

Johnson State College

2015-2016 Graduate Catalog

Catalog Home

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

This catalog takes effect August 1, 2015, and remains in effect until superseded by a new issue.

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

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

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

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

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

The JSC Mission

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

Accreditation

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

Equal Opportunity & Non-Discrimination

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

Johnson State College Graduate Office

Martinetti Hall
337 College Hill
Johnson, Vermont 05656

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

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

About Johnson State College

History & Mission

Johnson State College: A Brief History

The history of Johnson State College dates back to 1828 when John Chesamore, a village cobbler, gave his shoe shop to the village of Johnson for a much-needed elementary and secondary school. Dr. Carpenter, a preacher from Chelsea, Vermont, became the schoolmaster when the school was chartered in 1832 as Johnson Academy.

In 1836, five communities incorporated as the Lamoille County Grammar School Association to support the school. In 1866, the state designated Johnson Academy as one of three new "Normal Schools," institutions specifically for teacher training. The Johnson Normal School offered one-, two- and three-year teacher-training programs until 1947, when the state approved a four-year teacher-training program and the school became Johnson Teachers College.

By an act of the 1961 Legislature, the Vermont State Colleges Board of Trustees was created to oversee the state college system. This new board assumed control on July 1, 1962, and Johnson Teachers College became Johnson State College. This new name signaled a change in the College's mission from a single-purpose teacher-training college to a multipurpose liberal arts college.

Since that time, the College's curriculum in the liberal arts and sciences, as well as its enrollment and its facilities, have expanded dramatically to meet its new mission. In recent years new construction and major renovation projects have included the Willey Library & Learning Center, a 39,000 square-foot-library, classroom, digital media and office building; the Stearns Student Center, home to the College's dining and student activities programs; the SHAPE Center,

housing the campus fitness and athletics programs; Bentley Hall, with state-of-the-art science laboratories and classrooms; and the Visual Arts Center, with studios and galleries for fine arts majors.

Johnson State College has come a long way from that first class of 16 students in a converted cobbler's shop. Our modern, campus spreads over 350 hilltop acres and serves nearly 2,000 students from Vermont and around the world. The College is accredited by the New England Association of Schools & Colleges and is approved as a degree-granting institution by the Vermont State Board of Education.

The Mission of Johnson State College

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The Mission of the Vermont State Colleges

The Vermont State College (VSC) system comprises five state colleges committed to providing accessible, affordable, high-quality, student-centered education, fully integrating professional, liberal arts and career study. This integrated education, in conjunction with applied learning experiences, assures that graduates of VSC programs will:

- Demonstrate competence in communication, research and critical thinking;
- Practice creative problem-solving both individually and collaboratively;
- Be engaged, effective and responsible citizens;
- Bring to the workplace appropriate skills and an appreciation of work quality and ethics;
- Embrace the need for and joy of lifelong learning.

In addition to Johnson, the five VSC colleges are Castleton State College, the Community College of Vermont, Lyndon State College, and Vermont Technical College.

Applying & General Information

How to Apply

To apply for admission to any Johnson State College graduate program, visit www.jsc.edu/Apply, select the link for graduate programs, then choose the appropriate application:

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

If you have difficulty accessing the online application, contact the Office of Graduate Admissions by phone (802-635-1244 or 800-635-2356 toll free) or by email to Catherine.Higley@jsc.edu.

Required Materials

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

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

International Applicants

If you are a non-U.S. applicant, you also need to provide:

- Financial documentation for immigration purposes equal to one year's expenses (see the Financial Documentation form)
- Your Test of English as a Foreign Language (TOEFL) score report, if English is not your native language. Visit www.ets.org for more information.

General Information

Health & Accident Insurance

All full-time graduate students (those taking 9 credits or more a semester) who do not have other insurance coverage are required to subscribe to a health and accident insurance policy through Johnson State College. Proof of insurance coverage is required in order to be exempt from coverage through the College insurance. Coverage begins mid-August and is valid for 12 months. Check with Student Financial Services for deadline dates, prorated costs, etc.

Identification Cards

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

Parking on Campus

A parking permit is required in order to park in a JSC lot. Permits are issued by the Office of Public Safety. A fee applies, and you must provide a copy of your vehicle registration and proof of insurance. Call 802-635-1205 for more information.

Access to Campus Facilities

Graduate students have free access to all JSC facilities. Students are encouraged to make use of the Willey Library & Learning Center, the 24-hour computer lab and other computer labs on campus, the Summit Bookstore in Dewey Hall, Dibden Center for the Arts, the Julian Scott Memorial Gallery in Dibden Center, and other campus facilities, including the disc golf course, tennis courts, walking trails, snowboard terrain park and hiking trails. As well, graduate students are welcome and encouraged to attend varsity games and the numerous educational and entertainment events held on campus year-round.

Campus Safety & Security

The Office of Public Safety is staffed 24 hours a day, 7 days a week, year-round. An officer on duty can be reached anytime by calling 802-635-1205 (or 1205 from a campus phone).

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

Federal Clery Act Compliance

In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy & Campus Statistics Act [20 USC 1092(f)], JSC's Department of Public Safety prepares, publishes and distributes an annual campus security and fire safety report each October 1 for the purpose of disclosing campus crime and fire statistics, security policies and enforcement. This report includes information about the College's alcohol and drug policies, sexual assault education and prevention programs, and procedures for reporting and handling reports of sexual assaults. The report is available online at www.jsc.edu/offices-non-academic-departments/public-safety/campus-safety-information.

College-Wide Policies

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

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

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

Sexual misconduct, which includes sexual harassment and sexual violence is a form of sex discrimination and therefore is a violation of VSC Policy 311 as well as federal (Title IX) and state law and the JSC Code of Conduct, which can be found in the JSC Student Handbook.

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

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

To initiate a formal or informal complaint of discrimination or harassment, or for further information, contact Assistant Academic Dean Jo Ann Lamore, JSC's Policy 311 coordinator, at 802-635-1243 or by email to JoAnn.Lamore@jsc.edu. For accommodations in order to apply for admission, please contact the Office of Academic Support Services at 802-635-1264; If accommodations are needed for employment, please contact the Dean of Administration at 802-635-1208.

Title IX

Title IX is a federal law that prohibits discrimination based on gender in any educational program or activity. The law states that "no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The amendment in 1987 expanded the definition of program or activity to include all the operations of an educational institution, governmental entity or private employer that receive federal funds. Sexual misconduct, including sexual violence and harassment, are prohibited by Title IX as well as by state law and by VSC and JSC policies. The Title IX Campus Coordinator is Dean of Student Life & College Relations David Bergh, who can be reached at 802-635-1200 or David.Bergh@jsc.edu.

Federal Educational Rights & Privacy Act (FERPA)

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

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

More information is available from:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC20202-4605
Email: FERPA@ed.gov
Telephone: (202) 260-3887
Fax: (202) 260-9001

Federal Clery Act Compliance

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

The Office of Public Safety is staffed 24 hours a day, 7 days a week, 365 days a year. An officer on duty can be reached anytime by calling 802-635-1205 (or 1205 from a campus phone).

Photographs & Videos

Johnson State College and its representatives occasionally take photographs and record videos for use by the College in print and electronic media. This statement serves as public notice of the College's intent to do so and as a release to the College of permission to use such images and recordings as it deems fit. Students may withdraw their consent to appear in photos or videos created by the College and its representatives by completing a form available from the Office of the Registrar.

Academic Regulations & Requirements

Registration

Electronic registration precedes each semester. Visit www.jsc.edu/apply to apply online, or request a paper registration form from the Graduate Office at 802-635-1244 or via email to Catherine.Higley@jsc.edu. Full payment or deferred payment forms should accompany the registration form. JSC faculty will work only with students whose registrations are current. Contact the Graduate Office if you have any questions.

Class Attendance

Students who register for a course prior to the first week of the semester or during the first day of the semester are expected to attend at least one of the first two class sessions. A faculty member may fill absent places with students wishing to enter the course and refuse entry to absent students when they appear. Faculty members may also refuse to admit a student to the class after the beginning of the semester, if they believe that the student cannot complete missed work.

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

Adding, Dropping & Withdrawing from Courses

Students adding, dropping, or withdrawing from a course must complete a Registration Adjustment Form with the Registrar's Office. The following deadlines and guidelines apply:

- Full-semester courses, including independent study courses, may be added only until the end of the second week of the semester.
- Full-semester courses may be dropped until the end of the second week of the semester.
- Full-semester courses may be withdrawn until the end of the ninth week of the semester.

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

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

Auditing Courses

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

Non-matriculated Students

Students who have a bachelor's degree but are not matriculated in one of the college's graduate programs may enroll in open graduate courses after the designated registration for matriculated graduate students (see www.jsc.edu for specific dates).

Plan of Study

Matriculated students in each of the college's graduate programs must have their Plan of Study accepted by their advisor before completing 12 graduate credits at JSC.

Grading

Passing Grades

Students in graduate courses are graded on a continuum from A through F. Graduate credit is granted when grades of A or B (including B-) are earned. However, performance at the C+ through F level is graded as "F" (Unsatisfactory) and earns no credit. A Pass/No Pass option is available for some courses in the Counseling Program and all courses within the M.F.A. degree are graded Pass/No Pass.

Incompletes

A grade of Incomplete (I) will be given to work of satisfactory quality in a course when the full amount of required work has not been completed because of illness or other reasons beyond the control of the student. It cannot be used instead of the grade of F in situations involving a student's lack of ability or negligence. The student has until the seventh week of the next regular semester (excluding the summer semester) to complete the work, although the instructor may impose a shorter deadline. This mid-semester deadline applies regardless of whether the student is enrolled during the semester. When the student completes the work, the Incomplete is replaced with the final grade. In assigning an Incomplete, the instructor is required to designate what grade should be recorded if the student fails to complete the work by the deadline. If the instructor fails to designate this default grade, the Registrar will assume the grade to be an F. The resulting grade will be calculated into the student's cumulative average. The cumulative average will be reviewed at the end of each regular semester in conformance with the academic dismissal policy.

An instructor may extend an Incomplete beyond the midsemester deadline but must obtain the approval of the Registrar prior to that deadline.

Not Graded Work

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

Repeat Course Option

Students may repeat any course they have previously taken to attempt to earn a higher grade. When a course has been repeated, the initial grade remains on the transcript but is taken out of the student's cumulative GPA. The most recent grade will be the only one computed in the student's cumulative average. Credit in the course may be earned only once. If the credit value of the course has changed, the repeated course is worth the new credit value.

Academic Honesty

Students are expected to be honest in all of their academic work at Johnson State College. Academic dishonesty, in any form, is prohibited and unacceptable. Acts of dishonesty for which a student may be disciplined include, but are not limited to, receiving or providing unauthorized assistance on an examination and plagiarizing the work of others in writing assignments. The American Heritage Dictionary defines plagiarism in the following way: "To steal or use (the ideas or writings of another) as one's own." Students are responsible for knowing what specific acts constitute plagiarism. If students are uncertain whether a particular act constitutes plagiarism, they should consult with their instructors before turning in assigned work.

Any faculty member who suspects that a student has committed an act of academic dishonesty will bring this suspicion to the attention of the student and provide the student with an opportunity to respond. If the student admits to an act of academic dishonesty, the faculty member may fail the student for the specific work submitted or for the course itself, or request that the Graduate Committee of the Faculty Assembly determine an appropriate sanction. If the student denies committing an act of academic dishonesty, the faculty member shall refer the case to the Graduate Committee for a hearing. The committee will hear evidence from the student, the faculty member and any other appropriate parties, decide whether a violation has occurred and if so, determine an appropriate penalty. Decisions of the Graduate Committee may be appealed in writing to the Academic Dean. Records of all incidents of academic dishonesty will be maintained in the Academic Dean's Office. Repeated incidents of academic dishonesty will subject a student to dismissal from the college.

Good Academic Standing

From the beginning of his or her studies, a graduate student must maintain a minimum 3.0 cumulative grade point average. If a student's cumulative grade point average drops below 3.0, the student will be placed on academic probation for one semester. If the student fails to earn a semester grade point average of 3.0 after one semester on probation, the student will be dismissed from the college.

Exits & Leaves of Absence

Leaves of Absence

Students in good academic standing who wish to interrupt their studies for up to one year may request a leave of absence by submitting an electronic "Student Exit Notification and Leave of Absence" form. The leave is not official until the request is approved by the Registrar. If a student remains on leave for more than one year, he/she must reapply to the program.

Students may apply for a Leave of Absence by completing a Student Exit Notification and Leave of Absence Form, available online on the JSC Portal under Offices & Services/Registrar Services/Leave of Absence Exit Form Processing. The leave is not official until the request is approved by the Registrar. In special circumstances, the Leave of Absence may be extended by the Registrar beyond the approved period.

Exiting from the College

A student voluntarily exiting from the college during the semester must do so formally by completing a Student Exit Notification and Leave of Absence Form, available online on the JSC portal.

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

The transcripts of students exiting the College after the ninth week will show A-F or P/NP grades submitted by their instructors.

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

Involuntary Exit

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

Appeal of Academic Policies

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

Time Limit to Complete a Graduate Degree

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

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

Graduation

Application for a Degree

A student who anticipates completing his/her degree requirements should file an application for a degree with the Registrar's Office *during the next-to-last semester*. The Registrar's Office will carry out a detailed degree audit, identifying where the student stands in relation to degree requirements and provide the audit to the student and his/her advisor. When all degree requirements are met and the student is eligible to graduate, a commencement fee will be charged to the student's account.

Conferral of Degrees

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

Participation in Commencement

Only students who have completed all degree requirements may participate in the commencement.. The College recognizes that there may be occasions when special circumstances arise. The student must provide an explanation in writing of the special circumstances and have no more than six credits to complete in the summer semester; and then petition the Academic Dean or his/her designee to participate in Commencement. The decision of the Academic Dean or his/her designee is final and may not be appealed to the President.

Transcript Requests

Official transcripts are available by submitting an online request at <https://iwantmytranscript.com> (nominal fee applies) or by emailing your request to Registrar@jsc.edu or submitting a signed, written request to the Registrar's Office (no charge applies). If you request a transcript by email, you will be asked to provide your signature as well.

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

Cost & Financial Aid

- Tuition per credit, 2014-2015
- Financial Aid

- Veterans' Benefits

Tuition per credit, 2014-2015

- Vermont Residents: \$511
- Out-of-State Resident: \$1,103
- New England Award Recipients*: \$767

**The New England Award is available to eligible students from Canada (all provinces; all JSC graduate degrees) and New Hampshire and Rhode Island (M.F.A. in Studio Arts only). It represents 150% of the in-state tuition rate.*

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

Financial Aid

Federal Direct Unsubsidized Loans

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

In order to receive a federal loan, a student must be a U.S. citizen or an eligible noncitizen, have a valid Social Security number and be enrolled in at least 4.5 credit hours in a graduate program. Students cannot owe a refund on previously awarded financial aid, and they must be registered with Selective Service (if required) and be making satisfactory academic progress once enrolled.

Federal Direct Unsubsidized Student Loans

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

Graduate Direct PLUS Loans

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

M.A. in Education Scholarships

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

Satisfactory Academic Progress, GPA & PACE Requirements

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

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

Students must successfully complete at least 67 percent of the total credits in which they are enrolled. *Example:* If you enroll in a total of 30 credits during the fall and spring semesters, you must successfully complete at least 20 credits. (30 credits x 67% = 20 credits). This is the minimum that must be completed.

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

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

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

Veterans' Benefits

If you are a veteran or a dependent of a veteran eligible for educational benefits, contact Tammy Goss, JSC's designated VA certifying official, at tammy.goss@jsc.edu or 802-635-1227. She can help you navigate the process and make sure your program of study qualifies for benefits.

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

Graduate Programs

Behavioral Sciences

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

Requirements

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

- A core of required courses totaling 36 credits;
- Additional specialization course work in the area of interest/specialization;
- A documented personal growth experience;
- A 1,000-hour internship (600-hour internship for School Counseling and General Counseling/non-licensure track students) in a local agency, school or college, with a corequisite three-credit internship seminar; and
- A comprehensive exam and oral exit interview

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

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

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

Extension Courses

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

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

Admission

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

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

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

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

Advancement to Candidacy

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

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

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

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

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

Personal Growth Experience

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

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

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

Internship

The internship, which requires application of classroom knowledge, is the final, important chapter of the student's professional counseling development. Students must have advanced to candidacy and have completed 36 of the 42 core course credits before embarking on the internship. The 1,000-hour (600-hour internship for School Counseling students) internship, which is worth nine credits is typically a September-to-May learning experience.

The internship seminar, which accompanies the internship, is three credits. The internship is generally a non-paid position.

Learning Outcomes

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

Master of Arts

Counseling: Addictions (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: Addiction Counseling Track

- CSL-5910 Research Methods 3 credits *
- CSL-6050 Laboratory Experience II: Treatment Modalities 3 credits
- CSL-5710 Assessment & Treatment of Addictive Disorders 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling: Clinical Mental Health (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: Clinical Mental Health Counseling Track

- CSL-5910 Research Methods 3 credits *
- CSL-6050 Laboratory Experience II: Treatment Modalities 3 credits
- CSL- Elective 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling: General (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: General Counseling Track

- CSL-5910 Research Methods 3 credits *
- CSL- Elective 3 credits
- CSL- Elective 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling: School Counseling (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: School Counseling Track

School Counseling K-12 Praxis & Portfolio: Students pursuing the School Counseling endorsement will be required to develop a portfolio including materials that offer information about themselves, their knowledge, skills and professional accomplishments. In addition to the portfolio development, they will be required to pass the general knowledge PRAXIS exam for licensure by the state of Vermont. Students should discuss these requirements with their advisors prior to beginning their internships.

- CSL-5810 Fieldwork for School Counseling 3 credits
- CSL-5220 Comprehensive School Counseling 3 credits
- CSL-6030 Curriculum/Classroom Management for Counselors 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Education

The graduate Education program at Johnson State College provides an innovative and in-depth education based on research-based practices and contemporary models of education in small, learner-centered courses. To meet the needs of current educators, professionals and returning students, most courses meet in the evenings or on weekends. Students generally take one to three years to complete their degree work and all students are required to complete it within five years of admission to the program. Selected courses are open to non-degree students on a space-available basis.

Programs of Study

Each Program of Study allows students to focus on their specialization, with additional opportunities for individualizing their plan of study to tailor to their specific areas of interest. Each program specifies the requisite courses and a recommended plan of study. Students will work with their advisor to create their plan of study and discuss requirements for licensure, endorsement, and/or graduation.

Requirements

Students who wish to enroll part time are recommended to take 6 credits per semester. Full-time students must take a minimum of 9 credits, including courses in the summer session.

Students who receive a failing grade in any course will be considered for discontinuation in the program. Students receiving a failing grade will be asked to appeal to the JSC Department of Education for probationary status to continue study.

Individualized Plans of Study will be created with the assistance of a student's advisor. Once this plan of study has been approved, the Graduate Office reserves the right to pre-register students in their anticipated courses. It is the responsibility of the student to notify their advisor and the Graduate Office of any revisions to the original and subsequent plans of study.

As part of the licensing process, all endorsement students will be assessed multiple times throughout their program on a professional skills and dispositions rubric. This rubric focuses on non-academic skills and dispositions necessary for being successful in the teaching profession. Elements on the rubric include communication and organizational skills, flexible thinking and diversity competency.

Each Program of Study specifies the final project requirements for earning the Masters of Arts degree. Students will be required to enroll in a Capstone Seminar their final semester where they will work with the instructor to complete and submit their final project.

Students accepted into graduate-level courses at Johnson State College are expected to have graduate-level reading, research and study skills and to maintain a professional demeanor.

Admission

Admission to the Education Program is a two-phase process. Candidates must meet general admission standards that allow enrollment in graduate courses, and they must be admitted by the department through review of their application

materials and an interview with the appropriate Program Director. Students applying to the Graduate Education program must have maintained a minimum of a 3.0 in their most recent educational experience. As part of their application materials, students must also include a cover letter discussing their desire for graduate study and a professional essay (see each program requirement for the essay). Additionally, students must also submit three letters of recommendation from professionals, such as former professors, instructors, or employers, who can attest to their readiness and appropriateness for their anticipated course of study.

Theoretical Framework & Learning Pursuits

Students in Education Department programs gain both an understanding of the discipline of education and a practical grasp of effective professional practice. Connecting these two realms provides a foundation for achieving the department's objectives for each student, including the use of academic study in the formation of content-specific professional knowledge, the use of action research to design deliberative pedagogical strategies, the use of critical theory to confidently serve as a progressive colleague and advocate and the use of transformative learning in the pursuit of continuous personal growth. In order to support learning along these four strands, the program engages students in and teaches them to use, related inquiry processes. Taken together, the four strands of learning and inquiry constitute a fifth, systemic approach of intentional practice. The program theme is Teach with Intention. Students who successfully complete the major in Childhood Education will:

- Use academic study to examine established constructs, historical developments, common misconceptions, enduring questions and cross-disciplinary connections specific to their content area;
- Use action research to design and assess original, inclusive and engaging learning experiences that are meaningful and effective;
- Use critical analysis grounded in social, political, ethical and leadership perspectives to reframe educational endeavors toward more vibrant and just ends;
- Use self-study grounded in an understanding of diverse world-views to rethink long-standing, conventional notions toward an open-minded, strength-based perspective.

Teacher Education Programs

Working as a teacher in a public school in Vermont requires a Level I Educator's License with an endorsement in a specific discipline at a designated level. The license is issued by the VT Agency of Education (VTAOE) to candidates who successfully complete a Teacher Education Program and are recommended by their institution. Teacher education programs are available in these endorsements listed below:

- Inclusive Childhood Education Program
 - Elementary Education (K-6) and Special Education (K-8)
- Middle Grades Education Program (5th -9th Grade)
 - English Education
 - Mathematics Education
 - Science Education
 - Social Studies Education
 - Special Educator (ages 7-21) may be added
- Secondary Education Program (7th - 12th Grade)
 - English Education
 - Mathematics Education
 - Science Education
 - Social Studies Education
 - Special Educator (ages 7-21) may be added
- Unified Arts Education Program
 - Art Education (PK-12)

- Music Education (PK-12)
- Theater Arts Education (PK-12)
- Dance Education (PK-12)
- Special Educator (ages 7-21) may be added
- Special Education
Special Educator (K-age 21)

Applying to a program of study

Students seeking to become a candidate for a Vermont Educator's License through JSC must apply to enter the appropriate Teacher Education Program. Students should obtain a Teacher Education Program Handbook from the Education Department. A few of the preparation steps are listed below; others are detailed in the handbook.

- Attend EDU-GTEW1 Teacher Education Workshop I to learn about the Teacher Education Program application process. Attend all five Teacher Education Workshops (EDU-GTEW1 through EDU-GTEW5). Each workshop provides guidance for completing the next set of requirements for the program. Students who do not meet the benchmark requirements will not be permitted to proceed in the program.
- Schedule a Transcript Review through the Licensure Officer or designee. Students must have sufficient background coursework in the liberal arts & sciences and an appropriate undergraduate major.
- Develop a Plan of Study with your faculty advisor that satisfies all academic requirements including needed background courses. Complete all coursework for the teacher education program with a B- or better and the program with a cumulative grade point average of 3.0 or better.
- Satisfy the examination requirements for initial licensure through completion of PRAXIS core and PRAXIS II.
- Complete the Application for a Teacher Education Program
- Complete all fieldwork assignments.
- Complete a Level I Licensure Portfolio and all other licensure requirements.
- Obtain the recommendation of the Education Department faculty.
- Apply to the Teacher Education Licensure Office for a Recommendation for Licensure. Students must meet all requirements for licensure in place at the time of the recommendation. If the requirements change over the span of your academic study, you must meet the new requirements.

The Teacher Education programs at JSC are accredited through the Vermont Standards Board for Professional Educators. The accreditation process assures that candidates who are recommended for licensure meet all state standards for the license and the endorsement. Upon completing the program requirements listed above, students will apply to the Vermont Department of Education for the license and/or endorsement.

Fieldwork & Student Teaching

Teacher education students complete numerous fieldwork experiences attached to their coursework, including two extensive practicum experiences. Students will be expected to be available during daytime hours to complete the fieldwork assignments.

Teacher education students complete a one-semester internship (student teaching) in their endorsement area. Each student must file an application for the internship the semester before he or she expects to fulfill this requirement. Candidates must apply for fall semester placements by March 15 and for spring semester placements by October 15. The internship includes preparation of lesson and unit plans, teaching and videotape assessment of classroom performance and a joint evaluation by the student, cooperating teacher and college supervisor. Students are required to follow the public school calendar during their internship semester. Additional information about the internship and requirements is available in the JSC Student Teaching Handbook.

The Level I Licensure Portfolio

All candidates for a Level I Educator's License are required to construct a Level I Licensure Portfolio in accordance with the current format established by the Vermont Standards Board for Professional Educators. The portfolio is a collection of assignments and assessments that demonstrate a candidate's knowledge, skill and disposition. More specifically, it documents the candidate's competence in meeting Vermont's Five Standards for Professional Educators and the Knowledge & Performance Standards for her or his endorsement area.

Students are expected to submit a complete portfolio ready for scoring by the due date established within the Student Teaching semester. The portfolio is an assessment of a candidate's readiness. Each portfolio will be scored by two independent reviewers: Students who fail the portfolio will not earn a recommendation for licensure. While, typically, the review process requires a few weeks, students should expect the review process to last many months or a year if the portfolio requires revision. Under extreme circumstances, students may apply for a submission extension of up to one semester. Requests must be made during the Student Teaching semester. Portfolios submitted under an extension will be reviewed when possible. Guidance for completion of late portfolios, or those in need of revision, might require enrollment in additional coursework. Portfolios submitted beyond the extension will not be accepted. Contact the Educator Licensure Office for details.

Special Educator Specialist Endorsement

In order to earn an endorsement as a Special Educator the candidate must complete a professional portfolio to be approved by the Special Education Program Director.

Master of Arts

Education: Applied Behavior Analysis (M.A.)

The concentration in Applied Behavior Analysis (ABA) is designed to prepare students to implement behavioral strategies that will support children, youth and adults in a variety of environments. Students learn to work corroboratively with residential and vocational staff, teachers, families, psychologists, psychiatrists, regulatory agencies and community support personnel. They learn to build skills, reduce challenging behaviors and improve the quality of life for children and youth through applied behavioral methods. In addition, students who successfully complete all of the course work will be prepared to apply for an internship and to sit for the Certification Examination of the National Behavior Analyst Certification Board. This national certification will expand the graduate's employment options as a behavioral consultant or behavior specialist in a community, school, vocational, or residential program. Admittance into the ABA program neither provides nor guarantees placement into an internship.

Required Courses

- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6390 Instructional Methods in Applied Behavioral Analysis 3 credits
- EDU-5371 Applied Behavior Analysis I: Introduction to Concepts & Principles 3 credits
- EDU-6330 Evaluating Academic Characteristics 3 credits
- EDU-6925 Ethical Considerations in ABA Principles 3 credits
- EDU-6372 Applied Behavior Analysis II: Advanced Concepts & Principles/Beginning Applications 3 credits
- EDU-6150 Research Methods in Applied Behavior Analysis 3 credits

- EDU-6555 Critical & Cultural Perspectives in Education 3 credits
- EDU-6373 Applied Behavior Analysis III: Advanced Applications & Ethics 3 credits
- EDU-8010 Exit Interview 0 credits

M.A. in Education, ABA concentration: 30 credits

Education: Curriculum & Instruction, Inclusive Childhood Education (M.A.)

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

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

Required Courses

- EDU-5015 Literature, Media & Text for Children & Young Adults 3 credits
- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits
- EDU-5021 Instructional Dynamics for the Elementary Educator 4 credits
- EDU-6330 Evaluating Academic Characteristics 3 credits
- EDU-6095 Literacy Intervention 3 credits
- EDU-5039 Language, Culture & Education 3 credits
- EDU-6011 Integrating Elementary Methods 4 credits
- EDU-6730 Special Education Practices & Procedures 3 credits
- EDU-6465 Strategies of Inclusive Practice 3 credits
- EDU-6850 Elementary Internship: Student Teaching 6 credits
- EDU-6970 Graduate Capstone Seminar 3 credits

Eligible for licensure endorsement: 44 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Curriculum & Instruction, Middle-Level (M.A.)

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

Required Courses

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

Eligible for licensure endorsement: 38 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Curriculum & Instruction, Secondary (M.A.)

This program provides innovative and contextual learning experiences through which graduate students can become prepared to teach **math, science, social studies or English** at the secondary level (grades 7-12). A major emphasis of the program is understanding and engaging adolescent learners. Successful completion of this program leads to a recommendation for secondary teaching licensure. Two practicum experiences and a full-time, full-semester internship

are required. For licensure recommendation, the equivalent of a major in one of the core content areas is needed. A transcript analysis is also required to determine whether previous content area course work fulfills these requirements; the Licensure Office or a designee will conduct the review. The student may need to take additional content courses in order to be recommended for licensure.

Required Courses

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

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-Elective 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Curriculum & Instruction, Unified Arts (M.A.)

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

Required Courses for Endorsement

- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits

- EDU-5031 Instructional Dynamics for the Unified Arts 4 credits
- Elective 3 credits
- Elective 3 credits
- EDU-5041 Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum 3 credits **OR**
- EDU-5039 Language, Culture & Education 3 credits
- EDU-6025 The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts 4 credits
- EDU-6845 Unified Arts Internship: Student Teaching 6 credits
- EDU-6970 Graduate Capstone Seminar 3 credits

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-Elective 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Foundations of Education (M.A.)

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

Required Courses

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

M.A. in Education: 36 credits

Education: Special Education (M.A.)

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

Required Courses

- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits

- EDU-5021 Instructional Dynamics for the Elementary Educator 4 credits **OR**
- EDU-6390 Instructional Methods in Applied Behavioral Analysis 3 credits

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

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

Certificate

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

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

Certificate of Advanced Graduate Study: Applied Behavior Analysis

Johnson State College offers a Certificate of Advanced Graduate Studies in Applied Behavior Analysis for students who have a master's degree in a related field. At the completion of this 18-credit sequence of courses, students earn a graduate certificate and are prepared to complete the rest of their journey toward becoming a BCBA.

Required Core Courses (18 credits)

- EDU-5371 Applied Behavior Analysis I: Introduction to Concepts & Principles 3 credits
- EDU-6150 Research Methods in Applied Behavior Analysis 3 credits
- EDU-6372 Applied Behavior Analysis II: Advanced Concepts & Principles/Beginning Applications 3 credits
- EDU-6373 Applied Behavior Analysis III: Advanced Applications & Ethics 3 credits
- EDU-6390 Instructional Methods in Applied Behavioral Analysis 3 credits
- EDU-6925 Ethical Considerations in ABA Principles 3 credits

Fine & Performing Arts

The M.F.A. is a 60-credit graduate degree in studio arts offered by Johnson State in conjunction with the Vermont Studio Center both in Johnson, Vermont. Students work with resident and visiting artists from both programs and typically finish their studies in three to four years.

Founded in 1984, the Vermont Studio Center is an ideal creative community embracing serious, advanced artists and writers of different ages, approaches and levels of development. Sharing a commitment to the creative process, these artists come together at the Vermont Studio Center throughout the year to develop their work through distraction-free, intensive studio work in drawing, painting, sculpture and mixed media.

Admission to the Program

Applicants to the M.F.A. program must hold a bachelor's degree from an accredited college or university and must apply for acceptance as master's degree students through the Office of Admissions at Johnson State College. The Office of Admissions will review completed application portfolios in collaboration with M.F.A. faculty and Vermont Studio Center staff. Applications should be submitted to the JSC Admissions Office by March 1st. The program begins for each student with a one month residency that needs to be scheduled between May and November.

Advising and Evaluation

M.F.A. students work closely with an advisor from the JSC studio arts faculty to plan an overall approach to meeting degree requirements and to navigate any special challenges that arise. Because of the nature of graduate work in the arts, program session credits are offered on a Pass/No Pass basis only.

Program Requirements

Although M.F.A. students have a program structure that differs significantly from traditional Johnson State College programs, it is important and helpful that students are aware of the College's policies, opportunities and other general information included here. Also, because much time is spent at the Vermont Studio Center, it is equally important to be familiar with the Studio Center's handbook, available through their office.

Vermont Studio Center Residency Sessions

(six 6-credit sessions, for 36 credits)

During the months of May through November, we run concurrent M.F.A. programs during the Studio Center's seven 4-week sessions. In each session a different group of prominent visiting artists offers individual critiques and group sessions. As part of the M.F.A. program, it is important to see the resident critics once a week to get varied feedback. The Studio Center will provide an annual listing of their visiting artists.

Typically, students complete two sessions per year for three years. These residencies need not be taken consecutively. While some students prefer the eight-week continuity, others like separating their residencies, with anywhere from one or more months back home in their studios. Factors influencing a student's choice of residencies include convenience for their home life, job flexibility, travel expenses, the schedule of critics and scheduled plans of other students. Space at the Studio Center is limited for each session. Students are encouraged to contact the Studio Center as soon as possible to reserve available space. Upon request, students may enroll in more than two program sessions a year if space is available at the Studio Center and if such a plan is approved by the student's advisors. Taking fewer than two program sessions a year is also an option.

During these program sessions, Johnson State College art faculty, Professors Ken Leslie, Mary Martin and Michael Zebrowski, will visit to confer with students and facilitate M.F.A. critiques. Please check the current Vermont Studio Center brochure for further details and a roster of visiting artists.

M.F.A. Components During VSC Residencies

Each month M.F.A. students in residence at the Vermont Studio Center participate fully in the scheduled offerings. This is a time for full immersion in that intensive studio experience. Students benefit most from making strong connections to the visiting artists that are special to each program session at the Studio Center. While faculty offer the strongest voice when critiquing the out-of-residency independent studio component, they do visit students each week while students are in-residence. JSC faculty most often visit on Wednesdays, with a version of the following schedule tailored to each month's residency group:

- *Week 1:* Meet at 1 p.m. in the lounge of the Studio Center Dining Hall. Introduce new students, share news, concerns, special notices, events in the region, etc. Generally there are no studio visits this week, but visits for the following weeks are scheduled. Meet with returning students to complete out-of-residency requirements either week one or week four.
- *Week 2:* JSC faculty visit M.F.A. student studios, by appointment as arranged during week 1.
- *Week 3:* JSC faculty visit M.F.A. student studios, by appointment as arranged during week 1.
- *Week 4:* Group critiques at the Visual Arts Center, JSC campus. Students bring a representative sampling of their month's work. Guests may be invited to these critiques **ONLY** with the permission of faculty and participating students. Occasionally it is necessary for the group critique to move to see a student's installation elsewhere but, for the most part, all students need to take their work out of their studio and install it at the Visual Arts Center galleries.

We do not encourage two-week residencies. We do strongly encourage students to follow the four-week format (i.e., arrive for week one, leave on week four; any deviation requires permission from JSC faculty).

Up to two residencies can be completed at places other than the Vermont Studio Center, to meet the particular needs of the student's work. The first three residencies must be completed in Johnson, chosen from the May through November sessions. Thereafter, with approval of the faculty advisors, students can select programs from around the world that are equivalent in nature, or students can select sessions at the Studio Center from the December through April sessions. To receive credit from non-VSC residencies, or December through April residencies, students need to document work done during the alternative month with 20 images, a one-page narrative and the name and phone number of a contact reference at the alternative program.

What faculty are looking for in any alternative proposal will be a situation that is comparable to the Studio Center-you in a community of artists, working on your own vision, intensively, away from the distractions of home, for four weeks. Over the years students have done all sorts of interesting and valuable alternatives. Faculty will discuss whatever options you are considering.

Independent Studio Work

(Six 2-credit documentation packets)

Students will be complete two independent, out-of-residency terms. By setting up a working studio in their community of residence, students will mail documentation of new work to the Johnson State College faculty serving as M.F.A. program advisors. Each packet is worth two credits. Generally students should schedule packets and residencies to keep pace with one another. In other words, if you've completed two residencies, you should next work on two packets.

The Independent Studio Work term is designed to accomplish two primary outcomes - a professional, active studio and an articulate, sophisticated skill at documenting the work. Both outcomes are of paramount importance to future career success in the arts. Students are responsible for documenting their work six times to fulfill the requirements of each of the two credit out-of-residency components. No partial credit for partial fulfillment is possible. As a general rule, there will be no extensions allowed. Under certain circumstances we will assign an "Incomplete."

Students "contract" with faculty advisors for deadlines to submit documentation packets. These deadlines are chosen to be well distributed around the year, leaving at least three months after the last VSC session and at least three months between each deadline. It has been our experience that people juggling full-time jobs with M.F.A. requirements quite likely will need more time between deadlines and more than three years to complete the program. A contract is filled out which obligates the student to meet these deadlines. We must receive a contract a minimum of two months before the first chosen deadline. If personal circumstances require a student to change a contracted date, then such change must be requested at least two months prior to the original deadline.

All documentation packets must be postmarked or hand delivered on or by each due date. Missed deadlines result in failure. Late packets will be returned unopened. All packets must be sent to: Graduate Office, Johnson State College, 337 College Hill, Johnson, VT 05656.

To be accepted, documentation packets must include all five of the following items:

1. **20 Images of New Work**

New work means work completed since the last Studio Center residency or documentation packet. The twenty images need not be of twenty newly finished works, but rather document the range and depth of what is happening in the student's studio. This can include works in progress, preparatory drawings and no more than a total of five details or multiple views of three-dimensional works. Details of 2-d works are no longer useful in this zoom-able digital world. Choose images that will assist in giving the faculty a clear understanding of what is going on. Do not send more than 20 images. Credit during out-of-residency periods is dependent upon the quality and thoroughness of ongoing studio work and creative investigation.

High quality documentation is crucial to the success of the out-of-residency component. Students should always check images on the disk-we require JPEGs. Be sure they open in numerical order and right side up.

2. **Image Identification Sheet (2 copies)**

One page listing the images, numbered 01 through 20, giving title, date, medium, and dimensions (height X width X depth). Additional notes about individual pieces are optional.

3. **Artist Statement (2 copies)**

No more than a one-page description of current, primary studio concerns, as reflected in the slides. Address the intention of the work. This should be written to illuminate the work in a professional setting and not as a personal letter. Think of the statement as what you would write to accompany this work in an exhibition.

4. **Recent Art-related Activities (2 copies)**

This should include a list of professional activities, exhibitions entered, books read, lectures or workshops attended--in short, all those out-of-studio activities that contribute to your artistic growth. This can also include progress made, struggles undergone, influences felt and/or plans for the future.

5. **Updated Resume (2 copies)**

Add what is new, clean up what is old.

6. **Optional Letter (2 copies)**

All the above are more formal in character, but faculty are always glad to get an additional letter with less formal or more personal information than what is appropriate to the documentation.

Evaluations are conducted in person or as a scheduled conference call to your home. All conference calls will be scheduled in Eastern Standard Time. Students project a duplicate set of images during the hour-long conference call, so students and faculty are all looking at the same work. When possible, conferences will be scheduled as SKYPE calls. Faculty review the images and read all the documentation. Reviews are preplanned jointly, following extensive discussion until consensus is reached. In instances when they have differing views, they will indicate that. Reviews discuss any number of issues, including the technique or content of the work, must-see shows or must-read books, image-taking technique, etc. Between the office mechanics of receiving and processing packets, viewing and scheduling conferences students should expect to wait approximately three weeks for reviews.

In-person reviews may be held when students are in residence at the Studio Center, generally during the first or fourth week of the residency. Students will be contacted about a date and time for this appointment with JSC faculty. Students must indicate when submitting the packet, if a phone conference or an in-person review is preferred.

Faculty prepare for an in-person review in the same way they do for the phone reviews and then they meet with the student to view the images together. The discussion is informal, but thorough, regarding progress. Expectations may change in the last packets to reflect focus towards thesis exhibition.

Contemporary Art Issues (6 credits)

Students are required to enroll in two art history seminars (each worth 3 credits) during the M.F.A. program. The first course is an online course introducing contemporary art history and theory. The second course is an individual research and writing course that will be overseen by two professors.

ART-5311 Contemporary Arts Seminar I: Theory & Readings

The theory and readings course will require reading a list of books and posting comments on the M.F.A. Art History website where students read comments by other M.F.A. students. The purpose of this is to read about the theories of the art world and think about how they as contemporary artists react to them. They should question why they reacted positively or negatively to an artist or a reading. What does that say about his or her own work as a contemporary artist? The course concludes with a take-home exam. At least two graduate professors will read all of the comments and make their own as well.

ART-5312 Contemporary Arts Seminar II: Research & Writing

The second course consists of formal contemporary art history research that concludes with the writing of a paper. The topic of the research will be suggested by the graduate professors. The student is expected to check in throughout the semester regarding her or his research. The course concludes with a formal paper using Chicago style footnoting, images and bibliography. At least two graduate professors will read the paper and grade the course.

M.F.A. Thesis Exhibition (6 credits)

At the completion of 36 credits of residency sessions, 12 credits of out-of-residency packets and 6 credits of contemporary art study, students will present an exhibition of new work in Johnson at the Julian Scott Memorial Gallery at JSC. While a student prepares the exhibition, no documentation packets of progress are required. JSC faculty will be available for informal conferences if requested. The emphasis of the exhibition will be on independent work completed after the final residency session at the Studio Center. A minimum of six months following the final Studio Center session or out-of-residency packet is required for preparation of the thesis. This six-month rule is strictly followed so students can work freely through residencies and packets without the pressure of a looming exhibition. The student will produce an announcement and install a comprehensive, professional exhibition. The gallery director, will give each M.F.A. candidate advice and guidelines to help in this process. The exhibition is the equivalent of a written thesis and should be treated accordingly with students responsible for completing all tasks associated with mounting the exhibition.

It is the student's responsibility to contact the gallery director to schedule the exhibition. To do this one needs to submit an "M.F.A. Thesis Exhibition Application." Students may only submit this application when they have no more than two residencies or two packets remaining. All thesis exhibitions must take place during JSC's regular school year and not during the summer, so exhibits must be scheduled between the beginning of the fall semester and the end of the spring semester.

Students, with advisors, will schedule a gallery talk to occur during their show, usually just before the opening reception. Students must also produce a set of twenty images of work from their thesis exhibition along with a one-page artist's statement and submit the images within one month after their exhibition. Acceptance by M.F.A. program faculty of this M.F.A. thesis exhibition, artist's statement, images and a gallery talk will earn the remaining six credits toward graduation.

REQUIRED: This gallery talk is not a critique with JSC faculty; it is a discourse on the conceptual, ideological and formal issues as evidenced by your M.F.A. exhibition. Gallery talks will be scheduled to accommodate undergraduate attendance. Exhibition opening receptions are optional. The best attendance has proved to be Tuesdays, Wednesdays or Thursdays between 3-5 p.m. While faculty may be present at the openings, this is not the optimal time for discussing work. Gallery talks are much more conducive to in-depth dialogue. Faculty will gladly meet with the students for further in-depth discussion and an informal review of the exhibition. The student should contact faculty if such a meeting is desired.

We have a collection of videos of some thesis talks. You may view them in the JSC's Willey Library/Learning Center; simply ask for them at the front desk.

Advising, Evaluation & Communication

M.F.A. students work closely with JSC faculty to plan an overall approach to meeting degree requirements and to navigate any special challenges that arise. An actual "Plan of Study" will be developed and approved. All credits will be evaluated on a pass/fail basis, with attention paid to focus, risk-taking, resourcefulness and effort. Email is best for quick questions and setting up appointments.

Connections with other M.F.A. students

Faculty encourage informal meetings between M.F.A. students, including regular correspondence between students during the out-of-residency periods, as this is beneficial to all. (Students may opt to have addresses and phone numbers kept confidential). It has been found to be very vital to students to have an ongoing dynamic with other Studio Center participants as well.

Leaves of Absence

Students in good academic standing, who wish to interrupt their studies for a period not to exceed one year may request a leave of absence. Students on a leave of absence will not need to reapply for admission. Students may apply for a leave of absence by submitting an electronic Student Exit Notification Form/Leave of Absence Request Form to the Registrar's Office. The leave is not official until the request is approved by the Registrar. If a student takes more than the allotted time for a leave of absence he or she must re-apply to the program.

Graduate Assistant Position

During the fall and spring semesters, the Fine & Performing Arts Department reserves at least one section of foundation classes for an M.F.A. candidate to teach. This is a three-credit undergraduate class. All interested M.F.A. candidates are encouraged to apply for the part-time faculty position.

Graduation

As you register for your last six credits (ART-5912 M.F.A. Thesis Exhibition) you must also file an Application for Degree with the Registrar's Office, which will then conduct a degree audit using your approved plan of study. You will be contacted directly if they discover any discrepancies during their audit. **Students are required to complete their degree requirements no later than five years after starting the program.**

Outcome Expectations

We expect Students Graduating with a Master of Fine Arts in Studio Arts from Johnson State College to be able to:

- Articulate informed and ideologically sound ideas about art, both historic and contemporary and connect those ideas to the wider world
- Create artwork that is technically proficient and imbued with meaningful content.
- Demonstrate a general understanding, ability and resourcefulness with a wide range of art media, as well as a deeper understanding of at least one medium such as drawing, painting, sculpture, photography, printmaking, ceramics, digital media, etc.
- Have an openness to ideas other than their own and a willingness to take risks with their own work.
- Have established regular studio practice, which will hopefully be life-long. Students will be aware of developing issues in their own work and know how to continue on their own in the pursuit of that vision, with strategies for maintaining self-awareness.
- Be familiar with the professional art world, from the perspective of career options, including exhibition venues, graduate and grant opportunities.
- Know how to assemble a professional portfolio.
- Understand the mechanics of setting up a safe and functioning professional studio.
- Know how to produce a professional exhibition of their art, write about their art and speak about their art at a public event.

M.F.A. in Studio Arts

2014-2015 Tuition

Cost per credit:

- Vermont Residents: \$511
- Out-of-State Resident: \$1,103
- New England Award Recipients *: \$767

M.F.A. in Studio Arts: Estimated Program Costs *

	Vermont Residents	Out of state Residents	New England Awardees *	
Year 1	\$7,900	\$7,900	\$7,900	Two month studio sessions at \$3,950 each (Comprehensive charge, including room and board)
	\$6,132	\$9,204	\$9,204	JSC studio session tuition (12 credits)
	\$3,066	\$6,618	\$4,602	Independent Study (6 credits)
	\$1,533	\$3,309	\$2,301	Contemporary Art Seminar (3 credits)
	\$18,631	\$27,031	\$24,007	Total Year 1
Year 2	\$18,631	\$27,031	\$24,007	Total Year 2 ===Studio sessions & JSC tuition (estimated 21 credits)
Year 3	\$17,098	\$23,722	\$21,706	Total Year 3 Studio sessions & JSC tuition (estimated 18 credits) Independent Study replaced by 6- credit master's exhibition; no seminar.
	\$54,360	\$77,784	\$69,720	Total

* The New England Award is available to eligible students from Canada (all provinces), New Hampshire and Rhode Island. It represents 150% of the in-state tuition rate.

** **Estimated program costs are based on current-year tuition rates** for a student completing the 60-credit program over three years. **Tuition increases can be expected in subsequent years.** Additional costs for program completion not reflected on this schedule, include travel and art supply expenses, postage, shipping, etc.

Master of Fine Arts

Studio Arts (M.F.A.)

M.F.A. Plan of Study

- ART-5211 Studio Center Residency I 6 credits
- ART-5212 Studio Center Residency II 6 credits
- ART-5213 Studio Center Residency III 6 credits
- ART-5214 Studio Center Residency IV 6 credits
- ART-5215 Independent Residency I 6 credits
- ART-5216 Independent Residency II 6 credits
- ART-5311 Contemporary Arts Seminar I: Theory & Readings 3 credits
- ART-5312 Contemporary Arts Seminar II: Research & Writing 3 credits
- ART-5831 Independent Studio Work I 2 credits
- ART-5832 Independent Studio Work II 2 credits
- ART-5833 Independent Studio Work III 2 credits
- ART-5834 Independent Studio Work IV 2 credits
- ART-5835 Independent Studio Work V 2 credits
- ART-5836 Independent Studio Work VI 2 credits
- ART-5911 M.F.A. Thesis Preparation 3 credits
- ART-5912 M.F.A. Thesis Exhibition 3 credits

Total: 60 credits

Department of Behavioral Sciences

Behavioral Sciences

Graduate

Counseling: Addictions (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits

- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: Addiction Counseling Track

- CSL-5910 Research Methods 3 credits *
- CSL-6050 Laboratory Experience II: Treatment Modalities 3 credits
- CSL-5710 Assessment & Treatment of Addictive Disorders 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling: Clinical Mental Health (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: Clinical Mental Health Counseling Track

- CSL-5910 Research Methods 3 credits *
- CSL-6050 Laboratory Experience II: Treatment Modalities 3 credits
- CSL- Elective 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling: General (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: General Counseling Track

- CSL-5910 Research Methods 3 credits *
- CSL- Elective 3 credits
- CSL- Elective 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling: School Counseling (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *

- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: School Counseling Track

School Counseling K-12 Praxis & Portfolio: Students pursuing the School Counseling endorsement will be required to develop a portfolio including materials that offer information about themselves, their knowledge, skills and professional accomplishments. In addition to the portfolio development, they will be required to pass the general knowledge PRAXIS exam for licensure by the state of Vermont. Students should discuss these requirements with their advisors prior to beginning their internships.

- CSL-5810 Fieldwork for School Counseling 3 credits
- CSL-5220 Comprehensive School Counseling 3 credits
- CSL-6030 Curriculum/Classroom Management for Counselors 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling

CSL-5010 Counseling Theories

3 credits

Complete within your first 3 semesters

This course introduces a variety of theories and approaches to counseling and psychotherapy. A number of theorists are studied, representing psychodynamic, humanistic/existentialist, behavioral, cognitive and eclectic orientations to the counseling process. Students learn to examine and identify points of both divergence and convergence among the major theoretical perspectives, with an emphasis on applying theoretical ideas to practical client issues. Students also are encouraged to begin to develop a personal awareness of which theorists from which schools they find most compelling and consistent with their own belief systems.

CSL-5011 Career Counseling

3 credits

This course helps the student develop a personal approach to career counseling by studying career theories and

developing a personal theory of career counseling; exploring one's own process of life and career development utilizing a variety of approaches, including appropriate testing; learning a variety of strategies to help clients in the career-development process throughout life; and becoming familiar with tests and computerized career-development support services.

CSL-5020 Counseling in Groups

3 credits

This course explores individual vs. group strategies; theories of group development and dynamics, and intervention and practice strategies. Students gain experience in a small group process.

CSL-5030 Laboratory Experience I

3 credits

Complete within your first 3 semesters

In a supervised and controlled setting, students develop counseling skills that can eventually be used in their work settings. Students use each other as clients and as supervisor and observers in this process. Formal approaches to skill development (e.g., Ivey's micro-counseling approach) serve as the basis for initial skill training.

CSL-5110 Counseling & Addictive Behaviors

3 credits

Prerequisite(s): CSL-5010 and CSL-5030 or permission of instructor

This is a survey of appropriate treatment strategies for working with a range of addictive behaviors, including chemical dependency, eating disorders, gambling and sexual addiction.

CSL-5120 Family Counseling

3 credits

Prerequisite(s): CSL-5010; CSL-5030

Students develop systems-intervention skills for working with family systems. The emphasis is on a developmental growth model in family counseling, providing students with a beginning understanding of applications in working with families. There is an opportunity to apply skills in class.

CSL-5130 Psychopathology

3 credits

Prerequisite(s): CSL-5010

This course provides the student with a practical understanding of psychopathology. It surveys theories of psychopathology, especially conceptualizations of the etiology of mental disorders and considers the diagnostic categories codified in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-R). The major focus of the course, however, is on developing appropriate strategies for counseling the psychopathological client. Important among these strategies is learning to recognize when to refer clients for more intensive psychological evaluation and treatment.

CSL-5140 Legal & Ethical Issues

3 credits

Prerequisite(s): CSL-5010; CSL-5030

This course explores the legal and ethical issues students will encounter as counselors. Students are challenged to examine major issues within the field through discussion and case presentations. Students become familiar with the

ACA Code of Ethics and Standards of Practice. ACA and other codes of ethics are used to help students develop ethical decision-making skills. Students are also introduced to the laws governing the counseling profession, including the distinction among legal, ethical and clinical issues.

CSL-5160 Psychopharmacology

3 credits

Prerequisite(s): CSL-5010; CSL-5130 or may be taken concurrently *Corequisite(s):* CSL-5010 and CSL-5130 if not already taken

This course is intended as a survey of licit and illicit drugs which may be encountered in the counseling workplace. The student will learn about the classification, psychoneurology and properties of specific drug groups, as well as practical uses and abuse potential for these drugs.

CSL-5211 Lifespan Development

3 credits

This course provides an overview of psychological change across the lifespan, from infancy to late adulthood. Primary-source readings and discussions examine cognitive and social-emotional development. The focus is on normative (not atypical) psychological change and growth, not the origins of psychopathology.

CSL-5212 Social & Cultural Foundations

3 credits

Prerequisite(s): CSL-5010; CSL-5030

This course examines multicultural factors and representations in counseling, including gender, ability, race, religion, ethnicity, age, class and sexual orientation as well as awareness of social and cultural diversity. Students explore a contemporary body of literature, including racial and ethnic identity models and competencies for multicultural counseling. Students also explore their personal cultural development and political socialization. The course provides a setting for self-awareness, knowledge of diverse perspectives and preparation for multicultural counseling skills.

CSL-5220 Comprehensive School Counseling

3 credits

This course seeks to articulate the professional identity of the school counselor and to introduce a number of issues regarding the administration and organization of a guidance system at the elementary and secondary school levels. The focus is on preventive and developmental guidance.

CSL-5710 Assessment & Treatment of Addictive Disorders

3 credits

Prerequisite(s): CSL-5110

The course is designed to increase students' understanding of treatment for addictive disorders. Assessment, therapeutic technique and supportive aftercare are covered. Community consultation and referral skills are also emphasized.

CSL-5810 Fieldwork for School Counseling

3 credits

Prerequisite(s): CSL-5010; CSL-5030

Fieldwork is the first practicum required for licensure as a guidance counselor in Vermont. It is a 180-hour observational experience, including 60 hours at the elementary level, 60 hours at the middle-school level and 60 hours at the high-school level. Students will "shadow" a professional counselor in each setting.

CSL-5830 Practicum in Counseling (elective)

1.5-3 credits

Prerequisite(s): CSL-5010; CSL-5030

This 100-hour or 200-hour experience, for those preparing for careers in mental health and substance abuse counseling, is designed to give the student a first-hand look at counseling work in an area human services agency. As a first field experience, this is meant to be primarily observational.

CSL-5910 Research Methods

3 credits

Complete this or CSL-6632 within your first 3 semesters if in Clinical Mental Health track

This course introduces students to the important role of research in counseling and related fields. It covers basic research design so students can begin to understand the value, rationale and limitations of various design strategies. Students learn to use online research databases as tools. The course emphasizes understanding research methodology and using APA-style writing mechanics in the context of designing a program evaluation.

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

3 credits

Prerequisite(s): CSL-5010; CSL-5030

This course will examine the tools, techniques and language of astrology as a symbolic framework for conceptualizing client issues. Students will learn methodological principles for constructing natal and synastry charts and will explore the empirical and mythological assumptions underlying their interpretations. Issues of ethics and credibility will also be discussed.

CSL-6020 Death, Dying & Grieving (elective)

3 credits

Prerequisite(s): CSL-5010

This intensive, residential course provides an experiential and theoretical base for exploring issues related to death, dying and grief recovery. The course focuses on working with people who are dealing with loss in their lives and helps students examine their own attitudes, values and experiences of death and loss as a means of becoming more effective counselors.

CSL-6030 Curriculum & Classroom Management for Counselors

3 credits

Prerequisite(s): CSL-5010; CSL-5030

School counselors, SAP counselors, and school-based mental health counselors have the opportunity to present information to students individually, in small groups, and in classroom sessions. Counselors are asked to co-teach with a variety of faculty, and many school counselors and SAP counselors are required to develop and present curriculum. This course will provide counseling students an opportunity to engage in curriculum design, instruction, and assessment, and will provide the opportunity to research and practice classroom management strategies.

CSL-6050 Laboratory Experience II: Treatment Modalities

3 credits

Prerequisite(s): CSL-5010; CSL-5030

Students build on and extend skills developed in CSL-5130. Practice and training is provided in a variety of treatment

modalities and applied to a diverse range of client situations and presenting issues. Students are encouraged to apply treatment modalities appropriate to the therapeutic context.

CSL-6110 Counseling Children (elective)

3 credits

Prerequisite(s): CSL-5010; CSL-5030; CSL-5211; or permission of the instructor

This course provides the counseling student with a practical application and extension of learning and psychopathology theory with children and adolescents. Through exploration of self-concept, moral development, social skills, abuse, multiculturalism and wellness, it will present an introduction to the process of facilitating healthy social, emotional and academic development. An emphasis will be placed upon the counselor's role as a multi-faceted team member within a system (e.g., family, school, agency and community) working in conjunction with clinical as well as educational goals toward optimal health.

CSL-6632 Evaluation & Measurement

3 credits

Complete this or CSL-5910 within your first three semesters

This course provides a practical understanding of the principles of psychological and educational measurement. The course surveys important statistical concepts involved in measurement theory, including central tendency and variability, standard scores, reliability and validity. Students review instruments used in the measurement of intelligence, achievement, attitudes and personality.

CSL-6710 Topical Seminar (elective)

0.5 - 3 credits

This course helps the counselor-in-training address the many diverse issues, concerns and populations that may be encountered in the work setting. The topics addressed in this course may change from year to year or semester to semester to meet the ever-changing needs of our students and developments in the profession. Some examples of past Special Topics courses are: Holistic Counseling, Creative Therapies, Grant Writing, Body-Oriented Therapies, Expressive Art Therapy, Play Therapy, and Classroom Management Techniques.

CSL-6720 Internship Seminar

1.5 credits

Corequisite(s): CSL-6820

The internship seminar is completed in conjunction with the internship, with the student signing up for 1.5 credits of seminar each semester (fall and spring). This seminar provides counseling students with support and supervision during their internship. Students develop skills to assist them in carrying out the responsibilities of the professional counselor.

CSL-6820 Internship

4.5 credits

Prerequisite(s): CSL-5011; CSL-5030; CSL-5140; and for the Clinical Mental Health Track students only CSL-6050

The internship is a supervised work experience in a setting appropriate to the student's area of specialization. The internship is arranged with the assistance of the student's advisor and is supervised on site by the agency supervisor, who must have appropriate credentials. The advisor and on-site supervisor assess the student's progress. Six hundred hours are required for school counselors, evenly divided between fall and spring semesters. One thousand hours are

required for clinical mental health students. Typically, course work is completed before commencement of the internship.

CSL-6910 Independent Study

1-4 credits

With the approval of their advisor, counseling students may to pursue intensive study in a specific area of mental health not addressed in depth within the program curriculum.

CSL-8010 Comprehensive Exam

0 credits

Department of Education

Education

Graduate

Education: Applied Behavior Analysis (M.A.)

The concentration in Applied Behavior Analysis (ABA) is designed to prepare students to implement behavioral strategies that will support children, youth and adults in a variety of environments. Students learn to work corroboratively with residential and vocational staff, teachers, families, psychologists, psychiatrists, regulatory agencies and community support personnel. They learn to build skills, reduce challenging behaviors and improve the quality of life for children and youth through applied behavioral methods. In addition, students who successfully complete all of the course work will be prepared to apply for an internship and to sit for the Certification Examination of the National Behavior Analyst Certification Board. This national certification will expand the graduate's employment options as a behavioral consultant or behavior specialist in a community, school, vocational, or residential program. Admittance into the ABA program neither provides nor guarantees placement into an internship.

Required Courses

- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6390 Instructional Methods in Applied Behavioral Analysis 3 credits
- EDU-5371 Applied Behavior Analysis I: Introduction to Concepts & Principles 3 credits
- EDU-6330 Evaluating Academic Characteristics 3 credits
- EDU-6925 Ethical Considerations in ABA Principles 3 credits
- EDU-6372 Applied Behavior Analysis II: Advanced Concepts & Principles/Beginning Applications 3 credits
- EDU-6150 Research Methods in Applied Behavior Analysis 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits
- EDU-6373 Applied Behavior Analysis III: Advanced Applications & Ethics 3 credits
- EDU-8010 Exit Interview 0 credits

M.A. in Education, ABA concentration: 30 credits

Education: Curriculum & Instruction, Inclusive Childhood Education (M.A.)

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

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

Required Courses

- EDU-5015 Literature, Media & Text for Children & Young Adults 3 credits
- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits
- EDU-5021 Instructional Dynamics for the Elementary Educator 4 credits
- EDU-6330 Evaluating Academic Characteristics 3 credits
- EDU-6095 Literacy Intervention 3 credits
- EDU-5039 Language, Culture & Education 3 credits
- EDU-6011 Integrating Elementary Methods 4 credits
- EDU-6730 Special Education Practices & Procedures 3 credits
- EDU-6465 Strategies of Inclusive Practice 3 credits
- EDU-6850 Elementary Internship: Student Teaching 6 credits
- EDU-6970 Graduate Capstone Seminar 3 credits

Eligible for licensure endorsement: 44 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Curriculum & Instruction, Middle-Level (M.A.)

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

Required Courses

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

Eligible for licensure endorsement: 38 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Curriculum & Instruction, Secondary (M.A.)

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

Required Courses

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

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-Elective 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Curriculum & Instruction, Unified Arts (M.A.)

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

Required Courses for Endorsement

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

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

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-Elective 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Foundations of Education (M.A.)

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

Required Courses

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

M.A. in Education: 36 credits

Education: Special Education (M.A.)

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

Required Courses

- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits

- EDU-5021 Instructional Dynamics for the Elementary Educator 4 credits **OR**
- EDU-6390 Instructional Methods in Applied Behavioral Analysis 3 credits

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

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

Certificate

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

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

Certificate of Advanced Graduate Study: Applied Behavior Analysis

Johnson State College offers a Certificate of Advanced Graduate Studies in Applied Behavior Analysis for students who have a master's degree in a related field. At the completion of this 18-credit sequence of courses, students earn a graduate certificate and are prepared to complete the rest of their journey toward becoming a BCBA.

Required Core Courses (18 credits)

- EDU-5371 Applied Behavior Analysis I: Introduction to Concepts & Principles 3 credits
- EDU-6150 Research Methods in Applied Behavior Analysis 3 credits
- EDU-6372 Applied Behavior Analysis II: Advanced Concepts & Principles/Beginning Applications 3 credits
- EDU-6373 Applied Behavior Analysis III: Advanced Applications & Ethics 3 credits
- EDU-6390 Instructional Methods in Applied Behavioral Analysis 3 credits
- EDU-6925 Ethical Considerations in ABA Principles 3 credits

Education

EDU-GTEW1 Teacher Education Workshop I

0 credits

Participants are introduced to the teaching licensure process and related professional topics. This workshop meets for one two-hour session.

EDU-GTEW2 Teacher Education Workshop II

0 credits

Participants review the teaching licensure process and related professional topics and apply for the first practicum. This workshop meets for one two-hour session.

EDU-GTEW3 Teacher Education Workshop III

0 credits

Participants review the teaching licensure process and related professional topics and apply for the second practicum. This workshop meets for one two-hour session.

EDU-GTEW4 Teacher Education Workshop IV

0 credits

Participants review the teaching licensure process and related professional topics and apply for an internship/student teaching placement. This workshop meets for one three-hour session.

EDU-GTEW5 Teacher Education Workshop V

0 credits

Participants review the teaching licensure process and related professional topics and apply for a verification check. This workshop meets for one two-hour session.

EDU-5000 Educator Portfolio Tutorial

1-3 credits

Prerequisite(s): Permission of instructor

This course guides participants through the development of the Level I Educator licensure portfolio. It is designed for those who are reworking one or more entries of the portfolio. We review standards and regulation for educator licensure, examine each entry assignment and use reflective practice and self-study to generate a coherent, grounded and thorough demonstration of growth and preparation as a professional. Participants make a public presentation of their final portfolio. This course may be repeated.

EDU-5011 Educational Studies

3 credits

This course examines theories, research and practices related to education as a profession and an academic discipline. Participants study education in three specific realms: the ways our personal backgrounds and experiences influence who we are and will be as educators; the ways educational history, policy and law influence who we are and will be as educators; and the ways particular theories about learning influence who we are and will be as educators. Emphasis is placed on acquiring the writing and research skills necessary for academic and professional success. A 20-hour fieldwork project is required. *Fall semesters*

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

3 credits

This course examines a wide range of literature and media for children and young adults. Participants study literature selection for different reading levels across age groups and learn to conduct text analysis while building an understanding of literature as an intersection of aesthetics, semiotics, culture, literacy and learning. Aesthetics, literacy theory and media studies serve as the theoretical and research basis for the course. *Summer semesters*

EDU-5020 Literature for Children

3 credits

A survey of literature for children, this course explores literary elements; the features of narrative and expository text across genres, eras, cultures and subcultures; and implications for metacognition and content-area use across a range of reading abilities, including emergent readers. Emphasis is placed on the critical selection of books based on the child's developmental interest, desire to read and desired outcome. The review and selection of instructional materials, including technology-based materials, and the relevant use of literacy assessments, including the "Response to Instruction" model, are addressed. (Shared course in VSC)

EDU-5021 Instructional Dynamics for the Elementary Educator

4 credits

Prerequisite(s): Curriculum & Instruction track only: EDU-5015; EDU-GTEW1; EDU-GTEW2; successful completion of Praxis CORE

Theory, research and practice related to language, literacy and literature for diverse learners are explored in the context of an elementary classroom. Topics include language origins, speaking, prosody, reading, writing, spelling, phonemic awareness, phonics, vocabulary, morphology, comprehension, fluency and supporting English language learners. Diagnosis, identification and intervention for reading and writing skills also are introduced. Using lesson study and professional learning communities, participants develop, teach and assess integrated, standards-based lessons for inclusive settings. This course provides a placement in a local school accompanied by a regular seminar; students should apply for the placement during the prior semester. *Spring semesters*

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

4 credits

Prerequisite(s): Curriculum & Instruction track only: EDU-GTEW1; EDU-GTEW2; successful completion of Praxis Core

This course introduces participants to theory and research related to instruction for engagement and motivation of the adolescent learner. Participants apply this scholarship through a placement in a local school: Using lesson study and professional learning communities, participants develop, teach and assess content-area, standards-based lessons for inclusive settings. Specific topics of study include Cambourne's Framework of Engagement, Partnering Pedagogy, assessment, classroom management and lesson study. This course provides a placement in a local school accompanied by a regular seminar; students should apply for the placement during the prior semester. *Spring semesters*

EDU-5031 Instructional Dynamics for the Unified Arts

4 credits

Prerequisite(s): Curriculum & Instruction track only: EDU-GTEW1; EDU-GTEW2; successful completion of Praxis CORE

This course introduces participants to theories and research related to instruction in an inclusive and integrated unified arts environment. In addition to instructional strategies, topics include aesthetics, movement, play, critique and other creative aims as they enhance engagement and support development. The course also addresses literacy strategies for technical subjects. Using lesson study and professional learning communities, participants develop, teach and assess integrated, standards-based lessons in an elementary school. This course provides a placement in a local school accompanied by a regular seminar; students should apply for the placement during the prior semester. **Spring semesters**

EDU-5035 Language & Literacy Development in the Early Years

3 credits

This course addresses theory and research related to early language and literacy development. Topics include oral language and pre- and emergent literacy development from birth to age 8; methods and materials for teaching and assessing early literacy; typical and atypical language and literacy learning; linguistics and sociolinguistics; literature in early childhood; and learning through play. These and related concepts are integrated as a basis for making appropriate instructional choices for all learners, including English language learners, in an inclusive classroom. This course provides a placement in a local school accompanied by a regular seminar; students should apply for the placement during the prior semester.

EDU-5039 Language, Culture & Education

3 credits

This course addresses theories and research related to language development in the context of the family, community, ability and schools. What is language? How did humans develop it and use it? How does language vary? How does language affect who we are, how we see ourselves and who we become? What is the relation between language, culture and literacy? What issues arise for young English Language Learners. Emphasis is placed on birth through adolescence. 20 hours of fieldwork. This course is required for middle level and secondary endorsement programs for English. *Fall semesters*

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

3 credits

This course examines theories and research related to literacy development and text analysis within secondary content areas. Topics include vocabulary and comprehension instruction, opportunities to write, interactive pedagogy, multiliteracies, technology and the use and creation of multimodal texts. **Fall semesters**

EDU-5160 Middle Level School Organization

3 credits

This course focuses on the dynamics of contemporary middle level schools by examining the organizational features and practices which facilitate success-oriented learning environments for the young adolescent of the 21st century. (Shared course in VSC)

EDU-5210 Literature for Young Adults

3 credits

A survey of literature for students at the middle school and secondary levels, this course explores literary elements; the features of narrative and expository text across genres, eras, cultures and subcultures; and implications for metacognition and content-area use across a range of reading abilities. Emphasis is placed on the critical selection of books based on the developmental interests and concerns of youth, the desire to read and the enhancement of self-efficacy. The review and selection of instructional materials, including technology-based materials, and the relevant use of literacy assessments, including the "Response to Instruction" model, are addressed. (Shared course in VSC)

EDU-5320 Technology in Education

3 credits

This course focuses on the use of media and technology in the classroom. Discussions center on the implications and impacts of technology on the learning process. (Shared course in VSC)

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

3 credits

This course provides an introduction and overview of the basic concepts, principles and techniques of Applied Behavior Analysis (ABA). Upon successful completion of this course, the student will be conversant with the vocabulary of ABA, understand how environmental events influence human behavior, know how to measure behavior in applied settings, and begin to learn how to structure learning environments to increase pro-social behaviors and decrease maladaptive behaviors. This course will address the following BACB content areas: Definitions and Characteristics; and Principles, Processes and Concepts (45 hours). *Spring semesters*

EDU-5710 Special Topics in Education

Variable credits

This course number is used to designate first-time offerings or new courses and/or one-time offerings of extension courses. (Shared course in VSC)

EDU-5910 Independent Study

1-6 credits

An opportunity to do intensive study in a specific area of education not otherwise addressed in the departmental curriculum is available through this course. Each student's project is designed with a faculty advisor and must be approved by the graduate coordinator. (Shared course in VSC)

EDU-6011 Integrating Elementary Methods

4 credits

Prerequisite(s): EDU-GTEW3

This course examines theories and research related to curriculum development across time and through a variety of frameworks, with specific attention to the elementary classroom. The course is structured as a practicum with a placement in an elementary school combined with a seminar for the study of methods and materials needed to teach literacy, mathematics, social studies and science, with an emphasis on integrating core content areas with the arts, physical education and technology through thematic units. Topics include unit planning employing Universal Design for Learning, integrated instruction and assessment. It includes a full-day, full-semester placement in a partnership school, adhering to the calendar of the school; students should apply for the placement during the prior semester. *Fall semesters*

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

4 credits

Prerequisite(s): EDU-GTEW3

This course examines theory and research related to curriculum development across time and through a variety of frameworks with specific attention to the secondary classroom. The course serves as a practicum for secondary education. As such, participants spend the majority of time working side-by-side with a licensed educator in a secondary school classroom. Participants construct curricular units in their content area employing Universal Design for Learning with an emphasis on instructional strategies and assessment methods. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester. *Fall semesters*

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

4 credits

Prerequisite(s): EDU-GTEW3

This course examines theories and research related to curriculum development across time and through a variety of frameworks with specific attention to the role of experience and the unified arts. Topics include knowledge and understanding, processual and experiential learning and engagement and motivation. A variety of designs are introduced and analyzed, such as theme-based, learner-centered, problem-oriented and critical approaches, as well as inclusion, differentiation, multiculturalism, cooperative learning, backward design and integration. Participants construct curricular units in their content area employing Universal Design for Learning with attention to technical literacy, diversity and adaptation. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester.

EDU-6030 Middle Level Curriculum: Instruction & Assessment

3 credits

Prerequisite(s): EDU-5010; EDU-5160; or permission of instructor

This course focuses on investigating and modeling the development and implementation of instructional strategies, evaluation procedures and integrated and inventive curriculum design appropriate to your adolescents. **Summer semesters** (Shared course in VSC)

EDU-6031 Classroom Strategies Practicum

1-3 credits

This course examines theories and research related to best practices for creating a professional classroom environment,

instructional efficiency, activity transition, discipline and management, work routines for teachers and problem solving. Under the guidance of a college supervisor, participants work with a classroom teacher to study and practice classroom strategies. This is a field-based course, with participants placed in a classroom for a full semester. Placement hours for each participant are determined in advance per credit load; students should apply for the placement during the prior semester. This course may be repeated for credit.

EDU-6080 Directed Field Study

3-6 credits

Working with a faculty member, students develop a field study in their chosen area of specialization. Extensive field work is required. The field study must be described in a written contract and be approved by the faculty advisor and the graduate coordinator.

EDU-6095 Literacy Intervention

3 credits

Prerequisite(s): Permission of instructor

This course will examine theories on the development of literacy and the factors that contribute to reading difficulties. Students will learn to implement effective assessment, monitoring and instructional techniques for working with students with literacy needs. Students will explore the principles of curriculum-based measurement in relation to response to intervention. This course is required for students pursuing middle level or secondary endorsement in English. *Summer semesters*

EDU-6150 Research Methods in Applied Behavior Analysis

3 credits

Single-case experimental designs are a hallmark of applied behavior analysis. These designs operate to demonstrate functional relationships between adjustments in independent variables and their effects upon dependent variables. This course examines theoretical, practical and ethical issues in experimental design and control. Students learn basic research methods and analyses as well as learn how to design and write a research proposal. This addresses the following BACB content areas: Ethical Considerations (5 hours); Experimental Evaluations of Interventions (20 hours); and Measurement of Behavior and Displaying and Interpreting Behavioral Data (20 hours). *Fall semesters*

EDU-6235 Characteristics & Development of Diverse Learners

3 credits

Prerequisite(s): Permission of instructor

This course will examine the etiology of educational disabilities and the diverse characteristics of students with disabilities. The course will explore contemporary theories and sociological aspects of disabilities. Students will understand the impact of various disabilities on learning and social development and identify strategies to develop effective programming. *Fall semesters*

EDU-6330 Evaluating Academic Characteristics

3 credits

The purpose of this course is to examine theoretical and practical applications of diagnosing and assessing educational disabilities and academic strengths and limitations. Students will learn to use assessment procedures to identify students; strengths and limitations to assist in developing appropriate accommodations and interventions. Students will develop skills to utilize data to develop effective goals for individual education plans. Experience in selecting, administering, scoring and interpreting formal standardized tests will be provided. **Summer semesters**

EDU-6372 Applied Behavior Analysis II: Advanced Concepts & Principles/Beginning Applications

3 credits

Prerequisite(s): EDU-5371

This course reviews the basic concepts and principles of Applied Behavior Analysis presented in ABA I (EDU-5371) and progresses to advanced ABA theory and methods. Students read and critique research studies and related articles and begin to apply ABA principles in the natural environment to increase pro-social behaviors and/or reduce maladaptive or interfering behaviors. Students will conduct a functional behavioral assessment; design and implement a direct and daily data-collection system; and develop, implement and evaluate an individualized behavior-change procedure for at least one individual. This course addresses the following BACB content areas: Behavioral Assessment; and Selecting Interventions, Outcomes and Strategies (35 hours); Behavior Change Procedures; and Systems Support (10 hours). **Fall semesters**

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

3 credits

Prerequisite(s): EDU-6372

A portion of this course is spent exploring issues of ethics and standards of professional practice in Applied Behavior Analysis as well as legal, cultural and social issues. Students are expected to apply behavior-change concepts and procedures as part of their final project both for this class and for their Master's Action Project. A review and exploration of ethics as they pertain to the broader field and to the identified intervention, behavioral assessment and selection of intervention will be part of the Master's Action Project as well as outcome strategies and support of systems in which behavioral changes are to occur. This course addresses the following BACB content areas: Ethical Considerations (10 hours); Behavior Change Procedures; and Systems Support (35 hours). **Spring semesters**

EDU-6390 Instructional Methods in Applied Behavioral Analysis

3 credits

A wealth of validated peer-reviewed studies exist that support the efficacy of Applied Behavior Analysis methods to teach, improve or sustain socially significant behaviors in virtually every domain for children and youth with Autism Spectrum Disorders (ASD) and other developmental disabilities. This course examines ABA instructional methods often used to teach children and youth with ASD and other developmental disabilities. Emphasis is placed on Skinner's model of verbal behavior and the development of direct instructional techniques, including data-collection systems, reinforcement therapy and assessment of reinforcement preferences, sharing and chaining techniques, prompting and prompt fading, and Discrete Trial Learning (DTL). This course addresses the following Discretionary BACB content areas (45 hours). *Spring semesters*

EDU-6465 Strategies of Inclusive Practice

3 credits

This course addresses the strategies to promote inclusive practices in the classroom. The course will review basic remedial principles, specific teaching methods, principles of universal instruction, lesson planning and IEP development for students with unique learning characteristics. The course will also address the causes of emotional problems in school-aged children. Students will review specific behavior and adjustment problems and study appropriate classroom management and educational procedures. Emphasis will be placed on functional behavior assessment, positive behavior intervention plans and positive behavior instructional supports. Students will be required to select, analyze and incorporate current peer-reviewed research into their inquiry projects. Includes a supervised practicum in a special education setting. *Spring semesters*

EDU-6555 Critical & Cultural Perspectives in Education

3 credits

In this course, participants use critical and cultural theory and research to examine education as a sociocultural endeavor. Participants learn to analyze the means by which distinct cultural values interact with historical trends, social norms and global forces to shape the aims of schooling, the perceptions of policymakers, the role of educators, the function of families and support agencies and the expectations for youth. Attention is drawn to civic and governmental processes for moving education toward more equitable and inclusive ends. Participants conduct a collaborative fieldwork project with a social service agency using family-centered practice toward the goal of advocating for the democratic aspirations of education. 20 hours of fieldwork. **Spring semesters**

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

3 credits

Diversity is a socially constructed idea that is considered essential to the functioning of a pluralistic society. In this course, participants will learn about the historical, political, cultural and scholarly foundations of diversity. We will examine the topic through interesting readings from a variety of authors and fields of practice. Each participant will design and implement a project to explore a specific aspect of diversity related to her or his professional work of area of study.

EDU-6630 Graduate Seminars

18 credits

The Graduate Seminar series enables students to fulfill independent learning goals, such as work on IRB submissions, thesis preparation, directed field studies, action research projects, literacy-endorsement requirements and other program elements. Students will participate in individual and class meetings; individual accommodations for student needs will be considered. A total of 18 credits in Graduate Seminars is required for students in the Foundations of Education graduate program; each seminar can range from 1 to 6 credits. Students typically take six seminars at 3 credits each (e.g., one 3-credit seminar per semester over six consecutive semesters starting in the spring of the first year), but other configurations are not uncommon. Approved transfer credits and JSC counseling courses may substitute for some graduate seminar credits.

EDU-6730 Special Education Practices & Procedures

3 credits

This course examines theoretical and practical methods for effective collaboration and consultation to assist in developing inclusive programming for students with diverse learning needs in schools. Students will learn various models of consultation and collaboration for working with colleagues, families and community agencies. Students will explore the referral process, IEP procedures and other special education responsibilities, including the development of an individualized education plan. Includes a supervised practicum in a special education setting. *Fall semesters*

EDU-6820 Middle Level Internship: Student Teaching

6 credits

This is a full semester of student teaching at the middle school level, with frequent seminars that focus on improving classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate a level of competence generally expected of a first-year teacher. *Spring semesters*

EDU-6830 Secondary Internship: Student Teaching

6 credits

This is a full semester of student teaching in a secondary environment within the content-area specialty of the student.

Students are expected to maintain the public school calendar, keep a reflective journal and demonstrate a level of teaching competence generally expected of a first-year teacher. *Spring semesters* (Shared course in VSC)

EDU-6845 Unified Arts Internship: Student Teaching

6 credits

This is a full semester of student teaching for art, music or physical education with frequent seminars that focus on improving classroom teaching skills. Students are expected to maintain the public school calendar, keep a reflective journal and demonstrate a level of competence generally expected of a first-year teacher.

EDU-6850 Elementary Internship: Student Teaching

6 credits

This is a full semester of student teaching in an elementary classroom with frequent seminars that focus on improving classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate a level of competence generally expected of a first-year teacher. *Spring semesters* (Shared course in VSC)

EDU-6920 Education Research

3 credits

This course examines concepts and procedures for analyzing, designing, assessing and conducting education research. The focus is on action research, practitioner inquiry, and quantitative and qualitative research designs. *Fall semesters* (Shared course in VSC)

EDU-6925 Ethical Considerations in ABA Principles

3 credits

This course prepares students for the ethical and professional practice of applied behavior analysis. Students learn the foundations of professional and ethical behavior needed to ensure a high quality of practice in behavior analysis. Included are discussions of evaluating behavior change, collaborating with other professionals, relationships with clients and colleagues, professional representation of oneself, the field of behavior analysis, dissemination of professional values, and the Behavior Analyst Certification Guidelines for Responsible Conduct. **Summer semesters**

EDU-6933 Moral Philosophy & Professional Ethics

3 credits

A study of moral philosophy grounds an investigation of professional ethics. Includes a comparative investigation of western and nonwestern ethical and belief systems. Through a case study approach, participants learn to use narrative analysis to approach ethical situations. Attention is drawn to cross-cultural considerations, legal boundaries for professional and the neurological foundations of morality. Participants conduct an inquiry project in applied ethical analysis. *Summer semesters*

EDU-6970 Graduate Capstone Seminar

3 credits

Corequisite(s): Curriculum & Instruction track only: EDU-GTEW5; EDU-6820 or EDU-6830 or EDU-6845 or EDU-6850

This course serves as a forum for completing a capstone project with a reflective review of one's program of study. Each participant generates a guiding question and a framework for the capstone project that accommodates the program requirements and particular interests. Projects might include an action research inquiry project, a licensure portfolio

analysis, a literature review, a philosophic analysis, a critique, etc. Participants must make a public presentation of their thesis unit and their learning. *Spring semesters*

EDU-7960 Master's Thesis

1-6 credits

This course involves substantial research and writing of an original work by the candidate, under the supervision of members of the thesis committee. The work should make a contribution to knowledge with a specialty in education. The thesis may be of a quantitative, qualitative or historical design. Thesis-preparation handbooks are available in the graduate office for students pursuing credits. (Shared course in VSC)

EDU-8010 Exit Interview

0 credits

This is a mandatory, 30-minute interview with the Program Director upon completion of degree requirements.

Department of Fine & Performing Arts

Fine & Performing Arts

Graduate

Studio Arts (M.F.A.)

M.F.A. Plan of Study

- ART-5211 Studio Center Residency I 6 credits
- ART-5212 Studio Center Residency II 6 credits
- ART-5213 Studio Center Residency III 6 credits
- ART-5214 Studio Center Residency IV 6 credits
- ART-5215 Independent Residency I 6 credits
- ART-5216 Independent Residency II 6 credits
- ART-5311 Contemporary Arts Seminar I: Theory & Readings 3 credits
- ART-5312 Contemporary Arts Seminar II: Research & Writing 3 credits
- ART-5831 Independent Studio Work I 2 credits
- ART-5832 Independent Studio Work II 2 credits
- ART-5833 Independent Studio Work III 2 credits
- ART-5834 Independent Studio Work IV 2 credits
- ART-5835 Independent Studio Work V 2 credits
- ART-5836 Independent Studio Work VI 2 credits
- ART-5911 M.F.A. Thesis Preparation 3 credits
- ART-5912 M.F.A. Thesis Exhibition 3 credits

Total: 60 credits

Art

ART-5211 Studio Center Residency I

6 credits

The first of six intensive, four-week residencies at the Vermont Studio Center

ART-5212 Studio Center Residency II

6 credits

The second of six intensive, four-week residencies at the Vermont Studio Center

ART-5213 Studio Center Residency III

6 credits

The third of six intensive, four-week residencies at the Vermont Studio Center

ART-5214 Studio Center Residency IV

6 credits

The fourth of six intensive, four-week residencies at the Vermont Studio Center

ART-5215 Independent Residency I

6 credits

The fifth of six intensive, four-week residencies.

ART-5216 Independent Residency II

6 credits

The sixth and final intensive, four-week residency.

ART-5311 Contemporary Arts Seminar I: Theory & Readings

3 credits

Students read selected books and post comments and critiques on the M.F.A. Art History website for the edification of their peers and the M.F.A. faculty. Students are to reflect on their reactions as contemporary artists to the readings, why they react positively or negatively to an artist or a reading, and what that says about their own work as a contemporary artist. The course concludes with a take-home exam. At least two graduate professors will contribute to the website postings and discussions.

ART-5312 Contemporary Arts Seminar II: Research & Writing

3 credits

This is a formal, contemporary art history research project that concludes with the writing of a paper. The topic of the research will be suggested M.F.A. faculty. The student is expected to check in throughout the semester regarding her or his research. The course concludes with a formal paper with images, footnotes and a bibliography adhering to the current edition of the Chicago Manual of Style. At least two graduate professors will read the paper and issue a grade.

ART-5831 Independent Studio Work I

2 credits

The first of six required packets documenting work completed at the student's home studio

ART-5832 Independent Studio Work II

2 credits

The second of six required packets documenting work completed at the student's home studio

ART-5833 Independent Studio Work III

2 credits

The third of six required packets documenting work completed at the student's home studio

ART-5834 Independent Studio Work IV

2 credits

The fourth of six required packets documenting work completed at the student's home studio

ART-5835 Independent Studio Work V

2 credits

The sixth and final required packet documenting work completed at the student's home studio

ART-5836 Independent Studio Work VI

2 credits

The first of six required documentation packets for work completed at the student's home studio.

ART-5911 M.F.A. Thesis Preparation

3 credits

The student completes and documents original artwork for his or her thesis exhibition.

ART-5912 M.F.A. Thesis Exhibition

3 credits

This is the culmination of the M.F.A. thesis work. The student exhibits his or her original artwork at Johnson State College, schedules an artist's talk, promotes the exhibit and talk to the public, and presents the artist's talk.

Sample Programs

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

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

Certificate of Advanced Graduate Study: Applied Behavior Analysis

Johnson State College offers a Certificate of Advanced Graduate Studies in Applied Behavior Analysis for students who have a master's degree in a related field. At the completion of this 18-credit sequence of courses, students earn a graduate certificate and are prepared to complete the rest of their journey toward becoming a BCBA.

Required Core Courses (18 credits)

- EDU-5371 Applied Behavior Analysis I: Introduction to Concepts & Principles 3 credits
- EDU-6150 Research Methods in Applied Behavior Analysis 3 credits
- EDU-6372 Applied Behavior Analysis II: Advanced Concepts & Principles/Beginning Applications 3 credits
- EDU-6373 Applied Behavior Analysis III: Advanced Applications & Ethics 3 credits
- EDU-6390 Instructional Methods in Applied Behavioral Analysis 3 credits
- EDU-6925 Ethical Considerations in ABA Principles 3 credits

Counseling: Addictions (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: Addiction Counseling Track

- CSL-5910 Research Methods 3 credits *
- CSL-6050 Laboratory Experience II: Treatment Modalities 3 credits
- CSL-5710 Assessment & Treatment of Addictive Disorders 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling: Clinical Mental Health (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: Clinical Mental Health Counseling Track

- CSL-5910 Research Methods 3 credits *
- CSL-6050 Laboratory Experience II: Treatment Modalities 3 credits
- CSL- Elective 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling: General (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *
- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: General Counseling Track

- CSL-5910 Research Methods 3 credits *
- CSL- Elective 3 credits
- CSL- Elective 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Counseling: School Counseling (M.A.)

Core Curriculum

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

- CSL-5010 Counseling Theories 3 credits *
- CSL-5011 Career Counseling 3 credits
- CSL-5020 Counseling in Groups 3 credits
- CSL-5030 Laboratory Experience I 3 credits *

- CSL-5110 Counseling & Addictive Behaviors 3 credits
- CSL-5120 Family Counseling 3 credits
- CSL-5130 Psychopathology 3 credits
- CSL-5140 Legal & Ethical Issues 3 credits
- CSL-5160 Psychopharmacology 3 credits
- CSL-5211 Lifespan Development 3 credits
- CSL-5212 Social & Cultural Foundations 3 credits
- CSL-6632 Evaluation & Measurement 3 credits *
- CSL-6720 Internship Seminar 1.5 credits (3 credits)

Additional Requirements: School Counseling Track

School Counseling K-12 Praxis & Portfolio: Students pursuing the School Counseling endorsement will be required to develop a portfolio including materials that offer information about themselves, their knowledge, skills and professional accomplishments. In addition to the portfolio development, they will be required to pass the general knowledge PRAXIS exam for licensure by the state of Vermont. Students should discuss these requirements with their advisors prior to beginning their internships.

- CSL-5810 Fieldwork for School Counseling 3 credits
- CSL-5220 Comprehensive School Counseling 3 credits
- CSL-6030 Curriculum/Classroom Management for Counselors 3 credits

Note:

*Within the first three semesters of enrollment, students must complete CSL-5010 and CSL-5030. Students in the Clinical Mental Health track also need CSL-5910 and/or CSL-6632. Those in the School Counseling track must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Education: Applied Behavior Analysis (M.A.)

The concentration in Applied Behavior Analysis (ABA) is designed to prepare students to implement behavioral strategies that will support children, youth and adults in a variety of environments. Students learn to work corroboratively with residential and vocational staff, teachers, families, psychologists, psychiatrists, regulatory agencies and community support personnel. They learn to build skills, reduce challenging behaviors and improve the quality of life for children and youth through applied behavioral methods. In addition, students who successfully complete all of the course work will be prepared to apply for an internship and to sit for the Certification Examination of the National Behavior Analyst Certification Board. This national certification will expand the graduate's employment options as a behavioral consultant or behavior specialist in a community, school, vocational, or residential program. Admittance into the ABA program neither provides nor guarantees placement into an internship.

Required Courses

- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6390 Instructional Methods in Applied Behavioral Analysis 3 credits
- EDU-5371 Applied Behavior Analysis I: Introduction to Concepts & Principles 3 credits
- EDU-6330 Evaluating Academic Characteristics 3 credits
- EDU-6925 Ethical Considerations in ABA Principles 3 credits

- EDU-6372 Applied Behavior Analysis II: Advanced Concepts & Principles/Beginning Applications 3 credits
- EDU-6150 Research Methods in Applied Behavior Analysis 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits
- EDU-6373 Applied Behavior Analysis III: Advanced Applications & Ethics 3 credits
- EDU-8010 Exit Interview 0 credits

M.A. in Education, ABA concentration: 30 credits

Education: Curriculum & Instruction, Inclusive Childhood Education (M.A.)

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

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

Required Courses

- EDU-5015 Literature, Media & Text for Children & Young Adults 3 credits
- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits
- EDU-5021 Instructional Dynamics for the Elementary Educator 4 credits
- EDU-6330 Evaluating Academic Characteristics 3 credits
- EDU-6095 Literacy Intervention 3 credits
- EDU-5039 Language, Culture & Education 3 credits
- EDU-6011 Integrating Elementary Methods 4 credits
- EDU-6730 Special Education Practices & Procedures 3 credits
- EDU-6465 Strategies of Inclusive Practice 3 credits
- EDU-6850 Elementary Internship: Student Teaching 6 credits
- EDU-6970 Graduate Capstone Seminar 3 credits

Eligible for licensure endorsement: 44 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-6920 Education Research 3 credits

- EDU-8010 Exit Interview 0 credits

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

Education: Curriculum & Instruction, Middle-Level (M.A.)

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

Required Courses

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

Eligible for licensure endorsement: 38 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Curriculum & Instruction, Secondary (M.A.)

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

Required Courses

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

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-Elective 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Curriculum & Instruction, Unified Arts (M.A.)

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

Required Courses for Endorsement

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

- EDU-5041 Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum 3 credits **OR**
- EDU-5039 Language, Culture & Education 3 credits

- EDU-6025 The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts 4 credits
- EDU-6845 Unified Arts Internship: Student Teaching 6 credits
- EDU-6970 Graduate Capstone Seminar 3 credits

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-Elective 3 credits
- EDU-6920 Education Research 3 credits
- EDU-8010 Exit Interview 0 credits

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

Education: Foundations of Education (M.A.)

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

Required Courses

- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits
- EDU-6630 Graduate Seminars 18 credits
- EDU-Elective 3 credits
- EDU-6920 Education Research 3 credits

- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-8010 Exit Interview 0 credits

M.A. in Education: 36 credits

Education: Special Education (M.A.)

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

Required Courses

- EDU-5011 Educational Studies 3 credits
- EDU-6235 Characteristics & Development of Diverse Learners 3 credits
- EDU-6555 Critical & Cultural Perspectives in Education 3 credits
- EDU-5021 Instructional Dynamics for the Elementary Educator 4 credits **OR**
- EDU-6390 Instructional Methods in Applied Behavioral Analysis 3 credits
- EDU-6330 Evaluating Academic Characteristics 3 credits
- EDU-6095 Literacy Intervention 3 credits
- EDU-5039 Language, Culture & Education 3 credits
- EDU-6730 Special Education Practices & Procedures 3 credits
- EDU-6465 Strategies of Inclusive Practice 3 credits
- Elective 3 credits
- EDU-6933 Moral Philosophy & Professional Ethics 3 credits
- EDU-6920 Education Research 3 credits

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

Studio Arts (M.F.A.)

M.F.A. Plan of Study

- ART-5211 Studio Center Residency I 6 credits
- ART-5212 Studio Center Residency II 6 credits
- ART-5213 Studio Center Residency III 6 credits
- ART-5214 Studio Center Residency IV 6 credits

- ART-5215 Independent Residency I 6 credits
- ART-5216 Independent Residency II 6 credits
- ART-5311 Contemporary Arts Seminar I: Theory & Readings 3 credits
- ART-5312 Contemporary Arts Seminar II: Research & Writing 3 credits
- ART-5831 Independent Studio Work I 2 credits
- ART-5832 Independent Studio Work II 2 credits
- ART-5833 Independent Studio Work III 2 credits
- ART-5834 Independent Studio Work IV 2 credits
- ART-5835 Independent Studio Work V 2 credits
- ART-5836 Independent Studio Work VI 2 credits
- ART-5911 M.F.A. Thesis Preparation 3 credits
- ART-5912 M.F.A. Thesis Exhibition 3 credits

Total: 60 credits

Course Descriptions

Counseling

CSL-5010 Counseling Theories

3 credits

Complete within your first 3 semesters

This course introduces a variety of theories and approaches to counseling and psychotherapy. A number of theorists are studied, representing psychodynamic, humanistic/existentialist, behavioral, cognitive and eclectic orientations to the counseling process. Students learn to examine and identify points of both divergence and convergence among the major theoretical perspectives, with an emphasis on applying theoretical ideas to practical client issues. Students also are encouraged to begin to develop a personal awareness of which theorists from which schools they find most compelling and consistent with their own belief systems.

CSL-5011 Career Counseling

3 credits

This course helps the student develop a personal approach to career counseling by studying career theories and developing a personal theory of career counseling; exploring one's own process of life and career development utilizing a variety of approaches, including appropriate testing; learning a variety of strategies to help clients in the career-development process throughout life; and becoming familiar with tests and computerized career-development support services.

CSL-5020 Counseling in Groups

3 credits

This course explores individual vs. group strategies; theories of group development and dynamics, and intervention and practice strategies. Students gain experience in a small group process.

CSL-5030 Laboratory Experience I

3 credits

Complete within your first 3 semesters

In a supervised and controlled setting, students develop counseling skills that can eventually be used in their work settings. Students use each other as clients and as supervisor and observers in this process. Formal approaches to skill development (e.g., Ivey's micro-counseling approach) serve as the basis for initial skill training.

CSL-5110 Counseling & Addictive Behaviors

3 credits

Prerequisite(s): CSL-5010 and CSL-5030 or permission of instructor

This is a survey of appropriate treatment strategies for working with a range of addictive behaviors, including chemical dependency, eating disorders, gambling and sexual addiction.

CSL-5120 Family Counseling

3 credits

Prerequisite(s): CSL-5010; CSL-5030

Students develop systems-intervention skills for working with family systems. The emphasis is on a developmental growth model in family counseling, providing students with a beginning understanding of applications in working with families. There is an opportunity to apply skills in class.

CSL-5130 Psychopathology

3 credits

Prerequisite(s): CSL-5010

This course provides the student with a practical understanding of psychopathology. It surveys theories of psychopathology, especially conceptualizations of the etiology of mental disorders and considers the diagnostic categories codified in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-R). The major focus of the course, however, is on developing appropriate strategies for counseling the psychopathological client. Important among these strategies is learning to recognize when to refer clients for more intensive psychological evaluation and treatment.

CSL-5140 Legal & Ethical Issues

3 credits

Prerequisite(s): CSL-5010; CSL-5030

This course explores the legal and ethical issues students will encounter as counselors. Students are challenged to examine major issues within the field through discussion and case presentations. Students become familiar with the ACA Code of Ethics and Standards of Practice. ACA and other codes of ethics are used to help students develop ethical decision-making skills. Students are also introduced to the laws governing the counseling profession, including the distinction among legal, ethical and clinical issues.

CSL-5160 Psychopharmacology

3 credits

Prerequisite(s): CSL-5010; CSL-5130 or may be taken concurrently *Corequisite(s)*: CSL-5010 and CSL-5130 if not already taken

This course is intended as a survey of licit and illicit drugs which may be encountered in the counseling workplace. The student will learn about the classification, psychoneurology and properties of specific drug groups, as well as practical uses and abuse potential for these drugs.

CSL-5211 Lifespan Development

3 credits

This course provides an overview of psychological change across the lifespan, from infancy to late adulthood. Primary-source readings and discussions examine cognitive and social-emotional development. The focus is on normative (not atypical) psychological change and growth, not the origins of psychopathology.

CSL-5212 Social & Cultural Foundations

3 credits

Prerequisite(s): CSL-5010; CSL-5030

This course examines multicultural factors and representations in counseling, including gender, ability, race, religion, ethnicity, age, class and sexual orientation as well as awareness of social and cultural diversity. Students explore a contemporary body of literature, including racial and ethnic identity models and competencies for multicultural counseling. Students also explore their personal cultural development and political socialization. The course provides a setting for self-awareness, knowledge of diverse perspectives and preparation for multicultural counseling skills.

CSL-5220 Comprehensive School Counseling

3 credits

This course seeks to articulate the professional identity of the school counselor and to introduce a number of issues regarding the administration and organization of a guidance system at the elementary and secondary school levels. The focus is on preventive and developmental guidance.

CSL-5710 Assessment & Treatment of Addictive Disorders

3 credits

Prerequisite(s): CSL-5110

The course is designed to increase students' understanding of treatment for addictive disorders. Assessment, therapeutic technique and supportive aftercare are covered. Community consultation and referral skills are also emphasized.

CSL-5810 Fieldwork for School Counseling

3 credits

Prerequisite(s): CSL-5010; CSL-5030

Fieldwork is the first practicum required for licensure as a guidance counselor in Vermont. It is a 180-hour observational experience, including 60 hours at the elementary level, 60 hours at the middle-school level and 60 hours at the high-school level. Students will "shadow" a professional counselor in each setting.

CSL-5830 Practicum in Counseling (elective)

1.5-3 credits

Prerequisite(s): CSL-5010; CSL-5030

This 100-hour or 200-hour experience, for those preparing for careers in mental health and substance abuse counseling, is designed to give the student a first-hand look at counseling work in an area human services agency. As a first field experience, this is meant to be primarily observational.

CSL-5910 Research Methods

3 credits

Complete this or CSL-6632 within your first 3 semesters if in Clinical Mental Health track

This course introduces students to the important role of research in counseling and related fields. It covers basic research design so students can begin to understand the value, rationale and limitations of various design strategies. Students learn to use online research databases as tools. The course emphasizes understanding research methodology and using APA-style writing mechanics in the context of designing a program evaluation.

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

3 credits

Prerequisite(s): CSL-5010; CSL-5030

This course will examine the tools, techniques and language of astrology as a symbolic framework for conceptualizing client issues. Students will learn methodological principles for constructing natal and synastric charts and will explore the empirical and mythological assumptions underlying their interpretations. Issues of ethics and credibility will also be discussed.

CSL-6020 Death, Dying & Grieving (elective)

3 credits

Prerequisite(s): CSL-5010

This intensive, residential course provides an experiential and theoretical base for exploring issues related to death, dying and grief recovery. The course focuses on working with people who are dealing with loss in their lives and helps students examine their own attitudes, values and experiences of death and loss as a means of becoming more effective counselors.

CSL-6030 Curriculum & Classroom Management for Counselors

3 credits

Prerequisite(s): CSL-5010; CSL-5030

School counselors, SAP counselors, and school-based mental health counselors have the opportunity to present information to students individually, in small groups, and in classroom sessions. Counselors are asked to co-teach with a variety of faculty, and many school counselors and SAP counselors are required to develop and present curriculum. This course will provide counseling students an opportunity to engage in curriculum design, instruction, and assessment, and will provide the opportunity to research and practice classroom management strategies.

CSL-6050 Laboratory Experience II: Treatment Modalities

3 credits

Prerequisite(s): CSL-5010; CSL-5030

Students build on and extend skills developed in CSL-5130. Practice and training is provided in a variety of treatment modalities and applied to a diverse range of client situations and presenting issues. Students are encouraged to apply treatment modalities appropriate to the therapeutic context.

CSL-6110 Counseling Children (elective)

3 credits

Prerequisite(s): CSL-5010; CSL-5030; CSL-5211; or permission of the instructor

This course provides the counseling student with a practical application and extension of learning and psychopathology theory with children and adolescents. Through exploration of self-concept, moral development, social skills, abuse, multiculturalism and wellness, it will present an introduction to the process of facilitating healthy social, emotional and academic development. An emphasis will be placed upon the counselor's role as a multi-faceted team member within a

system (e.g., family, school, agency and community) working in conjunction with clinical as well as educational goals toward optimal health.

CSL-6632 Evaluation & Measurement

3 credits

Complete this or CSL-5910 within your first three semesters

This course provides a practical understanding of the principles of psychological and educational measurement. The course surveys important statistical concepts involved in measurement theory, including central tendency and variability, standard scores, reliability and validity. Students review instruments used in the measurement of intelligence, achievement, attitudes and personality.

CSL-6710 Topical Seminar (elective)

0.5 - 3 credits

This course helps the counselor-in-training address the many diverse issues, concerns and populations that may be encountered in the work setting. The topics addressed in this course may change from year to year or semester to semester to meet the ever-changing needs of our students and developments in the profession. Some examples of past Special Topics courses are: Holistic Counseling, Creative Therapies, Grant Writing, Body-Oriented Therapies, Expressive Art Therapy, Play Therapy, and Classroom Management Techniques.

CSL-6720 Internship Seminar

1.5 credits

Corequisite(s): CSL-6820

The internship seminar is completed in conjunction with the internship, with the student signing up for 1.5 credits of seminar each semester (fall and spring). This seminar provides counseling students with support and supervision during their internship. Students develop skills to assist them in carrying out the responsibilities of the professional counselor.

CSL-6820 Internship

4.5 credits

Prerequisite(s): CSL-5011; CSL-5030; CSL-5140; and for the Clinical Mental Health Track students only CSL-6050

The internship is a supervised work experience in a setting appropriate to the student's area of specialization. The internship is arranged with the assistance of the student's advisor and is supervised on site by the agency supervisor, who must have appropriate credentials. The advisor and on-site supervisor assess the student's progress. Six hundred hours are required for school counselors, evenly divided between fall and spring semesters. One thousand hours are required for clinical mental health students. Typically, course work is completed before commencement of the internship.

CSL-6910 Independent Study

1-4 credits

With the approval of their advisor, counseling students may to pursue intensive study in a specific area of mental health not addressed in depth within the program curriculum.

CSL-8010 Comprehensive Exam

0 credits

Education

Courses listed as "Shared course in VSC" are also offered at one or more of the other Vermont State Colleges.

EDU-GTEW1 Teacher Education Workshop I

0 credits

Participants are introduced to the teaching licensure process and related professional topics. This workshop meets for one two-hour session.

EDU-GTEW2 Teacher Education Workshop II

0 credits

Participants review the teaching licensure process and related professional topics and apply for the first practicum. This workshop meets for one two-hour session.

EDU-GTEW3 Teacher Education Workshop III

0 credits

Participants review the teaching licensure process and related professional topics and apply for the second practicum. This workshop meets for one two-hour session.

EDU-GTEW4 Teacher Education Workshop IV

0 credits

Participants review the teaching licensure process and related professional topics and apply for an internship/student teaching placement. This workshop meets for one three-hour session.

EDU-GTEW5 Teacher Education Workshop V

0 credits

Participants review the teaching licensure process and related professional topics and apply for a verification check. This workshop meets for one two-hour session.

EDU-5000 Educator Portfolio Tutorial

1-3 credits

Prerequisite(s): Permission of instructor

This course guides participants through the development of the Level I Educator licensure portfolio. It is designed for those who are reworking one or more entries of the portfolio. We review standards and regulation for educator licensure, examine each entry assignment and use reflective practice and self-study to generate a coherent, grounded and thorough demonstration of growth and preparation as a professional. Participants make a public presentation of their final portfolio. This course may be repeated.

EDU-5011 Educational Studies

3 credits

This course examines theories, research and practices related to education as a profession and an academic discipline. Participants study education in three specific realms: the ways our personal backgrounds and experiences influence who we are and will be as educators; the ways educational history, policy and law influence who we are and will be as educators; and the ways particular theories about learning influence who we are and will be as educators. Emphasis is placed on acquiring the writing and research skills necessary for academic and professional success. A 20-hour fieldwork project is required. *Fall semesters*

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

3 credits

This course examines a wide range of literature and media for children and young adults. Participants study literature selection for different reading levels across age groups and learn to conduct text analysis while building an understanding of literature as an intersection of aesthetics, semiotics, culture, literacy and learning. Aesthetics, literacy theory and media studies serve as the theoretical and research basis for the course. *Summer semesters*

EDU-5020 Literature for Children

3 credits

A survey of literature for children, this course explores literary elements; the features of narrative and expository text across genres, eras, cultures and subcultures; and implications for metacognition and content-area use across a range of reading abilities, including emergent readers. Emphasis is placed on the critical selection of books based on the child's developmental interest, desire to read and desired outcome. The review and selection of instructional materials, including technology-based materials, and the relevant use of literacy assessments, including the "Response to Instruction" model, are addressed. (Shared course in VSC)

EDU-5021 Instructional Dynamics for the Elementary Educator

4 credits

Prerequisite(s): Curriculum & Instruction track only: EDU-5015; EDU-GTEW1; EDU-GTEW2; successful completion of Praxis CORE

Theory, research and practice related to language, literacy and literature for diverse learners are explored in the context of an elementary classroom. Topics include language origins, speaking, prosody, reading, writing, spelling, phonemic awareness, phonics, vocabulary, morphology, comprehension, fluency and supporting English language learners. Diagnosis, identification and intervention for reading and writing skills also are introduced. Using lesson study and professional learning communities, participants develop, teach and assess integrated, standards-based lessons for inclusive settings. This course provides a placement in a local school accompanied by a regular seminar; students should apply for the placement during the prior semester. *Spring semesters*

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

4 credits

Prerequisite(s): Curriculum & Instruction track only: EDU-GTEW1; EDU-GTEW2; successful completion of Praxis Core

This course introduces participants to theory and research related to instruction for engagement and motivation of the adolescent learner. Participants apply this scholarship through a placement in a local school: Using lesson study and professional learning communities, participants develop, teach and assess content-area, standards-based lessons for inclusive settings. Specific topics of study include Cambourne's Framework of Engagement, Partnering Pedagogy, assessment, classroom management and lesson study. This course provides a placement in a local school accompanied by a regular seminar; students should apply for the placement during the prior semester. *Spring semesters*

EDU-5031 Instructional Dynamics for the Unified Arts

4 credits

Prerequisite(s): Curriculum & Instruction track only: EDU-GTEW1; EDU-GTEW2; successful completion of Praxis CORE

This course introduces participants to theories and research related to instruction in an inclusive and integrated unified arts environment. In addition to instructional strategies, topics include aesthetics, movement, play, critique and other creative aims as they enhance engagement and support development. The course also addresses literacy strategies for technical subjects. Using lesson study and professional learning communities, participants develop, teach and assess integrated, standards-based lessons in an elementary school. This course provides a placement in a local school accompanied by a regular seminar; students should apply for the placement during the prior semester. **Spring semesters**

EDU-5035 Language & Literacy Development in the Early Years

3 credits

This course addresses theory and research related to early language and literacy development. Topics include oral language and pre- and emergent literacy development from birth to age 8; methods and materials for teaching and assessing early literacy; typical and atypical language and literacy learning; linguistics and sociolinguistics; literature in early childhood; and learning through play. These and related concepts are integrated as a basis for making appropriate instructional choices for all learners, including English language learners, in an inclusive classroom. This course provides a placement in a local school accompanied by a regular seminar; students should apply for the placement during the prior semester.

EDU-5039 Language, Culture & Education

3 credits

This course addresses theories and research related to language development in the context of the family, community, ability and schools. What is language? How did humans develop it and use it? How does language vary? How does language affect who we are, how we see ourselves and who we become? What is the relation between language, culture and literacy? What issues arise for young English Language Learners. Emphasis is placed on birth through adolescence. 20 hours of fieldwork. This course is required for middle level and secondary endorsement programs for English. *Fall semesters*

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

3 credits

This course examines theories and research related to literacy development and text analysis within secondary content areas. Topics include vocabulary and comprehension instruction, opportunities to write, interactive pedagogy, multiliteracies, technology and the use and creation of multimodal texts. **Fall semesters**

EDU-5160 Middle Level School Organization

3 credits

This course focuses on the dynamics of contemporary middle level schools by examining the organizational features and practices which facilitate success-oriented learning environments for the young adolescent of the 21st century. (Shared course in VSC)

EDU-5210 Literature for Young Adults

3 credits

A survey of literature for students at the middle school and secondary levels, this course explores literary elements; the features of narrative and expository text across genres, eras, cultures and subcultures; and implications for metacognition and content-area use across a range of reading abilities. Emphasis is placed on the critical selection of books based on the developmental interests and concerns of youth, the desire to read and the enhancement of self-efficacy. The review and selection of instructional materials, including technology-based materials, and the relevant use of literacy assessments, including the "Response to Instruction" model, are addressed. (Shared course in VSC)

EDU-5320 Technology in Education

3 credits

This course focuses on the use of media and technology in the classroom. Discussions center on the implications and impacts of technology on the learning process. (Shared course in VSC)

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

3 credits

This course provides an introduction and overview of the basic concepts, principles and techniques of Applied Behavior Analysis (ABA). Upon successful completion of this course, the student will be conversant with the vocabulary of ABA, understand how environmental events influence human behavior, know how to measure behavior in applied settings, and begin to learn how to structure learning environments to increase pro-social behaviors and decrease maladaptive behaviors. This course will address the following BACB content areas: Definitions and Characteristics; and Principles, Processes and Concepts (45 hours). *Spring semesters*

EDU-5710 Special Topics in Education

Variable credits

This course number is used to designate first-time offerings or new courses and/or one-time offerings of extension courses. (Shared course in VSC)

EDU-5910 Independent Study

1-6 credits

An opportunity to do intensive study in a specific area of education not otherwise addressed in the departmental curriculum is available through this course. Each student's project is designed with a faculty advisor and must be approved by the graduate coordinator. (Shared course in VSC)

EDU-6011 Integrating Elementary Methods

4 credits

Prerequisite(s): EDU-GTEW3

This course examines theories and research related to curriculum development across time and through a variety of frameworks, with specific attention to the elementary classroom. The course is structured as a practicum with a placement in an elementary school combined with a seminar for the study of methods and materials needed to teach literacy, mathematics, social studies and science, with an emphasis on integrating core content areas with the arts, physical education and technology through thematic units. Topics include unit planning employing Universal Design for Learning, integrated instruction and assessment. It includes a full-day, full-semester placement in a partnership school, adhering to the calendar of the school; students should apply for the placement during the prior semester. *Fall semesters*

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

4 credits

Prerequisite(s): EDU-GTEW3

This course examines theory and research related to curriculum development across time and through a variety of frameworks with specific attention to the secondary classroom. The course serves as a practicum for secondary education. As such, participants spend the majority of time working side-by-side with a licensed educator in a secondary school classroom. Participants construct curricular units in their content area employing Universal Design for Learning with an emphasis on instructional strategies and assessment methods. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester. *Fall semesters*

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

4 credits

Prerequisite(s): EDU-GTEW3

This course examines theories and research related to curriculum development across time and through a variety of frameworks with specific attention to the role of experience and the unified arts. Topics include knowledge and understanding, processual and experiential learning and engagement and motivation. A variety of designs are introduced and analyzed, such as theme-based, learner-centered, problem-oriented and critical approaches, as well as inclusion, differentiation, multiculturalism, cooperative learning, backward design and integration. Participants construct curricular units in their content area employing Universal Design for Learning with attention to technical literacy, diversity and adaptation. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester.

EDU-6030 Middle Level Curriculum: Instruction & Assessment

3 credits

Prerequisite(s): EDU-5010; EDU-5160; or permission of instructor

This course focuses on investigating and modeling the development and implementation of instructional strategies, evaluation procedures and integrated and inventive curriculum design appropriate to your adolescents. **Summer semesters** (Shared course in VSC)

EDU-6031 Classroom Strategies Practicum

1-3 credits

This course examines theories and research related to best practices for creating a professional classroom environment, instructional efficiency, activity transition, discipline and management, work routines for teachers and problem solving. Under the guidance of a college supervisor, participants work with a classroom teacher to study and practice classroom strategies. This is a field-based course, with participants placed in a classroom for a full semester. Placement hours for each participant are determined in advance per credit load; students should apply for the placement during the prior semester. This course may be repeated for credit.

EDU-6080 Directed Field Study

3-6 credits

Working with a faculty member, students develop a field study in their chosen area of specialization. Extensive field work is required. The field study must be described in a written contract and be approved by the faculty advisor and the graduate coordinator.

EDU-6095 Literacy Intervention

3 credits

Prerequisite(s): Permission of instructor

This course will examine theories on the development of literacy and the factors that contribute to reading difficulties. Students will learn to implement effective assessment, monitoring and instructional techniques for working with students with literacy needs. Students will explore the principles of curriculum-based measurement in relation to response to intervention. This course is required for students pursuing middle level or secondary endorsement in English. *Summer semesters*

EDU-6150 Research Methods in Applied Behavior Analysis

3 credits

Single-case experimental designs are a hallmark of applied behavior analysis. These designs operate to demonstrate functional relationships between adjustments in independent variables and their effects upon dependent variables. This course examines theoretical, practical and ethical issues in experimental design and control. Students learn basic research methods and analyses as well as learn how to design and write a research proposal. This addresses the following BACB content areas: Ethical Considerations (5 hours); Experimental Evaluations of Interventions (20 hours); and Measurement of Behavior and Displaying and Interpreting Behavioral Data (20 hours). *Fall semesters*

EDU-6235 Characteristics & Development of Diverse Learners

3 credits

Prerequisite(s): Permission of instructor

This course will examine the etiology of educational disabilities and the diverse characteristics of students with disabilities. The course will explore contemporary theories and sociological aspects of disabilities. Students will understand the impact of various disabilities on learning and social development and identify strategies to develop effective programming. *Fall semesters*

EDU-6330 Evaluating Academic Characteristics

3 credits

The purpose of this course is to examine theoretical and practical applications of diagnosing and assessing educational disabilities and academic strengths and limitations. Students will learn to use assessment procedures to identify students; strengths and limitations to assist in developing appropriate accommodations and interventions. Students will develop skills to utilize data to develop effective goals for individual education plans. Experience in selecting, administering, scoring and interpreting formal standardized tests will be provided. **Summer semesters**

EDU-6372 Applied Behavior Analysis II: Advanced Concepts & Principles/Beginning Applications

3 credits

Prerequisite(s): EDU-5371

This course reviews the basic concepts and principles of Applied Behavior Analysis presented in ABA I (EDU-5371) and progresses to advanced ABA theory and methods. Students read and critique research studies and related articles and begin to apply ABA principles in the natural environment to increase pro-social behaviors and/or reduce maladaptive or interfering behaviors. Students will conduct a functional behavioral assessment; design and implement a direct and daily data-collection system; and develop, implement and evaluate an individualized behavior-change procedure for at least one individual. This course addresses the following BACB content areas: Behavioral Assessment; and Selecting Interventions, Outcomes and Strategies (35 hours); Behavior Change Procedures; and Systems Support (10 hours). **Fall semesters**

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

3 credits

Prerequisite(s): EDU-6372

A portion of this course is spent exploring issues of ethics and standards of professional practice in Applied Behavior Analysis as well as legal, cultural and social issues. Students are expected to apply behavior-change concepts and procedures as part of their final project both for this class and for their Master's Action Project. A review and exploration of ethics as they pertain to the broader field and to the identified intervention, behavioral assessment and selection of intervention will be part of the Master's Action Project as well as outcome strategies and support of systems in which behavioral changes are to occur. This course addresses the following BACB content areas: Ethical Considerations (10 hours); Behavior Change Procedures; and Systems Support (35 hours). **Spring semesters**

EDU-6390 Instructional Methods in Applied Behavioral Analysis

3 credits

A wealth of validated peer-reviewed studies exist that support the efficacy of Applied Behavior Analysis methods to teach, improve or sustain socially significant behaviors in virtually every domain for children and youth with Autism Spectrum Disorders (ASD) and other developmental disabilities. This course examines ABA instructional methods often used to teach children and youth with ASD and other developmental disabilities. Emphasis is placed on Skinner's model of verbal behavior and the development of direct instructional techniques, including data-collection systems, reinforcement therapy and assessment of reinforcement preferences, sharing and chaining techniques, prompting and prompt fading, and Discrete Trial Learning (DTL). This course addresses the following Discretionary BACB content areas (45 hours). *Spring semesters*

EDU-6465 Strategies of Inclusive Practice

3 credits

This course addresses the strategies to promote inclusive practices in the classroom. The course will review basic remedial principles, specific teaching methods, principles of universal instruction, lesson planning and IEP development for students with unique learning characteristics. The course will also address the causes of emotional problems in school-aged children. Students will review specific behavior and adjustment problems and study appropriate classroom management and educational procedures. Emphasis will be placed on functional behavior assessment, positive behavior intervention plans and positive behavior instructional supports. Students will be required to select, analyze and incorporate current peer-reviewed research into their inquiry projects. Includes a supervised practicum in a special education setting. *Spring semesters*

EDU-6555 Critical & Cultural Perspectives in Education

3 credits

In this course, participants use critical and cultural theory and research to examine education as a sociocultural endeavor. Participants learn to analyze the means by which distinct cultural values interact with historical trends, social norms and global forces to shape the aims of schooling, the perceptions of policymakers, the role of educators, the function of families and support agencies and the expectations for youth. Attention is drawn to civic and governmental processes for moving education toward more equitable and inclusive ends. Participants conduct a collaborative fieldwork project with a social service agency using family-centered practice toward the goal of advocating for the democratic aspirations of education. 20 hours of fieldwork. **Spring semesters**

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

3 credits

Diversity is a socially constructed idea that is considered essential to the functioning of a pluralistic society. In this course, participants will learn about the historical, political, cultural and scholarly foundations of diversity. We will examine the topic through interesting readings from a variety of authors and fields of practice. Each participant will

design and implement a project to explore a specific aspect of diversity related to her or his professional work of area of study.

EDU-6630 Graduate Seminars

18 credits

The Graduate Seminar series enables students to fulfill independent learning goals, such as work on IRB submissions, thesis preparation, directed field studies, action research projects, literacy-endorsement requirements and other program elements. Students will participate in individual and class meetings; individual accommodations for student needs will be considered. A total of 18 credits in Graduate Seminars is required for students in the Foundations of Education graduate program; each seminar can range from 1 to 6 credits. Students typically take six seminars at 3 credits each (e.g., one 3-credit seminar per semester over six consecutive semesters starting in the spring of the first year), but other configurations are not uncommon. Approved transfer credits and JSC counseling courses may substitute for some graduate seminar credits.

EDU-6730 Special Education Practices & Procedures

3 credits

This course examines theoretical and practical methods for effective collaboration and consultation to assist in developing inclusive programming for students with diverse learning needs in schools. Students will learn various models of consultation and collaboration for working with colleagues, families and community agencies. Students will explore the referral process, IEP procedures and other special education responsibilities, including the development of an individualized education plan. Includes a supervised practicum in a special education setting. *Fall semesters*

EDU-6820 Middle Level Internship: Student Teaching

6 credits

This is a full semester of student teaching at the middle school level, with frequent seminars that focus on improving classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate a level of competence generally expected of a first-year teacher. *Spring semesters*

EDU-6830 Secondary Internship: Student Teaching

6 credits

This is a full semester of student teaching in a secondary environment within the content-area specialty of the student. Students are expected to maintain the public school calendar, keep a reflective journal and demonstrate a level of teaching competence generally expected of a first-year teacher. *Spring semesters* (Shared course in VSC)

EDU-6845 Unified Arts Internship: Student Teaching

6 credits

This is a full semester of student teaching for art, music or physical education with frequent seminars that focus on improving classroom teaching skills. Students are expected to maintain the public school calendar, keep a reflective journal and demonstrate a level of competence generally expected of a first-year teacher.

EDU-6850 Elementary Internship: Student Teaching

6 credits

This is a full semester of student teaching in an elementary classroom with frequent seminars that focus on improving classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate a level of competence generally expected of a first-year teacher. *Spring semesters* (Shared course in VSC)

EDU-6920 Education Research

3 credits

This course examines concepts and procedures for analyzing, designing, assessing and conducting education research. The focus is on action research, practitioner inquiry, and quantitative and qualitative research designs. *Fall semesters* (Shared course in VSC)

EDU-6925 Ethical Considerations in ABA Principles

3 credits

This course prepares students for the ethical and professional practice of applied behavior analysis. Students learn the foundations of professional and ethical behavior needed to ensure a high quality of practice in behavior analysis. Included are discussions of evaluating behavior change, collaborating with other professionals, relationships with clients and colleagues, professional representation of oneself, the field of behavior analysis, dissemination of professional values, and the Behavior Analyst Certification Guidelines for Responsible Conduct. **Summer semesters**

EDU-6933 Moral Philosophy & Professional Ethics

3 credits

A study of moral philosophy grounds an investigation of professional ethics. Includes a comparative investigation of western and nonwestern ethical and belief systems. Through a case study approach, participants learn to use narrative analysis to approach ethical situations. Attention is drawn to cross-cultural considerations, legal boundaries for professional and the neurological foundations of morality. Participants conduct an inquiry project in applied ethical analysis. *Summer semesters*

EDU-6970 Graduate Capstone Seminar

3 credits

Corequisite(s): Curriculum & Instruction track only: EDU-GTEW5; EDU-6820 or EDU-6830 or EDU-6845 or EDU-6850

This course serves as a forum for completing a capstone project with a reflective review of one's program of study. Each participant generates a guiding question and a framework for the capstone project that accommodates the program requirements and particular interests. Projects might include an action research inquiry project, a licensure portfolio analysis, a literature review, a philosophic analysis, a critique, etc. Participants must make a public presentation of their thesis unit and their learning. *Spring semesters*

EDU-7960 Master's Thesis

1-6 credits

This course involves substantial research and writing of an original work by the candidate, under the supervision of members of the thesis committee. The work should make a contribution to knowledge with a specialty in education. The thesis may be of a quantitative, qualitative or historical design. Thesis-preparation handbooks are available in the graduate office for students pursuing credits. (Shared course in VSC)

EDU-8010 Exit Interview

0 credits

This is a mandatory, 30-minute interview with the Program Director upon completion of degree requirements.

Art

ART-5211 Studio Center Residency I

6 credits

The first of six intensive, four-week residencies at the Vermont Studio Center

ART-5212 Studio Center Residency II

6 credits

The second of six intensive, four-week residencies at the Vermont Studio Center

ART-5213 Studio Center Residency III

6 credits

The third of six intensive, four-week residencies at the Vermont Studio Center

ART-5214 Studio Center Residency IV

6 credits

The fourth of six intensive, four-week residencies at the Vermont Studio Center

ART-5215 Independent Residency I

6 credits

The fifth of six intensive, four-week residencies.

ART-5216 Independent Residency II

6 credits

The sixth and final intensive, four-week residency.

ART-5311 Contemporary Arts Seminar I: Theory & Readings

3 credits

Students read selected books and post comments and critiques on the M.F.A. Art History website for the edification of their peers and the M.F.A. faculty. Students are to reflect on their reactions as contemporary artists to the readings, why they react positively or negatively to an artist or a reading, and what that says about their own work as a contemporary artist. The course concludes with a take-home exam. At least two graduate professors will contribute to the website postings and discussions.

ART-5312 Contemporary Arts Seminar II: Research & Writing

3 credits

This is a formal, contemporary art history research project that concludes with the writing of a paper. The topic of the research will be suggested M.F.A. faculty. The student is expected to check in throughout the semester regarding her or his research. The course concludes with a formal paper with images, footnotes and a bibliography adhering to the current edition of the Chicago Manual of Style. At least two graduate professors will read the paper and issue a grade.

ART-5831 Independent Studio Work I

2 credits

The first of six required packets documenting work completed at the student's home studio

ART-5832 Independent Studio Work II

2 credits

The second of six required packets documenting work completed at the student's home studio

ART-5833 Independent Studio Work III

2 credits

The third of six required packets documenting work completed at the student's home studio

ART-5834 Independent Studio Work IV

2 credits

The fourth of six required packets documenting work completed at the student's home studio

ART-5835 Independent Studio Work V

2 credits

The sixth and final required packet documenting work completed at the student's home studio

ART-5836 Independent Studio Work VI

2 credits

The first of six required documentation packets for work completed at the student's home studio.

ART-5911 M.F.A. Thesis Preparation

3 credits

The student completes and documents original artwork for his or her thesis exhibition.

ART-5912 M.F.A. Thesis Exhibition

3 credits

This is the culmination of the M.F.A. thesis work. The student exhibits his or her original artwork at Johnson State College, schedules an artist's talk, promotes the exhibit and talk to the public, and presents the artist's talk.

Directory

Born, Staci. *Assistant Professor*

Ed.D., Counselor Education & Supervision, Minnesota State University, Mankato

Brinegar, Kathleen. *Assistant Professor*

Ph.D., Middle Eastern History, University of Utah
Specializations: Middle East, Africa, Third World

Fink, David. *Professor, Graduate Coordinator*
Ed.D., Counselor Education, University of Maine, Orono

Leslie, Kenneth. *Professor, Graduate Coordinator*
M.F.A., Painting and Printmaking, University of Pennsylvania
Specializations: Painting, drawing and artist's books

Martin, Mary. *Associate Professor*
Ph.D., Art History & Cultural Policy, University of Iowa
Specializations: 20th century art, African art, legal issues in art

McGough, David J. *Associate Professor*
Ph.D., Educational Policy and Administration: Social and Philosophical Foundations of Education, University of Minnesota
Specializations: Secondary/Adolescent Education, critical pedagogy, social theory, action research, leadership and policy studies.

Mireault, Gina C. *Professor*
Ph.D., Developmental Psychology, University of Vermont
Specializations: Infant humor preceptions and creation, social referencing, tantrums, parental loss in childhood.

Schulze, Robert. *Assistant Professor*
Ed.D., Special Education, University of Massachusetts Amherst

Zebrowski, Michael. *Assistant Professor*
M.A., Architecture, Cranbrook Academy of Art
Specializations: 3D, architecture and science