Individuals may pursue either the Graduate Certificate or the Advanced Graduate Certificate:

-The **Graduate Certificate** consists of 4 courses designed to enhance your understanding of key concepts in Media & Communication.

-The **Advanced Graduate Certificate** consists of 7 courses designed to further develop your expertise in the field.

Requirements for the Graduate Certificate in Media & Communication (12 cr):

- BUS 5010 - Leadership Theory 3 cr
- COM 5110 - Media Technology Workshop 3 cr
- COM 5120 - Media, Society, and Communication 3 cr
- 1 graduate Business elective 3 cr

Requirements for the Advanced Graduate Certificate in Media & Communication (21 cr):

- BUS 5010 - Leadership Theory 3 cr
- BUS 5060 - Human Resource Management 3 cr
- COM 5110 - Media Technology Workshop 3 cr
- COM 5120 - Media, Society, and Communication 3 cr
- COM 5130 - The Business of Media 3 cr

- 2 graduate Business electives 6 cr

Services and Facilities

The Calvin Coolidge Library

The library is central to the intellectual and cultural life of the University. It provides information and services to the academic community in support of teaching and research. The collection contains over 750,000 items in a variety of formats. Library electronic systems take advantage of full internet access and a wireless network to provide researchers with opportunities to use a rapidly expanding variety of resources. For material not held in the Castleton Library, interlibrary loan service is generally fast and efficient. Librarians regularly offer instruction in research methods and tools in introductory and upper-level courses.

Castleton is a member of several regional and national library networks. The library has an integrated online system that is shared with the other four Vermont State Colleges. The library home page (www.castleton.edu/library) is the gateway to most library services and collections, including a number of databases that include full text of articles and books.

Students have access to a variety of media, including streaming video and DVDs that can be checked out or watched in individual viewing carrels or group study rooms in the library.

The present library building was constructed in 1965 with a major addition doubling its size in 1979. Approximately 260 readers can be accommodated in individual or group seating, carrels, and conference areas. The library also houses the Student Gallery and Lounge, the Vermont Room and the University Archives.

Information Literacy in Graduate Programs

Faculty teaching graduate courses are aware their students may need to learn new, updated research tools if they are returning to academia after an absence. All graduate students will need enhanced information literacy skills for graduate level research.

Accordingly, faculty incorporate library staff into instruction early in graduate coursework. In addition to helping students learn to locate and access local and non-local resources, librarians help students manage their research process with bibliographic management tools. Furthermore, librarians can be embedded into the Moodle site of graduate courses so students have immediate and personalized assistance from information experts.

Career Engagement

The Office of Career Engagement, in collaboration with the Director of Community Engagement, coordinates services and programs to enhance opportunities for career exploration, preparation and educational offerings to students and alumni. Through a range of services and resources offered both in person and on-line, the office helps students apply their education in workplace learning experiences compatible with their career interests and goals. Staff assists students in choosing a major, exploring and identifying work experiences, career and graduate school opportunities, developing a resume and LinkedIn profile, and interviewing preparation skills.

Career readiness workshops and class presentations are offered throughout the year.

The office sponsors annual events including a job and graduate school fair, part-time and mini job fairs, alumni career conversations, and networking events.

Information Technology Services

Lab Computers and Software

There are approximately 250 computers on campus for student use. The largest general access lab, the Academic Computing Center (ACC), is overseen by IT Services. There are also a dozen smaller labs managed by individual academic departments. A wide variety of software is available.

Academic Computing Center - ACC

The ACC, located in the Stafford Academic Center, is open to students and the Castleton community approximately 90 hours per week during the regular school year. It is equipped with 38 Windows computers and 15 Macintosh computers running a variety of software. The ACC is also adjacent to two teaching labs - one Windows and one Macintosh - each containing 21 computers. These are open to student use when not in use by classes. Available peripherals include high speed laser printers and scanners. The ACC is managed and maintained by a student staff under the guidance of IT Services.

Other Academic Labs

- Business Administration
- Chemistry
- Communication
- Library
- Modern Foreign Languages
- Music
- Natural Science
- Nursing
- Physics
- Psychology
- HGEP & Sociology/Social Work/Criminal Justice

Internet Access and Email

Access to the Internet is available in all labs, classrooms, and residence hall rooms. Wireless access is available in all buildings. Accounts to access the portal and Web Services are created when students apply to Castleton. Students are given access to Castleton email shortly after they register.

Parking

On-campus parking is available to all students with a parking permit. The permit may be obtained without charge by contacting the Public Safety Office at (802) 468-1215. Special parking areas for faculty, staff and handicapped persons are clearly marked. Violators of parking policies will be fined. Failure to pay parking violations may result in the withholding of a student's degree or transcript.

Student Identification

A student I.D. is necessary in order to check out books at the library and use certain facilities on campus. Students can acquire I.D. pictures and verification stickers at their initial registration with the university. Students may also call the Public Safety Office, (802) 468-1215, and make arrangements to receive an initial I.D. or a replacement.

Testing Service

The Education Department facilitates testing for teacher licensure through ETS/Praxis and ACT. For questions or scheduling information, please contact the Education Department at (802) 468-1220. Practice CD's and materials are available in the library and on-line at www.ets.org/praxis/prepare/materials and www.act.org/products/k-12-act-test/.

Transcript Requests

All transcript requests should be made to the Student Services Center. They must be in writing to comply with the Family Educational Rights and Privacy Act, and include the student's I.D. number or the last four digits of their social security number, previous registration name(s), the last date of attendance, and a signature. If transcripts are to be mailed, complete addresses must be provided. Castleton reserves the right to withhold release of academic transcripts until all financial obligations have been met. There is a fee for each transcript.

Note: School districts and/or superintendents are not automatically notified of credits earned by teachers. Teachers who would like school personnel to be notified of credits earned must request an official transcript.

Wellness Center

The Castleton Wellness Center supports the educational mission of Castleton by striving to encourage the physical, emotional, intellectual, social, occupational, and spiritual health of students through a comprehensive array of services. Health Services, Counseling Services, Wellness Education, and Violence Prevention and Advocacy are provided free of charge to all Castleton Students. Alcohol and Other Drug Services are also available to students for a fee.

Tuition and Fees

Students are responsible for familiarizing themselves with the definition of residency, fee descriptions, payments and refund policies that are detailed in this catalog.

Annual Tuition

Tuition charges are set each year by the Vermont State Colleges Board of Trustees. Graduate tuition and fees depend upon the number of credits for which a student wishes to enroll:

- No student may enroll for more than 12 graduate credits in a given term without the written permission of both the department chair in which the program is housed and the academic dean. An individual who is permitted to take 13-15 credits must pay a per-credit overload fee.
- Under no circumstances may a student enroll in more than 15 graduate credits in a given term.

Single Semester Graduate Rates (Summer 2020/ Fall 2020/ Spring 2021)

Students are charged on a per-credit basis:

	In-State	Out-of-State
Tuition per credit	\$662	\$662

Tech/Resource Fee per credit*	17	17
TOTAL PER CREDIT:	\$679	\$679

*The Technology Fee is used to maintain the university's technological infrastructure.

Matriculated grad students will be charged a Tuition Fee and a Technology Fee per credit with no cap, plus any course fees.

Non-matriculated graduate students will be charged a Tuition Fee per credit with no cap, plus any course fees.

Payment Options

Castleton does not send out paper bills. You can view your bill online by logging into the Portal/Web Services.

- Personal Payment: Cash, check, money order. (MasterCard, Visa, Discover, American Express online only with a convenience fee added.)
- Financial Aid, Military Benefits (restrictions apply)
- Monthly Payment Plan available online only
- Third-party payment: If your employer is paying a Purchase Order is required.
- Non-matriculated students must pay at the time of registration or submit the P.O. to cover the cost.

Questions? Contact Financial & Registration Services: 802-468-6070 or financial_registrationservices@castleton.edu

****RATES SUBJECT to CHANGE****

Fees

- If a class is dropped after the first two weeks of classes, there will be no adjustment to the tuition account. If classes are added, the tuition account will be adjusted accordingly.
- Late Degree Application Fee: \$20 (appl. deadline is May 1, Aug 1, or Dec 1 a year prior to graduation)
- International Students: add \$100 International Fee per semester
- Graduation Fee: \$125 (charged to all graduating students, whether or not they attend commencement)
- Transcripts: \$7.50 each
- Late Registration Fee: \$70
- Grad Application Fee: \$40
- Students who register a vehicle: \$79.00 Registration Fee per vehicle

Late Fees

Castleton reserves the right to void all registrations for which satisfactory financial arrangements are not made or honored. All past due balances may be subject to late fees if not paid by the due date. Any balance not paid may also be subject to collection costs, including attorney's fees, and other costs and charges necessary for the collection of the account.

Late fees may be assessed on any student account over \$200 if not paid by the due date. The following are established rates that will be charged on a monthly basis until the end of the semester:

- balances from \$200 to \$2,000 will be charged \$50 monthly
- balances from \$2,001 to \$5,000 will be charged \$100 monthly
- balances from \$5,001 and up will be charged \$200 monthly

Financial Aid

Students applying for federal financial aid must complete the Free Application for Federal Student Aid (FAFSA) each year. You may apply on-line at www.Studentaid.gov. The Castleton University Title IV code is 003683. Matriculated graduate students who are enrolled at least half-time (3 credits) during a regular semester or summer period are eligible to apply for assistance through the Federal Direct Loan (Unsubsidized) and the Federal Work Study programs. You are encouraged to apply as early as possible. Should you have questions about the financial aid application process please contact Financial & Registration Services at 802.468.6070 or email them at financial_registration@castleton.edu.

Full-Time and Half-Time Status

VSCS Policy 111 states that full-time enrollment for graduate students is 6 credits and half-time enrollment for graduate students is 3 credits.

The enrollment status of a graduate student (in a matriculated or non-matriculated graduate program) is reported on a monthly basis. A student is reported as full-time if enrolled for 6 credits (per semester) and half-time if enrolled for 3 credits.

If a student is reported as enrolled as least half-time her/his federal student loans will go into deferment. Students are not required to make loan payments while in deferment but may continue to make payments if they choose to. She/he would need to contact their federal student loan servicer. This would need to be done every month as enrollment is reported each month.

Health Insurance

Health insurance is required at 9 or more credits for students not otherwise covered under a comparable plan. Add \$1675 to your fall semester bill; students must accept or decline the insurance online by the deadline date. The annual policy renews each fall semester. For students who were not full-time in the fall, but are full-time in the spring, add \$1037 to your spring bill.

Students may be exempted from paying the insurance fee by submitting a selection form electronically through web services certifying that they are covered by a family insurance plan. Deadlines for form submittal are, for the Fall 2020: September 30, and for the Spring 2021 only semester: February 15. Insurance brochures are available online from the Financial & Registration Services website.

In-State Residency Policy

Purpose: The Vermont State Colleges charges different tuition rates to in- and out-of-state students. Therefore, criteria to determine in-state residency are required. The following requirements must be met by a student prior to being granted resident status for the purpose of admission, tuition and other VSC charges:

1. The applicant shall be domiciled in Vermont, said domicile having been continuous for one year immediately prior to the date of application unless the student has been in the Armed Services, Peace Corps, or other recognized national service organization, and has retained Vermont as his/her permanent address during the period of absence, and has returned to Vermont immediately following discharge from these services. Changes in residency status shall become effective for the semester following the date of reclassification. Domicile shall mean a person's true fixed and permanent home, to which he/she intends to return when absent. A residence established for the purpose of attending an educational institution or qualifying for resident status for tuition purposes shall not of itself constitute domicile. Domicile shall not be dependent upon the applicant's marital status.
2. The applicant must demonstrate such attachment to the community as would be typical of a permanent resident of his or her age and education.

3. Receipt of significant financial support from the applicant's family will create a reputable presumption that the applicant's domicile is with his or her family.
4. An applicant becoming a student at an institution of higher learning in Vermont within one year of first moving to the state shall have created a reputable presumption of residence in Vermont for the purpose of attending an educational institution.
5. A student who is eligible for tuition purposes to enroll as a resident student in another state shall not be enrolled as a —Vermont Resident.
6. A student enrolling at the Vermont State Colleges shall be classified by the University's Director of Admissions as a resident or a non-resident for tuition purposes. The decision by the officer shall be based upon information furnished by the student and other relevant information. The officer is authorized to require such written documents, affidavits, verifications or other evidence as he/she deems necessary.
7. The burden of proof shall, in all cases, rest upon the student claiming to be a Vermont resident.
8. A student with resident status will lose that status if he/she, at any time, fails to meet the above requirements. In this event, resident tuition and other charges shall continue in effect only until the end of the academic year.
9. The decision of the University's Director of Admissions on the classification of a student as a resident or non-resident may be appealed in writing to the Dean of Administration. Further appeal of a student's residency classification may be made in writing to the Office of the Chancellor. The decision of the Office of the Chancellor shall be final.

Note: **Teachers or principals who reside in another state** but are employed in a Vermont school system are entitled to Vermont resident tuition rates. Please contact Financial & Registration Services to request the necessary form.

International Students

We welcome international students on our campus. International students must give evidence of levels of formal preparation equivalent to those already described. Proficiency in English at a level appropriate for graduate coursework and research is required. Those who are not native speakers of English must submit results of the Test of English as a Foreign Language (TOEFL) unless they have completed undergraduate degrees in the United States.

Before we can process an application for admission we must have assurance that the personal needs of that student will be met as well as the financial obligations to the institution of approximately \$30,000 a year.

- Students must provide a financial statement demonstrating their ability to finance their total cost of attendance. (all funds must be in U.S. dollars)
- IELTS/TOEFL is required if English is not your first language. This can be taken in place of SAT/ACT
- All documents must be in English
- All foreign transcripts must be evaluated by an accredited service

The international student policy regarding financial arrangements does not apply to Canadian citizens.

Summer Refund Policy

Students dropping a Castleton University summer course prior to the 13.33% class duration point will receive a full refund/billing adjustment for the cost of that course. Once the 13.33% point is met, there will be no refunds issued.

Tuition Payments by School Districts

If a school district is covering the cost of a student's tuition, or tuition and fees, a purchase order signed by the school district and the student must be presented to Financial & Registration Services at the time of registration.

Veterans: Enrollment Certification

In order to receive benefits, a veteran must be admitted to a degree program. Veterans wishing to have enrollment certification completed and transmitted to the Veterans Administration must contact the Registrar's Office at the beginning of each semester.

Catalog Home

[Welcome to the Graduate Catalog!](#)

- To see our **PROGRAMS, COURSES, POLICIES, RESOURCES**, etc., click on the appropriate button on the right
- To **SEARCH** for any content, use the Search box on the top right of the page.
- To **PRINT** a "print friendly" version of any section of the Catalog, click on the green printer icon at the top or bottom of the page.
- To print a **DEGREE PLANNER** for any major, go to the major and click on the blue document icon at the top or bottom of the page.
- To **RETURN TO THE TOP** of a page, click on the floating "up" arrow at the bottom right of the screen.
- To access the **UNDERGRADUATE CATALOG**, click in the drop-down menu on the top of the page.

Editor's Note

Castleton University prepares this catalog with the student in mind. While not a contract per se, this catalog, in combination with subsequent catalogs, each semester's *Course listing*, the *University Handbook*, and special announcements, identifies the expectations for a student to earn the distinction of being a Castleton University graduate. Careful and thorough reading will allow the completion of requirements with few, if any, misunderstandings.

Castleton University reserves the right to make changes in the course offerings, degree requirements, charges, regulations, and procedures contained herein as educational and financial considerations require.

Audited financial statements are available for review through the Vermont State Colleges.

Non-discrimination Statement

Every member of Castleton University should work to ensure non-discriminatory processes and practices with faculty, staff, and students. Qualified students are recruited for, admitted to, and participate in all university programs without discrimination on the basis of race, color, gender, sexual orientation, religion, creed, national origin, age, veteran status, or disability. The university will provide reasonable accommodations to create equal opportunity for students with known disabilities. Faculty, administrators, and staff are employed without discrimination on the basis of race, color, gender, sexual orientation, religion, creed, national origin, age, veteran status, or disability unrelated to job requirements. The university will make reasonable accommodations to the known disability of an otherwise qualified applicant or employee. Additionally, the university will engage in affirmative efforts to recruit, admit, and support students, and to recruit, employ, and support employees, in order to achieve the diversity that advances the educational mission.

Castleton University complies with state and federal laws related to equal opportunity and non-discrimination. Any questions or complaints about potential or perceived discrimination in violation of any state or federal law should be directed to Janet Hazelton, Equal Opportunity Officer, Woodruff Hall, 802-468-1208; or the Vermont State Colleges Office of the Chancellor in Waterbury; or the Vermont Office of the Attorney General; or the Equal Opportunity Employment Commission in Washington, D.C. Please contact the Equal Opportunity Officer if auxiliary aid or service is needed to apply for admission or employment.

For a complete copy of the university's grievance procedures [click here](#). Copies are also available from the Human Resources office in Woodruff Hall and the Student Life Office in the Campus Center.