

# 2016-2017 Graduate Catalog

## Castleton University

Castleton, Vermont 05735  
www.castleton.edu

Castleton University is accredited by the  
New England Association of Schools and Colleges.

## 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 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.

# 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 2.5 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

All students need to register for classes during the advertised registration periods.

New graduate students will meet 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 at this time, 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 completed by mail, by FAX (802-468-5237), in person at the Student Services Center in Woodruff Hall, or on line via the university web portal.

**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 current Course Offerings Bulletin 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.

## 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.

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

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.

## 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 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 and informs them that continued poor performance may result in their dismissal. 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 for unsatisfactory academic performance may occur whenever a student fails to achieve the minimum cumulative GPA required of graduate students-and will occur when such performance is deemed chronic (i.e. continues for more than one term). 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.

### Internships and other field experiences

50 hours = 1 credit

### 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.

## Full-time and Part-time Status

A matriculated graduate student enrolled in 9-12 credits per semester has full-time status. Students enrolled for fewer than 9 credits are considered to be studying part-time. For information on tuition rates and fees, [click here](#).

All international graduate students who are on F and J visas must be full time, or enrolled for a minimum of 9 credits per semester. An international student who has a teaching assistantship (TA), such as in a global language, can enroll for 6 credits per semester to be considered full time.

### 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](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.

# 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

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.

Tuition charges are set each year by the Vermont State Colleges Board of Trustees.

### SINGLE SEMESTER RATES

For All Full-Time Graduate Students (Full Time = 9 to 12 credits)

Fall 2016 / Spring 2017:

	In-State	Out-of-State
Graduate Tuition	\$4,950	\$7,200
Technology Fee	533	533
TOTAL:	\$5,483	\$7,733
add Insurance	TBD	TBD

Health insurance is required for all full-time students: Add \$TBD to your fall semester bill; then the annual policy renews each fall semester. Insurance must be accepted or declined by student, online only.

### PER CREDIT RATES

Summer 2016:

	In-State	Out-of-State
Tuition per credit	\$550	\$800
Technology Fee per credit	57	57
TOTAL PER CREDIT:	\$607	\$607

*For Summer 2016, students are charged on a per-credit basis; there is no flat full-time rate.*

Fall 2016 / Spring 2017 / Summer 2017:

	In-State	Out-of-State
Tuition per credit	\$550	\$800
Technology Fee per credit	59	59
TOTAL PER CREDIT:	\$609	\$859

*For Fall 2016 and Spring 2017, students are charged on a per-credit basis for 1-8 credits; for 9-12 credits there is one flat, full-time rate. For more than 12 credits, students are charged additional tuition only, per credit.*

### Payment Options

- Personal Payment: Cash, check, money order, MasterCard, Visa, Discover, American Express

- Financial Aid: Loans, grants, scholarships, military benefits, federal or state benefits
- Monthly Payment Plan: single semester contract of 6, 5, 4 or 3 payments (available online only)
- Third-Party Payment: If your employer is paying, a purchase order must be submitted with registration

#### Additional Fees

- To add or drop a class *after* the first 2 weeks: \$24 (X and Y classes: after 1 week). Dropping classes at this point will not adjust or credit your tuition bill.
- Late degree application fee: \$20 (application deadline is May 1 or December 1 of the year *prior* to graduation)
- International students: add \$100 International Fee
- Graduation fee: \$92 (charged to all graduating students, whether or not they attend commencement)
- Transcripts: \$5 each
- Late registration fee: \$62

*Questions? Contact Financial & Registration Services: 802-468-6070*

#### Bills and Fees

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

#### **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

#### **Add/Drop Fees**

An Add/Drop Fee is assessed after the first two weeks of classes to those students who change their schedule. A fee will be assessed for each class adjustment.

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.

#### 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.fafsa.ed.gov](http://www.fafsa.ed.gov). The Castleton University Title IV code is 003683. Matriculated graduate students who are enrolled at least half-time (four credits during a regular semester or summer period) are eligible to apply for assistance through the Federal Perkins Loan, the Federal Direct Loan (Subsidized/Unsubsidized) and the Federal Work Study programs. You are encouraged to apply as early as possible. We will consider anyone who applies by April 1st to be an on-time applicant. This deadline applies only to the Federal Perkins Loan program. 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](mailto:financial_registration@castleton.edu).

### Health Insurance

Health and accident insurance is mandatory for all matriculated full-time students (9 or more credits) not otherwise covered under a comparable plan. Students may be exempted from paying the insurance fee by submitting a selection form to Financial & Registration Services with the coverage plan and policy number. Deadlines for form submittal are, for the Fall: September 15, and for the Spring only semester: January 31. Insurance brochures and information are available in Financial & Registration Services.

### 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.

#### 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.

## **Academic Departments**

### **Business Administration**

#### **Master's degrees**

#### **Accounting (MS)**

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

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

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



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

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

**Graduates of the MSA program will have acquired:**

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

## Prerequisites

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

## Accounting Courses

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

## Business Courses

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

## Additional Information

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

- Apply to the MSA program to receive provisional acceptance based upon the completion of the prerequisites. You may then register for courses as a provisional MSA student.

- Register as an undergraduate non-degree student.
- Matriculate as an undergraduate student to complete the undergraduate requirements. It may be possible for you to register for any graduate courses for which you have the required prerequisites while you are completing the undergraduate courses.

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

## Admission

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

Standards for admission are as follows:

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

\*Castleton University business alumni who have achieved a cumulative GPA of 3.0 and have received an average grade of B or higher in undergraduate accounting coursework are not required to take the GMAT for admittance. Students who do not meet the above requirements may apply for provisional admittance. If accepted provisionally, students may complete up to ten graduate level credits during the probationary period. A student who has successfully completed nine credits with a minimum GPA of 3.0 may be considered for regular admission. Students who do not earn the minimum GPA will be dismissed.

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

## Course Work

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

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

## Credits required: 30 cr

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

# Education

**Welcome to the Education Department at Castleton!**

**Director of Education: Dr. Ric Reardon**

**Department Chair: Dr. Monica McEnerney**

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.

## 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.

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

## Required Courses:

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

## Electives

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

## (Minimum credits required for the degree: 36 cr)

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

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

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

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

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

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

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

## *-Application information-*

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

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

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

### Required Courses:

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

### ABA Concentration:

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

**(Minimum credits required for the degree: 36 cr)**

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

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

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

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

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

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

The program's philosophy is based on the notion that respected leaders engage in a constant process of self-examination and transformation. Leaders transform themselves by questioning their assumptions, acquiring skills and knowledge,

enriching their understanding, developing their compassion and realizing their dreams. While doing so, they encourage their staff and students to develop their potential. Simultaneously, their schools undergo transformation as they realize and revisit their School Improvement Plans.

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

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

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

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

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

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

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

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

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

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

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

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



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

### Principal Endorsement

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

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

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

## Course Requirements

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

### **Summer Residency I**

- EDU 5510 - Transformative School Leadership 3 cr

### **Fall I**

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

### **Winter Residency I**

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

### **Spring I**

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

### **Summer Residency II**

- EDU 6403 - Managing Change: School Finance 3 cr

### **Fall II**

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

### **Winter Residency II**

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

### **Spring II**

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

## **Principal Endorsement**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**-Complete 18 credits in special education with the VTHEC**

**-Complete 18 credits at Castleton University**

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

Total credits required: 36 cr

## Option 2: Castleton Program with Core and Special Education Courses

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

### -Complete these Special Education courses:

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

### -Complete these core courses:

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

Total credits required: 34-45 cr

## Education: Specialization in Mathematics (MA)

**We are no longer accepting applications for this program.**

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

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

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

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

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

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

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

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

## Coursework:

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

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

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

Complete both of these courses:

- MAT 5020 - Mathematics Education Theory and Practice I 4 cr
- MAT 5040 - Data Analysis 4 cr

And complete ONE of these courses:

- MAT 6030 - Geometry for Teachers 4 cr
- MAT 6040 - Number Theory for Teachers 4 cr

And complete 6-9 credits of any 5000-level or higher MAT courses

- [click here to see the menu of MAT courses](#)

Total credits required: 36 cr

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

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

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

## Program Objectives

### Core Objectives:

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

### Students in the Athletic Administration Emphasis will:

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

### Students in the Coaching Leadership Emphasis will:

- Exhibit and be able to apply psychological techniques, specifically motivational-based techniques, to athletic team management and performance.

- Demonstrate an understanding of various techniques in maximizing athletic performance through conditioning and skill-based drills.

## Admissions Requirements

1. A bachelor's degree from an accredited college or university. Applicants who apply for admissions prior to completion of their undergraduate degrees may be accepted into the program but will not be allowed to register for classes until completion of such degree and a final, official transcript is received by the Admissions Office.
2. A completed admissions application, and an application fee (\$40.00), submitted online or mailed to the Admissions Office, Castleton University, Castleton, Vermont, 05735.
3. An essay that addresses the following:
  - a) Education-based athletic programs are defined to be interscholastic athletic programs found within both public and private K-12 school systems, as well as intercollegiate athletic programs found at both public and private colleges and universities. With this in mind, please identify a current weakness or shortcoming within the industry of education-based athletics.
  - b) Then, please outline any preconceived notions you may have now about how an athletic leader might work to overcome this weakness or shortcoming.
  - c) Finally, please outline how you think your involvement in the MS.ATL will assist you, as an athletic leader, in finding a way to overcome this weakness or shortcoming in the near future.
4. A current résumé.
5. Two letters of reference that speak to the applicant's scholarship and potential to be an exemplary professional in Sports Administration.
6. Official transcripts of all college work, both graduate and undergraduate, sent directly or transferred electronically from the issuing institution to the Castleton University Admissions Office. Admission to the program may be granted if the applicant has an undergraduate G.P.A. of at least 3.0 on a four point scale and shows an aptitude for graduate studies as reflected in references, writing ability, and personal objectives. On occasion, students with a G.P.A that falls below a 3.0 may be admitted on a provisional basis. (See below)
7. Prerequisites: a) A management theory course. b) An introductory marketing course. c) An introductory sports administration/management course or five years as a professional in the industry of sport.

### Provisional Admission:

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

## Course Requirements

## Complete these Core Courses (15 cr):

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

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

### **Athletic Administration**

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

### **Coaching Leadership**

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

## and pass the Culminating Experience (6 cr):

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

(Total credits required for the degree: 30 cr)

The program may be completed in one or two years.

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

### **COURSE OFFERINGS BY SEMESTER**

#### **Summer:**

*ATL 5010 - Leadership and Management of Athletic Programs*

*ATL 5030 - Athletics Advancement*

*ATL 5040 - Legal Topics in Athletics*

*ATL 6210 - Facility Design and Management*

*ATL 6430 - Performance and Conditioning for Coaches*

*ATL 6810 - Internship in Athletic Leadership*

*ATL 6890 - Special Project in Athletic Leadership*

#### **Fall:**

*ATL 5020 - Financial Administration of Athletics*

*ATL 5030 - Athletics Advancement*  
*ATL 5050 - Compliance and Governance in Athletics*  
*ATL 6810 - Internship in Athletic Leadership*  
*ATL 6890 - Special Project in Athletic Leadership*

**Spring:**

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

## **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.)



## COURSEWORK (suggested timeline)

### Summer (12 cr):

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

### Fall (9 cr):

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

### Spring (9 cr):

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

Total credits required for the degree: 30 cr.

## POST-BACCALAUREATE LICENSURE

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

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

### Complete all of these courses (32 cr)

MUS 1080 - Global Music 3 cr

MUS 2030 - Early Field Experience in Music Education 1 cr

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

MUS 2110 - Vocal Pedagogy 2 cr

MUS 2115 - Jazz Pedagogy 2 cr

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

MUS 3166 - Methods of Teaching Choral Music 2 cr

MUS 3315 - Methods of Teaching Instrumental Music 2 cr

MUS 4610 - Seminar in Teaching Music 1 cr

MUS 4720 - Senior Recital 1 cr

MUS 4871 - Directed Student Teaching I 6 cr

MUS 4872 - Directed Student Teaching II 6 cr

### And complete 3 of these courses (6 cr)

MUS 2120 - String Instrument Teaching Methods 2 cr

MUS 2130 - Woodwind Instrument Teaching Methods 2 cr

MUS 2140 - Brass Instrument Teaching Methods 2 cr

MUS 2240 - Percussion Instrument Teaching Methods 2 cr

### And complete 1 of these courses (3 cr)

PSY 1050 - Human Growth and Development 3 cr

PSY 2110 - Educational Psychology 3 cr

PSY 3265 - Child and Adolescent Development 3 cr

**Total credits required for licensure: 41**

## Notes

### **To be accepted into Student Teaching, a student must:**

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

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

### **To be recommended for licensure the student must:**

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

- Complete all coursework with a cumulative GPA of 3.0

# 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 6350 - School Based Assessment and Intervention 3 cr
- PSY 6372 - Applied Behavior Analysis II 3 cr

### **Fall II**

- PSY 6410 - Child and Adolescent Counseling 3 cr  
-OR- PSY 6420 - Working with At-Risk Youth in the Legal System 3 cr
- PSY 6421 - Practicum I 3 cr
- PSY 6430 - Consulting in the Helping Professions 3 cr
- PSY 6440 - Diversity and Cultural Issues 3 cr

### **Spring II**

- PSY 6422 - Practicum II 3 cr
- PSY 6530 - Advanced Human Growth and Development 3 cr
- PSY 6540 - Personality Assessment and Adjustment 3 cr
- PSY 6550 - Physical Basis of Behavior 3 cr

### **Fall III / Spring III**

- PSY 7810 - School Psychology Graduate Internship 6 cr

## Theater Arts

## Master's degrees

# Theater (MA)

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

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

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

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

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

In addition, students develop advanced competencies to:

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

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

## Coursework

### Summer (9 cr):

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

### Fall (9 cr):

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

### Spring (12 cr):

- THA 5040 - Theater Practicum **3 cr**
- THA 6012 - History and Criticism II **3 cr**
- THA 6742 - Graduate Seminar II **3 cr**

- THA 7960 - Master's Thesis 3 cr

Total credits required for the degree: 30 cr.

## Graduate Programs

### Master's degrees

#### Accounting (MS)

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

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

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

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

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

**Graduates of the MSA program will have acquired:**

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

### Prerequisites

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

### Accounting Courses

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

## Business Courses

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

## Additional Information

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

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

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

## Admission

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

Standards for admission are as follows:

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

\*Castleton University business alumni who have achieved a cumulative GPA of 3.0 and have received an average grade of B or higher in undergraduate accounting coursework are not required to take the GMAT for admittance. Students who do not meet the above requirements may apply for provisional admittance. If accepted provisionally, students may complete up to ten graduate level credits during the probationary period. A student who has successfully completed nine credits with a minimum GPA of 3.0 may be considered for regular admission. Students who do not earn the minimum GPA will be dismissed.

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

## Course Work

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

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

Credits required: 30 cr

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

## Arts Administration (MA)

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

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

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

## Program Objectives

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

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



- The application of research methodologies to the field including the ability to conceptualize, analyze, synthesize, and evaluate data

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

## Admissions Requirements

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

Specific standards for admission are as follows:

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

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

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

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

## Course Requirements

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

### **Initial residency**

- AAD 5010 - Arts Administration and Community in the 21st Century **3 cr**
- AAD 5020 - Writing and Research for Arts Administrators **3 cr**  
**Online courses** (cannot be taken until initial residency is completed)
- AAD 5030 - Leadership and Strategic Planning **3 cr**
- AAD 5040 - Financial and Budget Management for Arts Administrators **3 cr \***
- AAD 5050 - Marketing and Media for Arts Organizations **3 cr**
- AAD 6010 - Fundraising and Development in the Arts **3 cr**
- AAD 6020 - Law, Public Policy and Ethics in the Arts **3 cr**
- AAD 6030 - Visual Arts Organizational Administration **3 cr** **-OR-** AAD 6040 - Performing Arts Organizational Administration

### **Culminating residency**

- AAD 6810 - Internship in Arts Administration **3-6 cr** \*\*

## Notes

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

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

## (Total credits required for the degree: 30 cr)

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

## Athletic Leadership (MS)

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

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

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

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

## Program Objectives

### Core Objectives:

- Demonstrate advanced critical thinking skills. Students will apply critical thinking skills across the fields of athletic administration and coaching by being able to analyze problems and offer solutions utilizing scholarly research.
- Understand and exhibit professional ethics as it relates to the field of athletics and coaching. Students will make administrative decisions that reflect moral and ethical judgment while striving to serve as positive role models.

- Develop leadership and effective communication skills to properly guide interscholastic and intercollegiate programs.
- Have a clear understanding of legal concepts and issues in athletic organizations and develop risk management strategies.
- Understand basic financial and accounting principles utilized in athletic organizations. Students will be able to financially plan for both short-term and the long-term needs within athletic organizations and teams.
- Demonstrate an understanding of revenue-generation techniques and principles in athletic organizations.
- Understand the applicability of various national compliance regulations and how to apply such regulations in athletic and coaching leadership positions.
- Demonstrate the ability to analyze and discuss current trends facing the industries of education-based athletic programs.
- Exhibit and demonstrate hands-on, day-to-day ability in an education-based athletic program or demonstrate advanced learning via primary and secondary research of a specific topic in athletic leadership.

**Students in the Athletic Administration Emphasis will:**

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

**Students in the Coaching Leadership Emphasis will:**

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

## Admissions Requirements

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

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

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

#### Provisional Admission:

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

## Course Requirements

### Complete these Core Courses (15 cr):

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

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

#### **Athletic Administration**

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

#### **Coaching Leadership**

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

### and pass the Culminating Experience (6 cr):

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

(Total credits required for the degree: 30 cr)

The program may be completed in one or two years.

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

#### **COURSE OFFERINGS BY SEMESTER**

##### **Summer:**

*ATL 5010 - Leadership and Management of Athletic Programs*

*ATL 5030 - Athletics Advancement*

*ATL 5040 - Legal Topics in Athletics*

*ATL 6210 - Facility Design and Management*

*ATL 6430 - Performance and Conditioning for Coaches*

*ATL 6810 - Internship in Athletic Leadership*

*ATL 6890 - Special Project in Athletic Leadership*

##### **Fall:**

*ATL 5020 - Financial Administration of Athletics*

*ATL 5030 - Athletics Advancement*

*ATL 5050 - Compliance and Governance in Athletics*

*ATL 6810 - Internship in Athletic Leadership*

*ATL 6890 - Special Project in Athletic Leadership*

##### **Spring:**

*ATL 6230 - Advanced Communications in Athletics*

*ATL 6220 - Current Trends and Topics in Athletic Leadership*

*ATL 6420 - Current Trends and Topics in Coaching Leadership*

*ATL 6410 - Psychology of Coaching*

*ATL 6810 - Internship in Athletic Leadership*

*ATL 6890 - Special Project in Athletic Leadership*

## **Education: Curriculum & Instruction (MA)**

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

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

- Philosophy and Educational Organizations - Castleton University Curriculum and Instruction program graduates will have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.

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

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

## Required Courses:

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

## Electives

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

**(Minimum credits required for the degree: 36 cr)**

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

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

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

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

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

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

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

*-Application information-*

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

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

- Diversity - Castleton University Curriculum and Instruction program graduates will understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.
- Subject Knowledge - Castleton University Curriculum and Instruction program graduates will demonstrate their knowledge of the content they teach through content coursework included in the degree and ongoing analysis of their work in connection with the Vermont Core Teaching Standards.

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

### Required Courses:

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

### ABA Concentration:

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

### (Minimum credits required for the degree: 36 cr)

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Principal Endorsement

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

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

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

## Course Requirements

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

### **Summer Residency I**

- EDU 5510 - Transformative School Leadership 3 cr

### **Fall I**

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

### **Winter Residency I**

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

### **Spring I**

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

### **Summer Residency II**

- EDU 6403 - Managing Change: School Finance 3 cr

### **Fall II**

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

### **Winter Residency II**

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

### **Spring II**

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

## **Principal Endorsement**

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

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

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

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

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

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

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

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

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

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

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

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

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

Castleton currently has a memorandum of understanding with the Vermont Higher Education Collaborative (VTHEC). Students complete the first 18 credits in special education through the Higher Education Collaborative Program and then submit those courses to the Vermont Licensure Board for their special education endorsement through the

transcript/academic review process. Students can then come to Castleton where those 18 credits are accepted and blended into a Master's Degree in Special Education.

**-Complete 18 credits in special education with the VTHEC**

**-Complete 18 credits at Castleton University**

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

Total credits required: 36 cr

## Option 2: Castleton Program with Core and Special Education Courses

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

**-Complete these Special Education courses:**

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

**-Complete these core courses:**

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

Total credits required: 34-45 cr

## **Education: Specialization in Mathematics (MA)**

**We are no longer accepting applications for this program.**

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

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

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

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

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

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

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

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

## Coursework:

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

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

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

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

Total credits required: 36 cr

## Music Education (MM)

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

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

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

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

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

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

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

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

## COURSEWORK (suggested timeline)

### Summer (12 cr):

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

### Fall (9 cr):

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

## Spring (9 cr):

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

Total credits required for the degree: 30 cr.

## POST-BACCALAUREATE LICENSURE

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

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

### Complete all of these courses (32 cr)

MUS 1080 - Global Music 3 cr

MUS 2030 - Early Field Experience in Music Education 1 cr

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

MUS 2110 - Vocal Pedagogy 2 cr

MUS 2115 - Jazz Pedagogy 2 cr

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

MUS 3166 - Methods of Teaching Choral Music 2 cr

MUS 3315 - Methods of Teaching Instrumental Music 2 cr

MUS 4610 - Seminar in Teaching Music 1 cr

MUS 4720 - Senior Recital 1 cr

MUS 4871 - Directed Student Teaching I 6 cr

MUS 4872 - Directed Student Teaching II 6 cr

### And complete 3 of these courses (6 cr)

MUS 2120 - String Instrument Teaching Methods 2 cr

MUS 2130 - Woodwind Instrument Teaching Methods 2 cr

MUS 2140 - Brass Instrument Teaching Methods 2 cr

MUS 2240 - Percussion Instrument Teaching Methods 2 cr

## And complete 1 of these courses (3 cr)

PSY 1050 - Human Growth and Development 3 cr

PSY 2110 - Educational Psychology 3 cr

PSY 3265 - Child and Adolescent Development 3 cr

**Total credits required for licensure: 41**

## Notes

### **To be accepted into Student Teaching, a student must:**

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

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

### **To be recommended for licensure the student must:**

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

## **School Psychology (MA + CAGS)**

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

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



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

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

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

The School Psychology program prepares professionals who:

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

## Course Requirements

### **Summer I**

- EDU 5150 - Survey of Exceptional Children and Young Adults 3 cr
- PSY 5010 - Education Research Methods 3 cr
- MAT 5010 - Quantitative Analysis and Reasoning 3 cr

### **Fall I**

- PSY 5030 - Introduction to School Psychology 3 cr
- PSY 5040 - Tests and Measurements 3 cr
- PSY 5050 - Theories of Counseling 3 cr
- PSY 5211 - Assessment I: Cognitive 3 cr

### **Spring I**

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

## Theater (MA)

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

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

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

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

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

In addition, students develop advanced competencies to:

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

*-Click **here** for application information-*

## Coursework

### Summer (9 cr):

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

### Fall (9 cr):

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

### Spring (12 cr):

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

Total credits required for the degree: 30 cr.

## Course Descriptions

### Accounting

#### **ACC 5010 - Case Studies in Financial Management**

**3 cr** This course will use the case study method to examine the major decision-making areas of managerial finance and selected topics in financial theory. Topics will include the economic impact of capital budgeting decisions, decision making under uncertainty, the cost of capital, derivatives, arbitrage, the pricing of selected financial instruments, working capital management, and dividend policy.

*Prerequisite: BUS 3230, ACC 3010.*

*Fall*

#### **ACC 5020 - Taxation of Business Entities**

**4 cr** This course examines the tax issues involving partnerships and corporations including but not limited to formation, annual reporting requirements, distribution, redemptions, and liquidations. Tax research and tax return preparation will be required.

*Prerequisite: ACC 4041.*

*Fall*

#### **ACC 5030 - Governmental and Not-For-Profit Accounting**

**3 cr** This course will focus on generally accepted accounting principles specific to state and local governments as well as non-governmental not-for-profit organizations. Emphasis will be placed on the sources of governmental accounting standards, fund and government-wide reporting, fund accounting and budgetary concepts, sources of not-for-profit accounting standards, and types of not-for-profit organizations. Students will be required to perform accounting research, utilize Excel as a problem-solving tool, and Word as a communication tool.

*Prerequisite: ACC 4213*

*Fall.*

### **ACC 5050 - Advanced Auditing and Professional Ethics**

**3 c** This course expands on the technical knowledge and skills developed in ACC 4050 – Auditing and Assurance Services. The course also examines auditing theory and research, and their relevance to audit practice. Developments in issues of vital concern to the audit profession will be discussed. These include the audit expectation gap, the auditor’s legal liability, professional standards, ethics and corporate governance. Case studies are used for research and instructional purposes.

*Prerequisite: ACC 4050.*

*Fall*

### **ACC 5210 - Strategic Cost Management**

**3 cr** This course focuses on the use of the firm’s internal accounting information systems in decision-making, planning and control, and performance evaluation. The course goals are to develop an understanding of the application of strategic cost management principles for business and not-for-profit organizations, and to provide an opportunity to develop skills in applying these principles through problems and cases. Students learn to apply a variety of decision models to areas of cost estimation, pricing and product mix decisions, activity-based costing, measuring opportunity costs for decision-making and transfer pricing. The course emphasizes a cross functional perspective, integrating the links between internal accounting systems and problems confronting managers in the areas of finance, accounting, marketing, operations management, and human resources.

*Prerequisite: ACC 3010*

*Spring*

### **ACC 5220 - Accounting for Mergers and Acquisitions**

**3 cr** This course examines a variety of advanced accounting problems related to consolidations, mergers, acquisitions, branch operations, segment reporting, and interim reporting. Students will become familiar with the financial procedures and information flows that accompany complex investment activities.

*Prerequisite: ACC 4213*

*Spring*

### **ACC 5230 - Fraud and Forensic Accounting**

**4 cr** This course covers fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics examined include investigating theft and concealment, inquiry methods, and fraud reports. Case studies are used to develop a greater understanding of litigation support services, forensic accounting and fraud examination.

*Prerequisite: ACC 4050.*

*Spring*

### **ACC 5610 - Topics in Advanced Accounting**

**3 cr** The course includes study of selected advanced topics in financial and tax accounting, including partnerships, accounting for foreign currency transactions, corporate bankruptcy, and accounting for estates and trusts.

*Prerequisite: ACC 4213*

*Fall.*

### **ACC 5620 - Accounting Research Seminar**

**4 cr** This capstone course deals with applying research for solving complex accounting and reporting issues. Both financial and tax accounting cases are utilized. Presentations and papers showing results of research are required.

*Prerequisite: ACC 5020, ACC 5030, ACC 5610, and Instructor consent*

*Spring.*

## **Arts Administration**

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

**3 cr** This course introduces students to the fundamental principles of leadership in fine and performing arts organizations, and the challenges involved in the development of meaningful community engagement for civic well being and organizational sustainability.

*Summer, January: includes on-campus residency component.*

### **AAD 5020 - Writing and Research for Arts Administrators**

**3 cr** Research and data analysis are highly important functions of effective administrators. The primary focus of this course is to encourage students to use these two tools to foster organizational development and incisive communications with diverse groups of stakeholders.

*Course offered on-line.*

### **AAD 5030 - Leadership and Strategic Planning**

**3 cr** This course is a broad study of effective principles of leadership and the importance of comprehensive strategic and tactical planning for arts organizations from both short- and long-term perspectives. Particular emphasis will be placed upon developing and communicating a shared vision across a wide range of constituencies.

*Course offered online.*

### **AAD 5040 - Financial and Budget Management for Arts Administrators**

**3 cr** Designed to build upon basic accounting practices, this course introduces students to financial administration within arts organizations. Financial analysis is essential for effective planning and governance, and communicating monetary information to boards of directors is a crucial function of arts administrators; the course seeks to prepare students for success in this area.

*Prerequisite: Students must have completed one university-level accounting course to enroll.*

*Course offered on-line.*

### **AAD 5050 - Marketing and Media for Arts Organizations**

**3 cr** This course introduces students to basic marketing principles and how they apply to the arts and culture environments, demonstrates techniques for locating and developing earned income resources, and discusses the differences between "inbound" and "outbound" marketing relative to the utilization of diverse media.

*Course is offered online.*

## **AAD 6010 - Fundraising and Development in the Arts**

**3 cr** As sustainability of arts organizations relies heavily upon the location and procurement of external funding sources, this course requires students to build mastery in modes of effective fundraising in the 21st century and demonstrate how to utilize multifaceted approaches to financial development.

*Course is offered online.*

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

**3 cr** This course develops students' knowledge of current legal practices involved in arts organizations, as well of particular ethical challenges faced by leaders in a rapidly changing multicultural landscape.

*Course is offered online.*

## **AAD 6030 - Visual Arts Organizational Administration**

**3 cr** The focus of this course will be on specific challenges involved in visual arts organization management.

*Course is offered online.*

## **AAD 6040 - Performing Arts Organizational Administration**

**3 cr** The focus of this course will be on specific challenges involved in performing arts organization management.

*Course offered on-line.*

## **AAD 6810 - Internship in Arts Administration**

**3-6 cr** This course involves the student securing an internship with a professional arts organization for the purpose of utilizing his/her developing knowledge and skill set to assist that organization in its endeavors for approximately a 15-week period. Students are evaluated in tandem by their immediate supervisor within the organization, as well as the supervising instructor for the course. Upon completion, students present their experiences in the form of a case study to their peers and faculty during their second on-campus residency at Castleton. Students will have the option to complete this six-hour requirement in either one or two semesters.

*Summer, Fall, Spring, includes on-campus residency component.*

## **Athletic Leadership**

### **ATL 5010 - Leadership and Management of Athletic Programs**

**3 cr**

This course introduces students to the physical and philosophical infrastructure within the landscape of intercollegiate and interscholastic athletics. This course covers such topics as leadership theory as it relates to athletics, intercollegiate and interscholastic staffing structure and organization, and management of athletic programs.

*Course includes both an on-campus and on-line component.*

### **ATL 5020 - Financial Administration of Athletics**

**3 cr** Students use a financial lens to explore solutions to a wide variety of issues related to athletic organizations. This course covers such issues as organizational finance structure, taxation, financial analysis and forecasting, budgetary and accounting controls, economic impact studies, insurance, and forms of ownership.

*Course offered on-line.*

### **ATL 5030 - Athletics Advancement**

**3 cr** This course explores various methods and structures for revenue production within athletic organizations, departments and teams. Specific topics to be covered include general fundraising, advancement through alumni giving, alumni relations, and corporate sponsorship development. Connections will be made to field of athletic marketing.

*Course offered on-line.*

### **ATL 5040 - Legal Topics in Athletics**

**3 cr** This course allows students to delve deeply into the law as it pertains to intercollegiate and interscholastic athletics. The depth of this course equips students with the skills and strategies needed to effectively work with business professionals and lawyers to resolve legal issues. Some topics of importance include tort law, risk management, and contract law.

*Course offered on-line.*

### **ATL 5050 - Compliance and Governance in Athletics**

**3 cr** This course investigates the governing bodies in intercollegiate and interscholastic athletics and their role in developing standards that their constituents must follow to maintain their membership. Regulations related to recruiting, eligibility, practice scheduling, and alumni/booster relations are examined. There is a focus on National Collegiate Athletic Association (NCAA) compliance as it relates to both intercollegiate and interscholastic athletics as well as NCAA structure.

*Course offered on-line.*

### **ATL 6210 - Facility Design and Management**

**3 cr** In this course students learn the necessary steps for first designing, and then managing, an athletic facility. Some topics include feasibility, planning, designing, staffing, facility marketing, developing revenue streams, and facility scheduling and operating.

*Course offered on-line.*

### **ATL 6220 - Current Trends and Topics in Athletic Leadership**

**3 cr** Due to the ever-evolving nature of intercollegiate and interscholastic athletics, the content of this course is intended to increase the students' awareness of current trends and topics within the field of athletic administration and the implications thereof. Relevant topics of interest will generally be selected by the instructor, but ethics will also be covered.

*Course offered on-line.*

### **ATL 6230 - Advanced Communications in Athletics**

**3 cr** Students learn how to apply principles and theories of communications to intercollegiate and interscholastic athletics through the use of case studies and the production of a strategic marketing and communications plan. This course also provides students with an understanding of the role of emerging technology, media and social networking outlets, and public relations in intercollegiate and interscholastic athletics. Connections to Marketing will be made.

*Course offered on-line.*

### **ATL 6410 - Psychology of Coaching**

**3 cr** This course examines psychological issues such as motivation, anxiety, development of social and communication skills, and development of team and group cooperation as they pertain to coaching at the intercollegiate and interscholastic levels.

*Course offered on-line.*

### **ATL 6420 - Current Trends and Topics in Coaching Leadership**

**3 cr** Due to the ever-evolving nature of intercollegiate and interscholastic athletics, the content of this course is intended to increase the students' awareness of current trends and topics within the field of coaching and the implications thereof. Relevant topics of interest will generally be selected by the instructor, but ethics will also be covered.

*Course offered on-line.*

### **ATL 6430 - Performance and Conditioning for Coaches**

**3 cr** This course is designed to emphasize the importance of proper fitness, sport conditioning, and nutrition in determining both success and safety in an athlete's performance. The specific topics covered in this course include strength, cardiovascular training, flexibility, body composition and injury prevention.

*Course offered online.*

### **ATL 6810 - Internship in Athletic Leadership**

**3-6 cr** This is an approved, supervised work experience in an organization and position that is related to the student's area of specialization and interest.

### **ATL 6890 - Special Project in Athletic Leadership**

**3-6 cr** This is meant to serve as an alternative to an internship or thesis in athletic leadership. It will involve completing a special project in which the student applies the knowledge they have acquired in a way that is to be approved by the program coordinator.

## **Education**

### **EDU 5050 - Developing Literacy K–6: Multiple Perspectives**

**3 cr** Students will engage in a thoughtful study of theorists and principles associated with three models of reading and Vermont's Writing Assessment and Writing Portfolio Guidelines. In the process, students will understand how to design a balanced literacy program that incorporates interdisciplinary themes, authentic on-going assessment tools, and meaningful materials and experiences that foster both skill and strategies development.

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

**3 cr** This first course lays the foundation for the study of language based learning difficulties, a 25 credit structured sequence. Course emphasis will be an introduction to a Language Based Learning Model that integrates psycholinguistics, the field of language arts, information processing, and is grounded in contextual factors, both



personal and environmental. This will be a one-week, intensive, campus based course with all students and faculty present.

### **EDU 5060 - Diagnosis and Analysis of Reading**

**3 cr** Students will be expected to study current theories and principles associated with literacy development, to learn how to analyze reading difficulties with appropriate forms of formal and informal diagnostic measures, and to develop a variety of remediation strategies and techniques. In a field component for this course, each student will be required to work weekly out in a public school to complete an actual written case study.

*Prerequisite:*

*Lab Fee \$20.*

*Recommended: EDU 6860/EDU 7810 Field Experience in the spring to complete remediation for this case study.*

*Fall only course.*

### **EDU 5065 - Adolescence: Language, Cognition and Emotional Development**

**4 cr** The second course integrates classroom and field based study of typical language, cognitive, and social-emotional development in eleven to eighteen year old students. Course emphasis will use the Language Based Learning Model to explore the relationship between adolescent development and school demands. This course is offered at five interactive sites.

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

**4 cr** The third course, again a field and classroom integration, emphasizes instruction in reading and writing skills of students with language based learning difficulties. Participants will learn to translate research into best instructional practice and apply these principles and techniques in a range of school settings. This course is offered at five interactive sites.

### **EDU 5080 - Child and Adolescent Development: Exceptionality and Learning**

**4 cr** This course is an overview of the learning, cognition and development of children and adolescents from an educational perspective. It also includes characteristics and recommended educational practices for students with physical and/or learning challenges.

### **EDU 5090 - Curriculum, Instruction, and Assessment**

**3 cr** This course combines knowledge and skills in curriculum, instruction and assessment. Prospective teachers will become adept at creating, adapting, differentiating, implementing and revising curriculum based on an understanding of students' need and interests, educational standards and subject matter. Candidates will learn to choose and create instructional methods best suited for specific educational goals. Candidates will learn to use multiple assessment strategies to evaluate student growth and to modify instruction to ensure intellectual, social, physical and emotional development of every student. The course will culminate in creating a unit plan for a diverse group of students. This unit plan will synthesize the candidate's understanding of curriculum, instructional practices and assessment.

### **EDU 5145 - Issues in Science Education**

**3 cr** This course is a critical analysis of current research in science education. Topics will include: history of science education, learning theories, reform movements, assessment, equity, school-based issues, and other topics as they relate to current practices. This course is open only to VSI students.

### **EDU 5150 - Survey of Exceptional Children and Young Adults**

**3 cr** This course is a study of the history, philosophy, and current practices relating to education of children and young adults with special needs: the culturally different, visually handicapped, deaf and hearing impaired, learning impaired, emotionally challenged, intellectually gifted, physically handicapped and learning disabled. The course also includes an overview of Public Law 101-476 and its implications for the inclusion of youngsters into regular classroom environments. Required at the beginning of the program if course has not been taken within the last five years.

### **EDU 5155 - Curriculum in Special Education**

**3 cr** Special educators will apply the principles of Universal Design for Learning (UDL) and will differentiate instruction by using effective strategies to promote student learning in elementary and secondary schools. The course focus is special education students with high incidence disabilities. Emphases are collaborative decision making between special and regular educators, research based practices, and current theory in curriculum planning, modification, and evaluation. Thirty field hours are required.

*Fall*

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

**3 cr** The course focus is utilizing positive strategies to reduce problem behavior, increase academic achievement and improve social behaviors across all environments. Students will develop knowledge and skills to prevent problem behavior and to intervene appropriately in crisis situations. The goal is to establish safe, positive classroom and school climates that enhance acceptance of students with behavioral challenges and increase self-management skills and self-esteem.

*Spring*

### **EDU 5210 - Literature for Young Adults**

**3 cr** This course is designed to help middle and secondary school teachers introduce literature to their students. Guest speakers will present their expertise in using young adult literature. Class discussions will center on current and classic literature for youth.

### **EDU 5215 - Managing the Learning Environments**

**2 cr** High performing school leaders collaboratively manage their organization, facilities, and resources in ways that optimize resource allocation and promote a safe, efficient, legal, and effective learning environment. In this course the theories and principles of organizational development will be examined, and candidates will explore and apply practices consistent with collaborative leadership. Aspiring school leaders will then examine operational procedures at the school and district level, as well as principles and issues relating to school safety and security, fiscal operations, and human resources management and development. Finally, candidates will consider issues relating to school facilities and use of space, legal issues impacting school operations, and current technologies that support management functions.

### **EDU 5220 - Learning Disabilities**

**3 cr** This course will provide an overview of current theoretical and practical issues in the field of learning disabilities. Students will review research regarding the etiology, identification, assessment and treatment of learning

disabilities, as well as the challenges students with learning disabilities present to classroom teachers. Emphasis will be placed on evidence based instructional strategies including response to instruction.

### **EDU 5225 - Learning and Attention Difficulties: High Incidence Challenges**

**3 cr** This course focuses on students with learning disabilities, attention deficit hyperactive disorders, and mild/moderate emotional and behavior disorders. Students address characteristics of students, collaborative practice, and strategies used in regular classrooms and in resource rooms. Emphasis is on diagnosis and remediation of literacy difficulties across academic areas, and utilizing assistive technology to accommodate these challenges. The field component of this course is 15 hours based on licensing area.

*Spring*

### **EDU 5245 - Brain Compatible Teaching and Learning**

**3 c** During this in-depth study, educators will learn how to create a school environment and develop curriculum; will develop learning and enrichment strategies; establish a basic understanding of student brain development, memory and recall strategies; and learn how to assess students with the brain and human cognition in mind.

### **EDU 5270 - Models of Secondary Teaching**

**4 cr** This course introduces the student to an array of approaches to secondary school teaching that could be used to help transform the public schools for the twenty-first century. The course will provide the teacher, curriculum engineer, and administrators with approaches to teaching that create innovative environments for learning. Students will be asked to analyze, compare and contrast these teaching models and determine what instructional purpose they serve for the redesign of schooling for the future.

### **EDU 5320 - Technology in Education**

**3 cr** Students will study and use different applications of computers that enhance a student's ability to learn and to express ideas. Topics will include integrated software packages, subject specific applications, multidisciplinary integration and an introduction to multimedia.

*Lab Fee \$25*

### **EDU 5345 - Communication Skills for Educators**

**3 cr** This course is designed for educators who are interested in improving their interpersonal skills with students as well as adults in their professional and personal lives. Training Covers communication, assertiveness, increased self-understanding, with special emphasis on problem solving and conflict resolution skills. Every effort is made to help class members improve their interpersonal effectiveness through practical and concrete skills.

### **EDU 5370 - Reading and Writing in the Content Areas**

**3 cr** This course is designed to meet the needs of current and prospective middle school and secondary content area teachers. Students will study current theories and principles associated with promoting literacy in all content areas, examine alternative and informal types of classroom assessment, and experiment with a variety of cooperative/collaborative strategies that foster critical thinking/reading/writing skills applicable to heterogeneous grouping. Also, each student will be responsible for developing a Unit Plan around a topic/theme that incorporates interdisciplinary webbing

### **EDU 5420 - Writing Workshop for Teachers**

**3 cr** Teachers who begin to think of themselves as writers and who engage in a study of their own writing process will learn innovative ways to promote an interest in writing and writing to learn in their classrooms. The participants will use writing to discover and probe the complexity of their thinking and discuss ways to translate what they are learning to their own students.

*Recommended:*

### **EDU 5465 - Assessment in Science Education**

**3 cr** This course will focus on building an understanding of assessment and its relationship to improved student learning. Participants will learn about several key forms of formative assessment including selected response, constructed response, performance assessment, and on-going assessment, and will become familiar with the new Vermont Science Assessment (PASS). Topics of validity and reliability, choosing appropriate assessments for a variety of purposes, creating valid classroom and district assessments, and using assessment data to inform instruction will be examined. This course is open only to VSI students.

### **EDU 5510 - Transformative School Leadership**

**3 cr**

In this course, students are introduced to the philosophy of the Castleton Institute for School Leaders and the Mediated Achievement Plan (MAP), a tool based on the notion that respected leaders engage in a constant process of self-examination and transformation. Students will also experience several Critical Friends Group (CFG) protocols designed to help leaders and faculty collectively transform practice. Finally, aspiring leaders will become familiar with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, which focus on promoting the success of all students.

### **EDU 5520 - Teacher Leadership**

**3 cr** This course will focus on building understanding about what it means to be a teacher-leader and the relationship of this role to improved student learning. Participants will learn about the many forms of teacher leadership including mentoring, coaching, performing action research, using data, and observing others in the classroom. Topics related to the knowledge, skills, and dispositions one needs to serve as a teacher-leader, as well as the cultures that can help sustain and support teacher leadership in our schools will be explored. The process of building collaborative relationships with colleagues, administrators, and central office leaders will be examined. (A component for building administrators will be included.) This course is open only to VSI students.

### **EDU 5530 - Reculturing the Meaning of Learning in your School**

**2 cr** This offering has an unconventional course structure. Castleton University, in collaboration with the Vermont Principals Association, the Vermont Institutes, and several other organizations, has designed a Summer Leadership Academy for experienced and aspiring school leaders. By combining resources, we are able to bring together experienced principals, aspiring leaders, and extraordinary national figures.

### **EDU 5540 - Creating a Vision of an Inclusive School**

**3 cr** An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. This course focuses on inclusive teacher leadership: developing a personal vision, creating and supporting collaborative teams, and designing classroom and school wide support systems for all students. Particular focus is given to the

barriers and strategies used to support students who are not experiencing success in school and the role of "special education" and its interface with the "regular" school program.

### **EDU 5560 - Leading With Integrity**

**3 cr** This course considers questions of right and wrong, good and bad. Given that the life of an educational leader is unpredictable and chaotic, how can leaders consult a reliable moral compass within a wider culture of profound social change and moral uncertainty? The course views educational leaders as people who promote the success of all students by acting with integrity, fairness, and in an ethical manner. The course presumes that there is a logic to ethical decision-making and that ethical logic can be learned and practiced. We will use a hybrid course model to effectively and efficiently investigate the course content.

### **EDU 5740 - Student Teaching Seminar**

**3 cr** The seminar provides an opportunity for graduate students seeking licensure to discuss their professional experience, link their experience with educational literature and to construct their licensure portfolio. Information on licensure, job opportunities, the professional resume, interviews and professionalism are discussed. Required of all graduate students seeking licensure or additional endorsements.

*Pass/Fail grade.*

### **EDU 5910 - Independent Study**

**1-3 cr** Hours by arrangement; by permission only.

### **EDU 5925 - Application: Action Research I**

**3 cr** In this culminating course, teachers will have an opportunity to develop and implement action research in an area of leadership, curriculum design, or assessment.

### **EDU 6010 - Supervision and Staff Development**

**3 cr** This course will address the objectives and functions of public school supervision. A study of the ways in which classroom instruction can be improved through the cooperative efforts and participation of various school personnel will be included. Emphasis will be given to the total teaching/learning environment and to planning and organizing the instructional program.

### **EDU 6015 - Leadership Theories and Analysis**

**3 cr** This course explores seminal and contemporary leadership theories and the requirements of doctoral-level academic writing. Emphasis is placed on identifying appropriate scholarly sources, analyzing sources, integrating sources with one's own experience to explain and defend positions, and presenting all in an intentional, structured, manner.

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

**3 cr** This course develops an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional programs conducive to student learning and professional growth. The focus is on planning, implementing, and evaluating educational programs that promote student achievement. Students will analyze standards-based curriculum efforts within and among schools utilizing models of universal design, differentiation instruction, and theories and principles of learning. We will also explore the technology,

telecommunications, and information systems that enhance curriculum design, instruction, and assessment. Finally, we will develop strategies for post-school outcomes.

### **EDU 6055 - Evaluation and Intervention with Adolescents with Learning Difficulties**

**3 cr** This laboratory experience integrates practicum for participants in the Language Based Learning Concentration with adolescent students in summer school programs at model sites. Participants will move from assessment, to instruction with recommendations for ongoing intervention in students' school settings. This will be a two-week, intensive, campus based course with all students and faculty present.

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

**4 cr** Using the Language Based Learning Model, which considers personal and environmental factors, cohort members will examine how dimensions of information processing impact oral and written language skills of individuals with LLD. The course will focus on both academic and social communication. The course is offered at five interactive sites.

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

**4 cr** In this series of modules, master classroom teachers and specialists will work collaboratively to develop instructional strategies that ensure students with LLD will succeed in classroom settings. The course is offered at five interactive sites.

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

**3 cr** In this culminating course, cohort members with commitment from local administrators and classroom teachers will develop an action plan for systemic change in their local settings. The final product will be a signed agreement among stakeholders that defines the role of the LLD specialist, identifies the school based support team, and that details necessary administrative support.

### **EDU 6090 - Pedagogical Content Knowledge**

**4 cr** This course describes the content-specific teaching strategies and assessment tools that promote learning in each discipline. By building pedagogical content knowledge, the prospective teacher acquires and demonstrates the essential knowledge and skills unique to the content area(s) in his or her endorsement as specified by Vermont Standards. As with student teaching, the student's primary contact in PCK is with his or her field mentor. The prospective teacher will practice and demonstrate essential disciplinary knowledge and skills during 100 hours of field work in a school setting appropriate to the student's licensure area. In addition, the candidate will meet at least three times per week with the field mentor. Post-baccalaureate candidates from all disciplines will meet weekly with a supervisor from the education department.

### **EDU 6115 - Cultural Competencies**

**3 cr** This course examines cultural diversity and its impact on people and organizations. Emphasis is placed on developing cultural competency, sensitivity, and awareness of difference and diversity. Students will analyze the opportunities and strategies of promoting diversity as an asset and resource in organizations.

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

**3 cr** This course is designed for administrators and regular and special educators, who must share in the responsibility of educating the mildly handicapped. Course content will include the identification, assessment and educational programming adaptations for the "mainstreamed" child. Legislative impact of PL 94-142 and the teacher's role in writing the I.E.P will be presented.

## **EDU 6140 - School Law**

**3 cr** This course is a first course in law and its relationship to individuals operating within the educational context. A study of the legal principles reflected in selected cases involving decision making, power, rights and responsibilities from varied perspectives of student, teacher, administration, and public will be included.

## **EDU 6215 - Leading Change**

**3 cr** This course examines methods of managing projects in a complex organizational environment. Emphasis is placed on critical factors for successful and sustainable projects, organizational support to enhance measurement and implementation of projects, project execution ethics, and effective project management leadership. Students will learn to organize and implement an organization's initiatives using a project management process.

## **EDU 6220 - Special Education and the Law**

**3 cr** This dialogue will review the social and political contexts of special education law, review current practices in schools, and explore the rights of students with special needs and the corresponding responsibilities of schools and school districts. The course will emphasize how schools and school districts can avoid unnecessary litigation by serving special needs students according to legal mandates.

## **EDU 6315 - Quantitative Research Methods**

**3 cr** This course covers quantitative methods of data collection, including various types of surveys and experimental studies. Emphasis will be placed on different methodologies, validity, reliability, and the formulation of research questions. Students will explore standard statistical tests used in quantitative methods.

## **EDU 6331 - Assessment for Instructional Planning in Special Education**

**3 cr** Assessment is the cornerstone of instructional practice in special education, providing the necessary information to identify appropriate services for students with learning challenges. This course provides participants with an introduction to the evaluation planning process, standardized and authentic measures for assessing student strengths and needs, and the use of assessment data to inform individual education plans. Thirty hours of fieldwork are required.  
*Fall.*

## **EDU 6402 - Managing Change: School Law**

**3 cr** U.S. schools operate within a complex legal framework. In this dialogue, students will be introduced to the basic principles of school law and special education law. Candidates will expand their knowledge of school law and special education law as it pertains to students, teachers, and schools. Students will explore how the legal system functions within schools and school districts and how it is used to protect student and teacher rights and to improve student opportunities.

## **EDU 6403 - Managing Change: School Finance**

**3 cr** In this course, aspiring principals learn how to create and manage a school budget that supports the school's priorities and students' needs. Candidates will learn how to procure and manage Federal and State grants and complete required state reporting systems including Service Plans, Expenditure Reports, and Medicaid Health Services. Using their School Assessment Profile (SAP), candidates will examine their school and supervisory budgets and make comparisons with similar school districts.

### **EDU 6404 - Managing Change: Special Education Finance**

**3 cr** In this dialogue, facets of school, program and district budgeting will be discussed with particular emphasis on special education finance. Students will examine their school, program and district budgets as part of their Mediated Achievement Plan. School Finance will address policy issues and legal mandates. The impact of special education legal decisions on school finance policy will be explored.

### **EDU 6410 - Public School Finance**

**3 cr** This dialogue will emphasize how schools can use their budget as a tool for school change. Students will propose a change in their school or district's program, represent this change in their budget, and develop a plan to promote the programmatic and budgetary change. Various facets of school budgeting will be discussed with particular emphasis on program budgeting. The course will contain a strong laboratory component with participants expected to develop program budgets for a school system. Various systems of financing public education will be explored. Legal issues will also be addressed.

### **EDU 6415 - Qualitative Research Methods**

**3 cr** This course covers qualitative methods of data collection including interviews, content analysis and case studies. Emphasis will be placed on different methodologies, observation, and the formulation of research questions. Students will learn when it is appropriate to use qualitative research methods.

### **EDU 6420 - Models of Elementary Teaching**

**4 cr** This course introduces the student to an array of approaches to elementary teaching that could be used to help transform the public schools for the twenty-first century. The course will provide the teacher, curriculum engineer, and administrators with approaches to teaching that create innovative environments for learning. Students will be asked to analyze, compare and contrast these teaching models and determine what instructional purpose they serve for the redesign of schooling for the future.

*Recommended:*

### **EDU 6460 - Learning Impairments**

**3 cr** Best practices in the education of learners with conceptual challenges will be studied. Inclusion, assessment, and instructional planning as well as federal regulations, legal and ethical considerations will be covered. This course provides guidelines for the systematic instruction for learners with moderate and multiple challenges.

### **EDU 6463 - Collaboration in Special Education**

**3 cr** A course designed to provide students with skills in the area of collaborative teaming and collaborative assessment/teaching in order to promote best inclusionary practices for the inclusion of students with special needs in the regular classroom.

### **EDU 6466 - Assessment In Special Education II**



**3 cr** This advanced course in assessment moves from general procedures used in identification of student needs and definition of individual program plans to broader applications of assessment. Topics include the use of curriculum based measurement to inform individual, class-wide, and school-wide progress, functional behavior assessment and developing behavior intervention plans, and portfolio assessment as authentic measures for students with mild and moderate challenges and as alternative assessment for students with significant and profound challenges. Thirty hours of field work are required.

### **EDU 6468 - Cognitive and Emotional Challenges: Low Incidence Disabilities**

**3**

This course focuses on students with severe and multiple disabilities, autism, moderate-severe learning impairments, sensory disabilities, and severe emotional and behavioral disabilities. Topics are characteristics of the disabilities, and strategies for improving academic and social skills in regular classrooms, in resource rooms, and separate classrooms. Intervention and assessment in functional academics are blended with life-skills and adaptive technology. The 15-hour field placement targets the candidate's licensing area.

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

**2 cr** This course investigates the relationship between student success in school and collaboration with teachers, families, and community members. It examines leaders' responses to diverse community interests and needs and the mobilizing of community resources. Focus will include diversity, collaboration, and communication with stakeholders, media relationships, and links to state and federal initiatives. Students will demonstrate understanding of community involvement in schools and the role of the larger political, social, economic, legal, and cultural context of the school.

### **EDU 6550 - Foundations and Current Issues In Education**

**3 cr** This course focuses on the historical and philosophical foundations of education; an understanding of the teaching profession; political, economic, legal, and social concerns; and current issues in education in today's world. Students will develop position papers on various topics from a broad, interdisciplinary viewpoint. Lectures, videotapes/films, and presentations by graduate faculty are employed. Required of all entering graduate students.

*Offered fall, spring, and summer sessions.*

### **EDU 6560 - Curriculum Development**

**3 cr** In this course students will study curriculum development concerning state requirements contained in the Vermont Public School Approval Standards. New innovations in curricular design will be explored with the aid of area resource people. The findings of recent research and reports on teaching and learning will also be studied. The impact of such social issues as the back-to-basics movement, child abuse and sexual abuse, alcohol and drug use, and changes in federal government priorities will be discussed. Each student will complete a multi-grade curriculum development project in a field of his or her choice (e.g. language arts, science, math, social studies, health, vocational education, the fine arts).

### **EDU 6610 - Supervision, Evaluation and Professional Development**

**3 cr** This course focuses on developing skills for successful school-wide supervision. Three aspects of work are closely intertwined: supervision, evaluation, and professional development. This dialogue will treat these three facets as inseparable aspects of the learning community. Students will demonstrate understanding of a developmental approach to supervision and professional development. Students will examine supervision strategies for both groups and

individuals from different perspectives and for different purposes. Students will distinguish between supervision of teaching and supervision for learning. Students will compile resources to create their own Supervision, Evaluation and Professional Development Toolkit.

### **EDU 6615 - Advanced Research Topics**

**3 cr** This course provides students the opportunity to synthesize skills in critical thinking, academic writing, and professional presentation through a comprehensive review of several research articles. Emphasis will be placed on defending ideas both orally and in writing. Students will prepare and present a research article and grant proposal.

### **EDU 6650 - Exhibition, Portfolio, and Program Evaluation**

**1 cr** This course will reexamine each of the Woodruff dialogues including internships and Mediated Achievement Plans. Candidates will engage in a comprehensive program evaluation. The content of the course will be devoted to reflection and self-evaluation. Students will prepare a formal evaluation of their MAP using the literature they have studied throughout the Woodruff Institute as well as any specialized references pertinent to their topic(s). They will use this evaluation as part of a presentation of their MAP in a relevant professional setting. This course will build upon the work of the taking stock sessions and will focus on reconciling leadership theory and practice.

*Prerequisite: enrollment in the Woodruff Institute and successful completion of previous cohort courses.*

### **EDU 6670 - Special Education Law II**

**3 cr** Special Education Law II is an advanced special education law class, addressing the implications of the current and proposed revisions of Federal laws and regulations (IDEIA, No Child Left Behind, and Section 504) and Vermont laws and regulations, as they impact special education practices. Other topics include but are not limited to Disciplinary rules, independent schools, home schooling, homelessness, least restrictive environment decisions, and independent evaluations. The focus of this course is on the application of laws and regulations as they are applied in school policy and procedures. The development of training modules for administrators, teachers, special educators, and parents are addressed.

### **EDU 6740 - Graduate Seminar**

**3 cr** Designed to integrate the aspects of public education represented in the various emphases in the master's program, the course will include presentations in each area. The major portion of class, however, will be the development, presentation, and analysis of relevant educational issues by the seminar participants. Students are also required to write a major paper that explores educational philosophy, theory, foundations or current issues in their fields of study. The major paper functions to demonstrate the student's competence as a consumer and/or generator of educational research and requires full setting forth of both the procedures and findings of the research and a discussion of the implications of the findings and their relationship to other knowledge in the field.

*Prerequisite: Approval of Director of Education is required.*

*Recommended: At least 28 credit hours toward master's program.*

*Offered spring and summer sessions.*

### **EDU 6810 - Internship in Education**

**3-6 cr**

### **EDU 6815 - Mediated Achievement Plan**

**2-3 cr every semester**

The leadership program is the laboratory in which aspiring principals develop into leaders with support from school personnel, college supervisors, theoretical readings, and their cohort. This course incorporates a total of a 100-hour practicum each fall and spring semester.

-First, aspiring leaders will create a Mediated Achievement Plan (MAP) focusing on one aspect of creating, managing and sustaining school improvement linked to student achievement. The MAP requires 80 hours a semester and will reconcile theory and practice, requiring candidates to continually reflect and revise their implementation plans.

-Additionally, candidates will work with their school-based mentor for a minimum of 20 hours each semester focusing on role responsibilities and management.

(Candidates enroll in this course every semester. It is a 2-cr course the first three semesters, and a 3-cr course the fourth semester, for a total of 9 credits.)

## **EDU 6851 - Student Teaching I**

**6 cr** *Prerequisite: Admission to graduate education program for initial licensure and permission of director of field experiences. Students must also have passed the applicable Praxis I and II examinations. Taken concurrently with EDU 6852*

## **EDU 6852 - Student Teaching II**

**6 cr** Extension of Student Teaching.  
*Corequisites: EDU 6851*

## **EDU 6860 - Field Experience**

**1-5 cr** An opportunity to apply background in theory and course work to the public school setting, the Field Experience is proposed, planned and undertaken in close association with the candidate's advisor to a maximum of 5 credits per semester. By permission only.

*Recommended: EDU 6920*

## **EDU 6880 - Graduate Practicum**

**1-9 cr** The practicum provides graduate students with the opportunity to accomplish extensive work in a specific area. The practicum may be used for advanced clinical work in reading or special education, or an internship in educational administration. Hours by arrangement. By permission only.

*Recommended: EDU 6920*

## **EDU 6920 - Educational Research**

**3 cr** Designed to develop attitudes and skills to permit in-service teachers to become intelligent consumers of research literature, the course will deal with the selection, evaluation, and delineation of a problem, use of the library for review of relevant literature, interpretation and reporting of research results and other research tools of practical use.

*Offered fall and summer sessions.*

## **EDU 6930 - Independent Study**

**1-3 cr** Hours by arrangement; by permission only.

## **EDU 7010 - Professional Research Symposium**

3 cr By permission of Director of Education.

### **EDU 7012 - Collaborating, Networking, and Outreach**

3 cr This course explores ways to elevate the student's organization acumen. Emphasis is placed on creative and effective means of outreach for an organization including building influence through social media and community connections. Students will develop a plan to elevate their organization through media use, public affairs, and networking.

### **EDU 7015 - Organizational Leadership and Resource Management**

3 cr In this course, students engage in learning to solve problems around complex organizational and resource management issues. They investigate and debate soft and hard issues that when resolved are at the heart of every successful organization. Candidates will learn to focus first on knowing one's skills and styles and deploying them effectively as a PK-12 leader.

### **EDU 7020 - Professional Paper: Cags**

2 cr By permission only

### **EDU 7112 - Curricular Design in Higher Education**

3 cr Worldwide, higher education institutions face increasing demands for highly relevant, highly engaging curricula that prepare students for their chosen professions. Emphasis will be placed on curriculum design that is outcomes-focused, utilizes authentic learning activities, and provides mechanisms for both formative and summative assessment. Students will design curriculum from outcomes to assessment.

### **EDU 7115 - Technology for Educational Leaders**

3 cr This course introduces students to technological literacy and applications in order to find, evaluate, and apply information to inform and improve student learning and teacher pedagogy. Class members use digital tools to gather, evaluate, and apply information in order to plan and conduct quality research, manage projects, solve problems, and make informed decisions. Applications include an electronic portfolio, instructional and curricular decisions, research and assessment, assistance to teachers, and the impact of technology on school and societal change.

### **EDU 7117 - Human Resource Management in Higher Education**

3 cr This course will focus on the development of human resource systems that facilitate the conduct of activities in colleges and universities through the effective and efficient utilization of faculty and staff. It will include such topics as human resource strategic planning, position control and monitoring systems, recruitment and selection procedures, evaluation procedures, development and training, incentive systems, salary administration, and fringe benefits administration. Various human resource policies and practices will be explored.

### **EDU 7212 - Educational Technology and Online Learning**

3 cr This course focuses on topics related to the planning and use of educational technology, with particular attention to distance education. Emphasis will be placed on investigating instructional technology models; Internet resources and web design; educational technology standards; technology integration strategies; assessment and evaluation; and societal, legal, and ethical issues associated with the use of educational technology. Students will develop a plan for incorporating educational technology into curriculum design and applying it to online learning.

## **EDU 7215 - School Law**

**3 cr** This course examines the legal role, responsibility, and authority of school leaders. The leader is responsible for the rights of students, parents, and personnel; responsibilities of school personnel in regard to child abuse and drug abuse; liabilities, negligence, and torts; laws governing students with diagnosed disabilities and special education personnel; equity and nondiscrimination; public disclosure; certification and contracts; collective bargaining; and program management. The student will build capacity to apply legal regulations to the educational setting.

## **EDU 7312 - Legal Issues in Higher Education**

**3 cr** Higher education leaders around the world need to understand clearly the legal and ethical obligations of their institutions to their students and other stakeholders. Emphasis will be placed on human resource issues including faculty employment decisions, issues relating to student protections, institutional obligations, and due process. Students will identify the legal issues involved in academic and institutional administrative matters and will be able to factor due process and defensible solutions into decisions.

## **EDU 7315 - School Finance/Operations**

**3 cr** In this course, students develop an understanding of how schools are financed and knowledge of best practices in the acquisition of resources, budgeting, accounting, and the fiscal stewardship of the school's human and financial resources. Topics include the formulation of the budget, the development of budget priorities, the administration of budget expenditures, and administration of the school's facilities and financial resources. Class members become knowledgeable about the budgeting process and the school financial management responsibilities of the educational leader.

## **EDU 7412 - Academic Governance in Higher Education**

**3 cr** This course explores the various governance models in higher education including collective bargaining, faculty senates, and other models. Emphasis will be placed on the various models of academic governance, their origins, and the advantages and challenges of each. Students will develop a governance plan that includes stakeholders in the process.

## **EDU 7415 - Human Resource Management in Education**

**3 cr** This course addresses the knowledge and skills of personnel management in schools and school systems. Topics include human resource management systems in employee recruitment, performance appraisal, staff and program assessment, the supervision and the professional development of certificated and classified employees, separation, and the development and supervision of volunteers and partners. Students apply law, regulations, and best practices in human resource management.

## **EDU 7512 - Resource Allocation in Higher Education**

**3 cr** This course analyzes the economic factors that govern decisions regarding the allocation of resources in today's colleges and universities. Emphasis is placed on access, departmental and program budgeting, finance and policies, and the identification and utilization of funding alternatives. Students will make resource-allocation decisions by applying tools of economic analysis to specific issues in higher education.

## **EDU 7515 - Supervision of Instruction**

**3 cr** In this course, students develop leadership skills in instructional supervision processes central to school improvement and positive impact on student learning. Class members examine what exemplary school leaders do to create a vision for success; a focus on teaching and learning; a continuous shared decision-making process that involves all stakeholders; and a code of ethics that develops and sustains a climate of trust and the protection of the rights of all students, families, and staff. Students evaluate a school and/or school system improvement process and become familiar with research-based strategies for increasing student achievement, data-driven and backward-design curriculum processes, shared site-based decision-making, and pathways for promoting the achievement of all members of the learning community.

### **EDU 7612 - Student Populations and Experiences**

**3 cr** This course explores student populations and how students experience the higher education institution. Emphasis is placed on applying student development theory across the diversity of student populations to gain a deep understanding of the student experience. Class members will evaluate how higher education changes students.

### **EDU 7615 - Leadership, Curriculum, and Academic Standards**

**3 cr** This course prepares students to apply tools and strategies to develop support for design or re-design of school system structures to ensure that all children meet academic standards. The course focuses on best practices for school systems to simultaneously plan and implement initiatives to increase student achievement. Candidates utilize specific strategies to balance school system authority and school autonomy while creating opportunities for team support, collaboration, and the development of diverse professional learning communities.

### **EDU 7712 - The Future of Higher Education**

**3 cr** This course explores what higher education may look like in the next 5, 10, and 50 years. Emphasis is placed on evaluating current trends and predicting their future trajectories. Students will critically evaluate the future role of technology in higher education.

### **EDU 7715 - Policy, Governance, and Community**

**3 cr** This course prepares students to lead twenty-first-century school systems in the areas of policy, governance, and community. School system executive leadership includes ethical and effective communication and mobilization of stakeholders. Policy formation is often contentious. Therefore, the realities of these dynamics are analyzed individually as well as collectively.

### **EDU 7810 - Field Experience**

**1-5 cr** An opportunity to apply background in theory and course work to the public school setting, the Field Experience is proposed, planned and undertaken in close association with the candidate's advisor to a maximum of 5 credits per semester. By permission only.

### **EDU 7812 - Program Evaluation and Assessment**

**3 cr** Evaluation and assessment are critical elements of running a quality program. This course examines theories and techniques associated with the evaluation of educational programs. Students will develop and implement an assessment plan for a program with which they are familiar.

### **EDU 7815 - Assessment of Student Learning**

**3 cr** As articulated by the leaders of Carnegie Mellon University's Eberly Center for Teaching Excellence and Educational Innovation, "Learning takes place in students' heads where it is invisible to others. This means that learning must be assessed through performance: what students can *do* with their learning. Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective." This course explores key strategies for assessing student learning and performance as well as ways to clarify expectations and performance criteria to students. Emphasis is placed on the role of the PK-12 administrator in developing, supporting, using, and sustaining effective assessment of student learning in PK-12 institutions and systems.

### **EDU 7910 - Independent Study**

**1-3 cr** Hours by arrangement; by permission only.

### **EDU 7912 - Strategic Planning in Higher Education**

**3 cr** Effective strategic planning is essential to uniting higher education communities around common goals and shared endeavors. This course explores such key elements of a strategic planning process as inclusivity, vision, goal setting, transparency, buy-in, implementation, reflection, and assessment. Emphasis is placed on transferring plans into successful actions. Students will design a model strategic planning process.

### **EDU 7920 - Advanced Educational Research**

**3 cr** This course is designed to support aspiring school leaders to become adept consumers of educational research. Current research will be used to make informed decisions that will promote student and teacher learning. Students will support their Mediated Achievement Plan by utilizing comprehensive research methods for the selection, evaluation, and delineation of their plan. Library resources will be used for literature reviews, interpretation, and reporting of research results.

### **EDU 7960 - Master's Thesis**

**3-6 cr** The Master's thesis is a scholarly construction and presentation of a culminating research project. It is a zero (0) to six (6) credit course/project that you register for in the semester prior to its completion and submission to 'readers' and after completion of all other course work. All Master's theses require a "proposal" to be developed and approved by the candidate's advisor and/or 'primary reader' prior to registration for thesis. This "proposal" may be developed in consultation with the candidate's advisor or 'primary reader' of the thesis prior to or during Graduate Seminar (EDU 6740). When appropriate, candidates will also submit a request to the university's Human Subjects Institutional Review Board (HSIRB or IRB) for approval to proceed with their research. Thesis Proposals will be included with an IRB request.

*Prerequisite:* By permission only

### **EDU 8010 - Comprehensive Examination: CAGS**

**0 cr** By permission of Dean of Education

### **EDU 8015 - Internship I**

**3 cr** Internship I engages the student in applying and practicing essential knowledge, skills, and dispositions/cultural competencies of the PK-12 administrator with the support of a mentor and a field supervisor. Students build capacity for leadership through activities in the field approved by the mentor and field supervisor. This course must include at least 150 hours of supervised field activities. All such hours for this internship may be within the student's current

professional responsibilities, but at least 60 hours of the supervised field activities required for the two-internship sequence must be outside the student's current professional responsibilities.

### **EDU 8115 - Internship II**

**3 cr** Internship II engages the student in demonstrating the master-level knowledge, skills, and dispositions/cultural competencies of the PK-12 administrator as verified by the mentor and field supervisor. This course must include at least 150 hours of supervised field activities. All such hours for this internship may be within the student's current professional responsibilities, but at least 60 hours of the supervised field activities required for the two-internship sequence must be outside the student's current professional responsibilities.

### **EDU 8215 - Dissertation Seminar**

**3 cr** This course allows students to participate in a collective experience centered on their preparation for conducting original research based in professional practice. Each student will complete a prospectus that presents his/her proposed research project, including the articulation of the research question, its background and significance, a brief review of the relevant literature, and a proposed methodology and research design to address the question posed. This stage of the dissertation process is complete when the student's chair and committee members give approval.

### **EDU 8315 - Dissertation Research**

**6 cr** This course allows students to actively conduct research for the applied dissertation in leadership, to analyze research findings, and to write dissertation chapters on research findings and conclusion and discussion. The student will rework and revise based on committee feedback. Each student will formally submit and orally defend the applied dissertation in leadership, as well as prepare sections for dissemination. This stage of the dissertation process is complete when the student's dissertation chair and committee members give approval.

### **EDU 8415 - Dissertation Presentation**

**2 cr** The Dissertation Presentation features the candidate's presentation of the completed dissertation to student and faculty colleagues.

## **Mathematics**

### **MAT 5010 - Quantitative Analysis and Reasoning**

**3 cr** Advanced descriptive and inferential statistics including parametric and nonparametric procedures to assist in decision making. This course presents the logic of quantitative analysis using computer technology and software for data description, presentation and analysis.

*Summer*

### **MAT 5020 - Mathematics Education Theory and Practice I**

**4 cr** An integrated approach to mathematics education is covered in this course. The focus of the course is applying theory into practice. Topics may include frames of reference, creation and usage of manipulatives in the classroom, and multiple forms of assessment in a mathematics classroom. Various forms of technology, including graphing calculators and computers are discussed and integrated into a mathematics curriculum.



## **MAT 5040 - Data Analysis**

**4 cr** Main topics include data representation, collection, analysis, modeling and making inference. The proper techniques, procedures and technology will be applied to real world scenarios.

*Prerequisite: MAT 2022 Statistics II or MAT 3230 Mathematical Statistics or equivalent.*

## **MAT 5110 - History of Mathematics and Math Education**

**3 cr** This course covers selected topics in mathematics and mathematics education from ancient to modern times. A few of these topics may include: the Greek Period, Early and Medieval Europe, the Renaissance, the history of mathematics education in the United States and the work of Pascal.

## **MAT 5810 - Internship in Mathematics**

**1-12 cr** *Signed contract required at time of registration. May be repeated for credit.*

*P/NP only.*

## **MAT 5820 - Graduate Mathematics Tutorship**

**1-3 cr** A supervised experience in individual instruction. To include reading and discussion of individualized instructional systems as well as an actual tutorial experience in a Mathematics course.

*Prerequisite: Invitation of the Mathematics Department.*

## **MAT 5910 - Independent Study**

**1-4 cr** Open on a limited basis. A personal interview with the mathematics Department faculty is required prior to registration. Hours by arrangement. *May be repeated for credit.*

*Prerequisite: Consent of the Department Chair.*

## **MAT 6010 - Multivariate Statistics**

**3 cr** This course focuses on the study of multivariate analysis. Students will apply matrix algebra to the field of statistics. Topics include: characterizing and displaying multivariate data, the multivariate normal distribution, multivariate analysis of variance and multiple regression.

## **MAT 6020 - Mathematics Education Theory and Practice II**

**3 cr** A continuation of Mathematics Education Theory and Practice I course. This course promotes inquiry into communication, literacy and current issues in mathematics curriculum and instruction.

## **MAT 6030 - Geometry for Teachers**

**4 cr** The properties, history, concepts and principles of geometry are discussed and integrated into a mathematics curriculum in this course. Topics may include: Euclidean and Non-Euclidean geometry in two and three dimensions, analyze characteristics and relationships of geometric structures and shapes, and the role of axiomatic systems.

## **MAT 6040 - Number Theory for Teachers**

**4 cr** The properties and history of numbers are discussed and integrated into a mathematics curriculum in this course. Topics may include: elementary number theory, analytic number theory, algebraic number theory and geometry of numbers.

### **MAT 6210 - Graduate Mathematics Research Seminar**

**3 cr** In this graduate research seminar students spend the first half of the semester studying and presenting graduate research in mathematics and/or mathematics education. In the second half, students investigate their own topics, prepare a written project, and present their research.

*Prerequisite: Invitation of the Mathematics Department.*

### **MAT 6720 - Graduate Mathematics Teaching Seminar**

**3 cr** Implementing teaching theory, course management, teacher preparation, and critique(s) on teaching experience. A semester-long teaching experience is a requirement for this course. *May be repeated for credit.*

*Prerequisite: Invitation of the Mathematics Department.*

### **MAT 6740 - Advanced Topics in Mathematics and Mathematics Education**

**3 cr** Advanced topics in mathematics offered on a rotating basis. Example of topics include: complex analysis, real analysis, graph theory and partial differential equations. *May be repeated for credit as topics change.*

### **MAT 6810 - Internship in Mathematics**

**1-12 cr** *Signed contract required at the time of registration. May be repeated for credit. P/NP only.*

### **MAT 6910 - Independent Study**

**1-4 cr** Open on a limited basis. A personal interview with the Mathematics faculty is required prior to registration. Hours by arrangement. *May be repeated for credit.*

*Prerequisite: Consent of Department Chair.*

## **Music**

### **MUS 5010 - Philosophical Approaches and Current Issues in Music Education**

**3 cr** This course is a study of various rationales and approaches to music education, including the examination of recent trends and issues in music education.

*Summer*

### **MUS 5090 - Research Methods in Music**

**3 cr** Topics covered include: an introduction to research design, research methodology, statistical analysis, and qualitative analysis. Students will become adept at using standard reference materials and electronic resources for music education.

*Summer*

### **MUS 5160 - Curriculum Development in Music Education**

**3 cr** This course will focus on the study and preparation of curriculum and the various components including philosophy, goals, objectives, best practices, resources, and units of study appropriate to the student's teaching emphasis.

*Summer*

### **MUS 5460 - Assessment of Music Learning**

**3 cr** This course examines current research, trends and thought on assessment in music education.

*Fall*

### **MUS 5710 - Topics in Music**

**1-6 cr** These courses are the strength and focus of the Master's in Music Education program at Castleton. The Master's candidates are able to direct their programs to their individual interests. Topics courses can be in music areas such as: theory, history, world cultures, conducting and performance ensembles. These courses will include Castleton's ongoing graduate summer opportunities in music such as: KOSA, Music-COMP, Music and Multimedia Summer Institute, Conversational Solfege™, and First Steps in Music™.

*Summer, Fall, Spring*

### **MUS 5740 - Topics in Music Theory**

**3 cr** Concentrated study of designated topics in music theory. Topics will vary such as music periods, jazz theory, and others.

*Spring*

### **MUS 6740 - Graduate Seminar**

**3 cr** This seminar will explore contemporary topics in music education. It will include guest lectures, group discussion, and presentations. Course content will be structured to stimulate the master's candidate in selecting, researching and producing their capstone or thesis proposal.

*Fall*

### **MUS 7010 - Capstone Project**

**3 cr** The capstone project is the scholarly construction and presentation of a culminating research project completed in the student's final semester. All capstone projects will require a proposal to be developed and approved by the candidate's advisor and/or primary reader prior to registration for the course. Students will conceptualize, propose, and undertake a project that is to substantively contribute to the body of knowledge in the field of music education.

*Prerequisite: MUS 6740*

*Spring*

### **MUS 7960 - Master's Thesis**

**3 cr** The Master's Thesis is a scholarly construction and presentation of a culminating research project. The formal thesis proposal must be approved by the candidate's advisor and/or primary reader prior to registration for for the thesis.

*Prerequisite: MUS 6740*

*Spring*

## **Psychology**

## **PSY 5010 - Education Research Methods**

**3 cr** Analysis of educational research methods. Focus on conceptual, methodological and practical issues addressing both quantitative and qualitative methodologies as related to current educational issues.

*Summer*

## **PSY 5030 - Introduction to School Psychology**

**3 cr** This is a course designed to acquaint graduate students to the history and field of school psychology and contemporary issues and trends in the profession. This course contains an assessment that must be passed to be eligible to register for the internship.

*Fall*

## **PSY 5040 - Tests and Measurements**

**3 cr** Overview of statistical foundations of psychological measurement (e.g., test development, norms, reliability, validity). Survey of commonly used assessment instruments (e.g., intelligence/aptitude, personality, academic achievement tests) and applications of psychological testing in different settings (e.g., clinical, industrial/organizational, school, forensic/legal settings). Introductory study of major principles underlying psychometric theory including true score models, reliability, validity, norms, scaling, item analysis, and instrument construction. Fundamentals of classical test theory supply background for topics in modern test theory such as item-response models. Introductory study of major principles underlying psychometric theory including true score models, reliability, validity, norms, scaling, item analysis, and instrument construction. Fundamentals of classical test theory supply background for topics in modern test theory such as item-response models.

*Fall*

## **PSY 5050 - Theories of Counseling**

**3 cr** Introduction to counseling theories and psychological processes involved in individual counseling with children and adolescents.

*Fall*

## **PSY 5211 - Assessment I: Cognitive**

**3 cr** Administration, interpretation, and analysis of individual measures of cognitive functioning. Administration, scoring, interpretation, and report writing with major measures of intelligence. Includes theory and research with practicum experience.

## **PSY 5212 - Assessment II: Educational**

**3 cr** Introduction to norm-references and curriculum-based assessment of achievement with a focus on intervention, planning, implementation, and evaluation. Emphasis on discussion of empirically-based instructional techniques

*Spring*

## **PSY 5213 - Assessment III: Social and Behavioral**

**3 cr** Theory, administration, scoring and interpretations of social, behavioral, and personality assessment instruments such as rating scales, personality inventories, projective techniques, etc. used with children and adolescents. Emphasizes diagnosis and written case reports.

*Spring*

### **PSY 5250 - Counseling Processes**

**3 cr** Introduces counseling skill development, emphasizing counseling of normal individuals with developmental concerns. Includes 15-hour practicum.

*Spring*

### **PSY 5270 - Professional Ethics**

**3 cr** Current professional problems and ethics in the helping professions, including issues related to certification, licensure, confidentiality, forensic concerns, values, responsibilities, and professional and legal standards.

*Spring*

### **PSY 5371 - Applied Behavior Analysis I**

**3 cr**

This course is an introductory course that will provide students with a strong foundation in the history and philosophical assumptions of behavior analysis, the basic concepts and principles of applied behavior analysis, the distinction between verbal and non-verbal operants, as well as measurement concepts. Upon completion of the course, students will be able to differentiate between experimental analysis of behavior and applied behavior analysis, apply the dimensions of applied behavior analysis for evaluating interventions, and become fluent with the lexicon of applied behavior analysis.

*Spring*

### **PSY 6020 - Educational Psychology Applied to Learning**

**3 cr** Survey of major issues in the psychology of education. Among the topics considered were the memory and nature of information processing systems, behavioral and environmental approaches to learning, the relationship between learning theory and instructional design, the development of cognition, motivation and its influence on learning, and the adjustment of instruction based on individual differences among learners. A balance will be maintained between theory and practice, the emphasis will be on an understanding of psychological theory as it relates to educational practice.

*Summer*

### **PSY 6025 - Learning and Cognition**

**3 cr** Focus on central issues in the study of cognitive development, which aims to provide a review of the major theoretical approaches, classic tasks, and paradigms for studying and understanding cognitive development as well as an understanding of the strengths and shortcomings of each theory. Various research strategies for investigating the

central questions of cognitive development will also be discussed.

*Summer*

### **PSY 6130 - Learning Theory and Human Development**

**3 cr** This course is an overview of learning, cognition, and development of children and adolescents from an educational perspective. Topics include: the biological, psychological, and neurological basis of learning; information processing and cognitive development; the origins, nature and development of thought and language; the operation of sensory and memory systems; and the implications of brain science to teaching and learning.

### **PSY 6250 - Research Methods in Applied Behavior Analysis**

**3 cr**

Students will demonstrate competencies in the areas of single-subject experimental designs, identifying functional relationships, and selecting the appropriate treatment designs. Course content will include methods for observing and recording data, methods for displaying data; and making decisions based upon interpretation and visual analysis of data, and understanding of reliability and validity as it relates to data collection and experimental integrity. Students will be required to conduct literature reviews to supplement their knowledge of research-based practices.

*Fall*

### **PSY 6330 - Evaluating Academic Characteristics**

**3 cr**

This course examines the needs of exceptional children. The roles of teachers, parents, and other relevant "others" will be investigated in relationship to current practices, which include mainstreaming, inclusion, least-restrictive environment, and individual education programs.

*Spring*

### **PSY 6350 - School Based Assessment and Intervention**

**3 cr** This course focuses on both assessments and interventions for children and adolescents with behavioral and social/emotional issues related to disability and life-issues. The course emphasizes best practice in assessment, diagnosis, and evidence-based interventions with social/emotional and behavioral problems for school-based interventions for children and adolescents. Issues related to cultural and social factors are integrated into the curriculum.

*Summer*

### **PSY 6372 - Applied Behavior Analysis II**

**3 cr**

This course examines the behavior theory, principles, and procedures related to modifying existing behaviors and acquiring new behaviors. Students will begin to understand behavior modification techniques, such as reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement, by applying these behavior principles to real-world scenarios. Students will examine how behavior management can be used in various career fields.

*Prerequisite: PSY 5371*

*Fall*

## **PSY 6373 - Applied Behavior Analysis III**

**3 cr**

This course will familiarize students with the ethical guidelines required for conducting applied behavior analysis in a professional manner. The course content focuses on the importance of practicing within one's competency limits, obtaining consent, utilizing research-based methods and protecting confidentiality as it relates to the behavior analytic field. This course emphasizes the necessity of protecting a client's dignity, health, and safety in the applied field.

*Prerequisite: PSY 5371 and PSY 6372*

*Spring*

## **PSY 6390 - Instructional Methods in Applied Behavioral Analysis**

**3 cr** The primary focus of this course is to provide graduate students with exposure to evidence-based systematic instruction methods that are used within school/agency settings. This course will review functional assessment procedures used to identify appropriate educational programs for students/clients. This course will emphasize instruction and practice in implementing instructional methods (e.g., shaping, chaining, discrete trial teaching, task analysis, incidental teaching, functional communication training, among others). This course emphasizes the dynamic relationships of social-emotional, academic, behavioral, and adaptive behavior functioning of students within educational and clinical settings, including ones that serve students with suspected and identified disabilities.

## **PSY 6410 - Child and Adolescent Counseling**

**3 cr** Theory and techniques for treating psychological disorders in children and adolescents. Includes approaches to treatment, efficacy research, and treatment evaluation.

*Fall*

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

**3 cr** Focus on major psychological theories of behavior as they relate to at-risk youth. Viewpoints from cognitive, psychodynamic, psychoanalytic, behavioral, social learning, descriptive, and developmental psychologies are discussed and compared with current psychodiagnostic classification systems.

*Fall*

## **PSY 6421 - Practicum I**

**3 cr** Supervised administration and interpretation of tests applicable to the practice of school psychology; supervised experience with consultative, in-service, and direct interventions in educational settings.

*Fall*

## **PSY 6422 - Practicum II**

**3 cr** Continuation of Practicum I with supervised administration and interpretation of tests applicable to the practice of school psychology; supervised experience with consultative, in-service, and direct interventions in educational settings.

*Spring*

## **PSY 6430 - Consulting in the Helping Professions**

**3 cr** A conceptual understanding of effective consultation and its relevance to the helping professional. Demonstration of knowledge and skills necessary to deliver effective consultative services in schools regarding the school learning environment, classroom management and individual student concerns including learning and behavioral concerns, school violence, anger management, bullying, discipline, crisis intervention.

*Fall*

### **PSY 6440 - Diversity and Cultural Issues**

**3 cr** Theoretical and skill development course designed to strengthen awareness, knowledge, and skills in the competencies necessary to evaluate presenting problems brought by ethnically and culturally diverse children and families.

*Fall*

### **PSY 6530 - Advanced Human Growth and Development**

**3 cr** This course covers human development throughout the lifespan, including emotional, physical, and cognitive development, and emphasizes personal adjustment and achievement. The course will examine major theories of human development while discussing and critiquing them in terms of application to educations and school psychology practices. Special attention will be given to multi-cultural issues and the implications and influences of these issues to the understanding of human development.

*Spring*

### **PSY 6540 - Personality Assessment and Adjustment**

**3 cr** This course provides a comprehensive overview of personality theories, models, and approaches. It also provides an overview of personality assessment and the diagnosis and treatment of personality disorders.

*Spring*

### **PSY 6550 - Physical Basis of Behavior**

**3 cr** This course examines the biological bases of behavior and learning, including the fundamentals, neuroanatomy, brain development, neuropsychology, neurophysiology, neurochemistry, psychopharmacology and temperament. Interactions between genes, brain, environment and lifestyle (including effects of diet, exercise, and sleep) will be emphasized and how these impact brain development, learning and memory and mental health. Principles and theories of learning, motivation, and neuropsychologically based interventions will also be discussed.

*Spring*

### **PSY 6925 - Ethical Considerations in ABA Principles**

**3 cr** This course provides in-depth preparation for ethical practices in behavior analysis. Drawing from the ethical standards of the Behavior Analyst Certification Board (BACB), the course includes readings and application of ethical standards for clinical and school settings, including the BACB Guidelines for Responsible Conduct and the



Professional Disciplinary and Ethical Standards.

*Summer*

### **PSY 7810 - School Psychology Graduate Internship**

**6 cr** Post-practicum experience providing supervised, on-the-job experience in assessment and intervention in the schools. 1200 clock hours, including 600 hours in a school setting, typically completed over the course of a school-year. Instructor's consent required.

*Spring, Fall*

## **Theater**

### **THA 5011 - History and Criticism I**

**3 cr** A survey of plays, playwrights, actors, productions, and the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance from Aristotle through 18th century Neoclassicism.

*Fall*

### **THA 5040 - Theater Practicum**

**3 cr** A studio workshop for advanced study of theater arts. This course provides students with laboratory experience in acting, stage management, and the design, construction, and handling of scenery, lighting, sound, properties, costume, and publicity.

*Every semester*

### **THA 5090 - Research Methodology**

**3 cr** This course serves as an introduction to research methods, sources, and practices for graduate work in theater and theater studies. The course will concentrate on preparing the student for thesis production.

*Summer*

### **THA 5120 - Script Analysis**

**3 cr** This course introduces analytical skills, a shared vocabulary, and techniques for interpreting the dramatic text for the purposes of staging and performance.

*Summer*

### **THA 5741 - Graduate Seminar I**

**3 cr** This course explores the collaborative analysis of specific challenges in theatrical design, technical execution, or performance techniques for theoretical productions. This course also contains a portfolio building and review component.

*Fall*

### **THA 6012 - History and Criticism II**

**3 cr** A survey of plays, playwrights, actors, productions, and the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance from the 18th century to the present.

*Prerequisite: THA 5011*

*Spring*

## **THA 6742 - Graduate Seminar II**

**3 cr** This course further explores the collaborative analysis of specific challenges in theatrical design, technical execution, or performance techniques for theoretical productions. This course also contains a portfolio building and review component.

*Prerequisite: THA 5741*

*Spring*

## **THA 7960 - Master's Thesis**

**3 cr**

Students will produce a written thesis that adheres to the standards of academic research methodology and demonstrates mastery of their specific field of study.

*Spring*

# **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](http://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 Services

The Career Services Director, in collaboration with the Director of Community Service and the Alumni Director, coordinates programs to enhance the opportunities for students to explore possible life-work plans and tailor their learning experiences to support those plans.

The Career Services Office, located in the Campus Center, offers annual on-campus Career, Graduate School, Study Abroad, and Part-Time Jobs Fairs. In addition, hands-on workshops in resume design, interviewing techniques, job search skills and career webinars are offered throughout the year. Alumni Career Conversations are offered throughout the year allowing students to network with alumni in a variety of careers.

All students are encouraged to take the on-line self-discovery software including FocusCareers (MBTI based) that assists in choosing a major and making career decisions.

### 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](http://www.ets.org/praxis/prepare/materials) and [www.act.org/products/k-12-act-test/](http://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.

## 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.