

# Northern Vermont University

## 2019-2020 Graduate Catalog

### Catalog Home

As of July 1, 2018 Johnson State College and Lyndon State College have become Northern Vermont University, a two-campus institution of higher education that combines the best of each campuses' nationally recognized liberal arts and professional programs. At Northern Vermont University, our goal is to guide curious, motivated, and engaged students on their paths to success and their places in the world.

Northern Vermont University is accredited by the New England Association of Schools and Colleges. Accreditation by the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

## Non-Discrimination, Equal Opportunity and Affirmative Action Statement

Qualified students are recruited for, admitted to, and participate in all college programs without discrimination on the basis of race, color, gender, sexual orientation, gender identity, ancestry, place of birth, religion, creed, national origin, age, veteran status, or disability. Northern Vermont University will provide reasonable accommodations to create equal opportunity for students with known disabilities.

## U.S. Department of Education Requirements

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

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

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

## Lyndon

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

**M.Ed**

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

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

## **MALS**

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

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

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

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

**Interdisciplinary:** study combining two related, complementary disciplines

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

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

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

# **U.S. Department of Education Requirements**

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

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

## Johnson

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

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

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

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

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

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

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

## The JSC Mission

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

## Accreditation

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

# Equal Opportunity & Non-Discrimination

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

## Johnson State College Graduate Office

Martinetti Hall  
337 College Hill  
Johnson, Vermont 05656

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

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

## University-Wide Policies

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

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

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

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

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

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

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

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

## **Title IX**

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

## **Federal Educational Rights & Privacy Act (FERPA)**

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

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

More information is available from:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202-4605  
Email: FERPA@ed.gov  
Telephone: (202) 260.3887  
Fax: (202) 260.9001

## **Federal Clery Act Compliance**

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

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

# Photographs & Videos

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

## General Information

### Admissions

## Non-Degree Graduate Students

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

## Graduate Degree-Seeking Students

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

## International Students

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

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

### How to Apply

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

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

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

See additional program-specific information below.

*University policy ensures that persons are neither denied benefits nor subjected to discrimination in any manner on the grounds of race, color, national origin, religion, creed, age, sex, veteran status, sexual orientation, or disability. This applies to all areas of the universities services and actions. See the Dean of Enrollment & Marketing or the Dean of Administration if you have questions or special needs.*

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

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

## **Master of Arts in Liberal Studies (MALS Program) at NVU-Lyndon**

- Completed graduate application;
- Official copies of transcripts of all undergraduate and graduate work;
- A two- to three-page statement of purpose describing desired outcomes from completion of a master's degree program at NVU-Lyndon. This statement should highlight the applicant's strengths for completing a graduate degree and provide a rationale for selection of the particular concentration and specialization;
- Two letters of recommendation from professionals knowledgeable about your professional commitment;
- Formal interview; and,
- A non-refundable application fee of \$50.

## **Interviews**

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

At NVU-Lyndon M.Ed. applicants will interview with one or more faculty in the Graduate Education Department, and the MALS applicants will interview with the Liberal Studies Department Chairperson as a minimum but other faculty may be asked

to participate. Interviews are scheduled on an as-needed basis throughout the year, anytime after the Graduate Admissions process is complete. Only applicants with complete Graduate Admissions Portfolios are eligible for interviews.

## Transfer Credit

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

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

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

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

## Matriculated Status

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

### Completing a Graduate Degree

## Faculty Advisors

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

## Plan of Study

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

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

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

## Study Contracts



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

## Teaching Practice

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

## Independent Study

Independent study courses are offered at the discretion of the graduate program faculty and must be taught by a NVU full-time faculty member or an approved part-time faculty member. Independent studies are not available for courses offered in the scheduled curriculum. Registration for an independent study is not complete until the independent study contract form has been submitted for that semester with the signature of the advisor (if applicable), instructor, department chair, and the Provost or designee. The independent study contract must be filed by the end of the "Add" period each term.

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

## Grades

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

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

### Graduate Committees

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

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

### General Information

## Health & Accident Insurance

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

# Identification Cards

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

# Parking on Campus

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

# Access to Campus Facilities

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

# Campus Safety & Security

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

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

## Human Subjects Research

Institutional Review Board

Procedure for the Ethical Review of Research Projects Involving Human Participants

### Purpose

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

### Do class or student projects need to be reviewed?

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

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

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

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

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

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

Contact the NVU-Johnson IRB chair

Contact the NVU-Lyndon IRB chair

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

## **Expenses & Financial Aid**

### **Tuition and Fees**

Tuition, fees, and the withdrawal reimbursement schedule printed in this graduate catalog are for the 2019-2020 academic year and are subject to change. Check with the Student Financial Services Office or Office of Academic Affairs for further information.

Graduate Tuition:\*

Vermont Residents:	\$605/credit
Non-Residents:	\$881/credit

Graduate students in the Leadership Studies (M.A.) online program pay \$588 per credit, no matter where they live.

Graduate students in the Clinical Mental Health Counseling (M.S.) program pay the in-state rate of \$605 per credit, no matter where they attend.

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

### **Financial Aid**

## **Federal Direct Unsubsidized Loans**

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

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

## **Federal Direct Unsubsidized Student Loans**

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

## **Graduate Direct PLUS Loans**

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

## **M.A. in Education Scholarships**

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

## **Satisfactory Academic Progress, GPA & PACE Requirements**

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

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

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

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

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

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

### **Veterans' Benefits**

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

## **Veterans Benefits and Transitions Act**

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

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

## **Academic Regulations & Requirements**

### **Registration**

#### **Degree-Seeking Students**

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

#### **Non-degree Students**

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

### **Class Attendance**

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

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

### **Adding, Dropping & Withdrawing from Courses**

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

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

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

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

### **Auditing Courses**

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

### **Plan of Study**

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

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

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

### **Grading**

## **Passing Grades**

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

## **Incompletes**

A grade of Incomplete (I) will be given to work of satisfactory quality in a course when the full amount of required work has not been completed because of illness or other reasons beyond the control of the student. It cannot be used instead of a failing grade

in situations involving a student's lack of ability or negligence. The student has until the seventh week of the next regular semester (excluding the summer semester) to complete the work, although the instructor may impose a shorter deadline. This mid-semester deadline applies regardless of whether the student is enrolled during the semester.

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

## Grade Changes

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

- Requests for grade changes (except changes from "I") must be submitted prior to one year after the end of the semester in which the course was taken.
- All changes of grade, including those requested by the instructor, must be approved by either the Registrar or the Academic Standards Committee of the Faculty Assembly. See official Change of Grade form for details.
- When clerical errors in the recording of grades are discovered, the Registrar is to make the appropriate grade correction and notify the student and the instructor.

## Not Graded Work

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

## Calculating Your GPA

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

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

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

### Repeat Course Option

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

### **Academic Honesty**

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

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

1. Plagiarism consists of offering as one's own work the words, ideas, or arguments of another person, without appropriate attribution by quotation, reference or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgment and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer.
2. Buying or commissioning term papers, essays or comparable documents and submitting them as one's own.
3. Communicating during an examination session with the intent of copying from or supplying information to another student.
4. Receiving aid in taking examinations through such means as "crib sheets" or other supplementary notes, excepting sources permitted by the instructor.
5. Soliciting or obtaining an examination or portions thereof either prior or subsequent to an examination session except as authorized by the instructor.
6. Substituting for another student at an examination session.
7. Knowingly and actively assisting any person committing an act of academic dishonesty.
8. Altering, changing or forging college academic records, for either oneself or another.
9. Infringing on the rights of other students for fair and equal access to university library materials and other academic resources.
10. Deliberately attempting to prevent other users from having access to the college's computers, computer terminals or other resources, or to degrade the performance of computer equipment.

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

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

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

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

## **Disciplinary Sanctions**

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



## **Academic Standing**

### **Good Academic Standing**

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

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

### **Academic Probation**

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

### **Academic Dismissal**

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

### **Academic Early Dismissal**

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

### **Appeal of Academic Dismissal**

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

### **Readmission after Academic Dismissal**

Readmission prior to start of subsequent semester:

A student may request consideration for readmission in writing within the designated time frame state in the dismissal letter. Such requests are addressed to and acted upon by the Academic Status Committee (NVU-Lyndon) or the Graduate Committee

(NVU-Johnson). If readmitted to study, the student may not register for more than two (2) courses during the semester they are readmitted; and must confirm their registration in courses with the appropriate department chairperson. Appeals of negative decisions are made to the Provost, who may or may not hear the appeal, or who may appoint a designee to hear the appeal.

Readmission one or more semesters after dismissal:

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

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

### **Exit & Leave of Absence**

## **Leave of Absence**

Students in good academic standing who wish to interrupt their studies for up to one year may request a leave of absence by submitting an electronic "Student Exit Notification and Leave of Absence" form via the NVU Portal. The leave is not official until the request is approved by the Registrar. In special circumstances, the Leave of Absence may be extended by the university beyond the approved period.

## **Exiting from the University**

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

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

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

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

### **Process for Exiting:**

- A. Students seeking to exit voluntarily from the university must present a properly completed exit form to the Registrar's Office for approval. After acceptance of the exit, the Registrar's Office will, as soon as feasible, inform the student's academic advisor, instructors, and all appropriate administrative offices of the exit.
- B. The official date of exit is determined as follows:
  1. The Registrar will determine the official date of exit based on the date the exit form is submitted.
  2. If the student leaves the university without notification (that is, if the student does not exit officially), the last recorded date of class attendance by the student, as documented by the university, may be used as the official date of exit.
- C. Failure to exit officially will lead to grades of F (or NC or NP) in all courses, as appropriate.
- D. If the date of exit is:
  1. Within the first week of classes: no record will appear on the transcript; student will be considered as not having attended, for purposes of the academic record.

2. Within the second through the third week of classes, the transcript:
    - i. Will not indicate the courses of registration;
    - ii. Will indicate the date of exit.
  3. After the end of the third week of classes and up until the end of the ninth week of classes, the transcript will indicate the date of exit, the courses of registration, and a grade of W in those courses.
  4. After the first nine weeks of the semester:
    - i. Students may exit from the university without any academic penalty only by intervention of the Provost and only after they present to the Provost satisfactory evidence that they must exit for unusual and compelling reasons. Such reasons shall normally be limited to those of mental or physical ill health, and evidence must include a signed statement of a physician or other person accepted by the university as qualified to make such a judgment;
    - ii. The decision to grant the late exit will be made by the Provost and Dean of Student Affairs with the right to appeal to the Graduate Committee on the NVU-Johnson campus or the Academic Status Committee on the NVU-Lyndon campus;
    - iii. The transcript will indicate the date of exit, the courses of registration, and a grade of W in those courses.
- E. Adjustments for tuition and fees will be based upon the date a completed exit form is validated by the Registrar. Financial aid may also be adjusted based on the exit date.

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

Exceptions:

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

## **Involuntary Exit**

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

## **Readmission after Leave of Absence**

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

## **Readmission after Exiting**

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

### **Appeal of Academic Policies**

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

### **Time Limit to Complete a Graduate Degree**

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

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

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

### **Graduation**

## **Graduation Requirements**

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

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

In order to graduate, students must:

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

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

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

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

## **Conferral of Degrees**

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

## **Participation in Commencement**

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

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

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

### **Transcript Requests**

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

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

## **Campus Life**

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

## **Samuel Read Hall Library**

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

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

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

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

### **Library Mission**

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

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

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

## **The Learning Commons**

### Academic Support Center

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

### **Student Academic Development**

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

### **Student Disability Services**

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

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

## Writing Center

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

## Advising Resources

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

## Career Services

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

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

## Information Technology Services

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

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

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

# Academic Services

## Veterans Affairs

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

## Student Services Office

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

## Student Affairs

## Health Services

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

## Personal Counseling

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

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

## Services for Commuters

Commuting students will find that Lyndon is committed to working with them—individually and as a group—to help enrich their college experiences. Commuting students can often be found working on group assignments or socializing in a variety of settings offering WiFi access including Vail's Student Center, the library, and the lounge in the Harvey Academic Center. Also, monthly



nontraditional learner lunches are a means for commuting adults to share their experiences. Commuter meal tickets, usable in either the snack bar or the dining hall, are handy resources for them. Commuters and their families are encouraged to use college facilities like the pool and attend on-campus entertainment. Finally to avoid unnecessary travel, commuters can find out about cancelled classes by calling 626-6767.

## **Emergency Messages to Students**

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

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

## **Campus Activities Board**

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

## **Twilight Players**

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

## **Sports**

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

## **The Bookstore**

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

## **The LSC Alumni Association**

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

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

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

## Rights and Responsibilities

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

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

## Degree Program Overviews

### Graduate Course Work & Faculty

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

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

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

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

### NVU-Johnson Graduate Programs

- Counseling: Addictions (M.A.)
- Counseling: Clinical Mental Health (M.A.)
- Counseling: School Counseling (M.A.)
- Counseling: General (M.A.)

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

#### **NVU-Johnson Certificate of Advanced Graduate Studies**

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

#### **NVU-Lyndon Graduate Programs**

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

#### **M.Ed. (Lyndon)**

##### **Action Research**

To complete a M.Ed., students must design, conduct, and present the results of an Action Research Project. This project is typically the culmination of the M.Ed. program and is a part of EDU 6945 Action Research Practicum, one of the Core Courses. Students planning to conduct Action Research must submit a copy of their research proposal to the LSC Institutional Review Board for Human Subject Research (IRB). (See Human Subjects Research Policy.)

##### **Additional Certificate Programs**

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

#### **Graduate School Faculty**

##### **NVU-Johnson**

##### Counseling Program

Dr. Kimberly Donovan

Dr. Gina Mireault

Dr. Daniel Weigel

### Education Program

Dr. Kathleen Brinegar

Dr. Audrey Hoffmann

Dr. David McGough

Dr. Hannah Miller

Dr. Robert Schulze

### Studio Arts Program

Mr. Kenneth Leslie

Dr. Mary Martin

Mr. John Miller

### **NVU-Lyndon**

Dr. Ai Kamei

Dr. Alan Giese

Dr. Alexandre Strokanov

Dr. Alison Lathrop

Dr. Andrea Luna

Dr. Benjamin Mirkin

Mr. Chandler Gilman

Dr. Daisy McCoy

Dr. David Johnston

Dr. Elaine Razzano

Ms. Kristi Castleberry

Ms. Meaghan Meachem

Dr. Philip Parisi

Dr. Tara Fortner

## **Academic Programs (A-Z)**

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

- O = Online Programs

## Master of Education

### Master of Education (M.Ed.) - L

Students in the Master of Education program may choose from among several concentrations including

- Curriculum and Instruction designed for those interested in furthering their study of issues with specialization in a content area of study or Literacy K-12
- Special Education
- Initial Licensure Programs in Elementary Education
- Educational Technology

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

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

Student pursuing the M.Ed. Curriculum and Instruction are required to take the following core courses:

### M.Ed. Core Courses

Required core courses (17 - 18 credits):

- EDU 6540 - Advanced Studies in Learning Theory **Credit(s): 3**
- EDU 6550 - Foundations and Issues in Education **Credit(s): 3**
- EDU 6565 - Curriculum Development and Management **Credit(s): 3**
- EDU 6490 - Technology for Educators **Credit(s): 3**  
Note: EDU 6490 required for Educational Technology Concentration  
OR
- EDU 5480 - Science and Technology **Credit(s): 3**  
Note: EDU-5480 required for Initial Licensure - Elementary Education Concentration
- EDU 6570 - Research Methods **Credit(s): 3**
- EDU 6890 - Research Practicum/Final Project **Credit(s): 2-3**

### Curriculum and Instruction Concentration

The M.Ed. in Curriculum & Instruction concentration is designed to provide students with in-depth study of curriculum and instruction, contemporary issues, a critical perspective for evaluating these and future developments, and to empower students as advocates for best practice in education.

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

Minimum credits required for program: 36

In addition to the required core courses (16 - 18 credits), take:

- Elective coursework approved by advisor 18 - 20 credits

## Specialization in Content Area Concentration

Students can pursue advanced content area in English/language arts, mathematics, social studies, and/or science at Lyndon. This specialization enables a student to more deeply explore a focused area of interest.

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

Minimum credits required for program: 36

In addition to the required core courses (16 - 18 credits), take:

- Elective coursework approved by advisor 18 - 20 credits

## Special Education Concentration

The Special Education concentration is for educators who currently hold licensure in special education or who seek to further their understanding of this complex field. The degree program provides an opportunity for students to develop a Plan of Study that focuses on a broad exploration of the field or an in-depth study of topics such as learning disabilities, behavior management, or assessment.

Minimum credits required for program: 36

In addition to the required core courses (16 - 18 credit hours), take\*:

\*(Students who have taken these courses as undergraduates at Lyndon State College or Northern Vermont University may substitute other special education courses for these requirements.)

- EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities **Credit(s): 3**
- EDU 5470 - Reading Disabilities I **Credit(s): 3**
- EDU 5115 - Teaching Students w/Special Needs - Secondary Emphasis **Credit(s): 3**  
OR
- EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis **Credit(s): 3**
- EDU 5450 - Assessment of Exceptional Students **Credit(s): 3**

In addition to the above, take 8 credits of elective coursework approved by advisor

## Initial Licensure - Elementary Concentration

Those wishing to pursue Initial Licensure - Elementary Education Concentration at the graduate level must:

- Be admitted to the graduate program;
- Have a liberal studies major or its equivalent with a “B” average in the liberal studies courses (Those interested in this option should meet with the graduate advisor to determine whether additional liberal studies courses are required to satisfy the Highly Qualified Teacher requirements.);
- Pass both Praxis I and II. Praxis I and II should be taken early in the program because passing scores are required to enroll in the Internship.

Minimum credits required for the program: 40

In addition to the required core courses (and the liberal studies requirement), take:

- EDU 5350 - Child Development **Credit(s): 3**  
OR PSY-3050 Child Development
- EDU 5223 - Differentiating Instruction, Assessment, and Special Education Law **Credit(s): 3**
- EDU 5310 - Reading and Language Arts **Credit(s): 3**
- EDU 6190 - Mathematics in the Elementary Classroom **Credit(s): 3**
- EDU 5380 - Social Studies Methods **Credit(s): 2**
- EDU 5135 - Developing a Positive Classroom Climate **Credit(s): 2**
- EDU 5190 - Observation and Participation **Credit(s): 1**  
Required only for students in the initial licensure concentration without documentation of 60 hours of observation.
- EDU 6850 - Elementary Teaching Internship **Credit(s): 6**

## Educational Technology Concentration

Choose a minimum of 18 credits from the following:

- EDU 6135 - Legal and Ethical Issues in Education **Credit(s): 3**
- EDU 6485 - Technology for Educational Assessment **Credit(s): 3**
- EDU 6495 - Tools of Educational Technology **Credit(s): 3**
- EDU 6435 - Change Management **Credit(s): 3**
- EDU 6487 - Business of Educational Technology **Credit(s): 3**
- DES 5030 - Fundamentals of Web Design **Credit(s): 3**
- EDU 6710 - Special Topics in Educational Technology **Credit(s): 1-3**

## Master of Arts in Liberal Studies

### Master of Arts in Liberal Studies (MALS) - L

## Content Area

A logical selection of courses in the student's area of interest (e.g.: Literature and Cultural Studies, History, Mathematics, Natural Science, Sociology/Anthropology, Creative Writing, Global Studies, Environmental Studies).

36 credits: Program of study to be designed in consultation with an academic advisor in the content area.

#### Guidelines:

- At least 9 credits of research seminars at the graduate level
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies

# Interdisciplinary

A logical selection of courses combining disciplines in the student's areas of interest.

36 credits: 24 in a primary area, 12 in a secondary area; program of study to be designed in consultation with an academic advisor in the primary area.

Guidelines:

- At least 9 credits of research seminars at the graduate level
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies

# Multidisciplinary

A logical selection of courses across multiple disciplines in the student's areas of interest.

36 credits, balanced across a minimum of three disciplines with a minimum of 9 credits in each; program of study to be designed in consultation with academic advisors in each of the disciplines (one advisor may serve as primary advisor).

Guidelines:

- At least 9 credits of research seminars at the graduate level, with at least one seminar in each of three disciplines
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- Up to three courses (9-12 credits) may be taken at the undergraduate level to incorporate a discipline or field in which the student has limited undergraduate training, with the permission of the relevant academic departments and the Coordinator of Liberal Studies
- The program of study must be clearly and logically defined and must be approved by the relevant academic departments and the Coordinator of Liberal Studies

# Secondary Teaching

A logical selection of courses both in the secondary content area in Curriculum & Instruction or Education.



36 Credits: 24 in the content area, 12 in Curriculum & Instruction or Education (recommended); program of study to be designed in consultation with an academic advisor in the content area, with assistance from a faculty member in Education or Graduate Education.

Guidelines:

- At least 9 credits of research seminars at the graduate level
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies

## **Johnson - Graduate**

### **Counseling: Addictions (M.A.) - J**

#### **Counseling Core Curriculum**

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

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

#### **Additional Requirements: Addiction Counseling Track**

- CSL 5910 - Research Methods **Credit(s): 3 \***
- CSL 6050 - Laboratory Experience II: Treatment Modalities **Credit(s): 3**
- CSL 5710 - Assessment & Treatment of Addictive Disorders **Credit(s): 3**

#### **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.) - J**

### **Counseling Core Curriculum**

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

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

### **Additional Requirements: Clinical Mental Health Counseling Track**

- CSL 5160 - Psychopharmacology **Credit(s): 3**
  - CSL 5910 - Research Methods **Credit(s): 3 \***
  - CSL 6050 - Laboratory Experience II: Treatment Modalities **Credit(s): 3**
  - CSL 6632 - Evaluation & Measurement **Credit(s): 3**
- CSL-Electives: Credit(s): 6 (Students must complete 6 credits of electives. Electives vary from semester to semester. Students should consult with an academic advisor.)

#### **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.) - J**

### **Counseling Core Curriculum**

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

- CSL 5010 - Counseling Theories **Credit(s): 3 \***
- CSL 5011 - Career Counseling **Credit(s): 3**
- CSL 5020 - Counseling in Groups **Credit(s): 3**
- CSL 5030 - Laboratory Experience I **Credit(s): 3 \***

- CSL 5110 - Counseling & Addictive Behaviors **Credit(s): 3**
- CSL 5120 - Family Counseling **Credit(s): 3**
- CSL 5130 - Psychopathology **Credit(s): 3**
- CSL 5140 - Legal & Ethical Issues **Credit(s): 3**
- CSL 5211 - Lifespan Development **Credit(s): 3**
- CSL 5212 - Social & Cultural Foundations **Credit(s): 3**

## Additional Requirements: General Counseling Track

- CSL 5910 - Research Methods **Credit(s): 3 \***
- 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.) - J

### Counseling Core Curriculum

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

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

## 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 5220 - Comprehensive School Counseling **Credit(s): 3**
- CSL 5810 - Fieldwork for School Counseling **Credit(s): 3**

- CSL 6030 - Curriculum & Classroom Management for Counselors **Credit(s): 3**
- CSL 6110 - Counseling Children **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**

## 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.) - J

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 collaboratively 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 **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6390 - Instructional Methods in Applied Behavioral Analysis **Credit(s): 3**
- EDU 5371 - Applied Behavior Analysis I: Introduction to Concepts & Principles **Credit(s): 3**
- EDU 6330 - Evaluating Academic Characteristics **Credit(s): 3**
- EDU 6925 - Ethical Considerations in ABA Principles **Credit(s): 3**
- EDU 6372 - Applied Behavior Analysis II: Fundamentals of Behavioral Assessment & Intervention - J **Credit(s): 3**
- EDU 6150 - Research Methods in Applied Behavior Analysis **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 6373 - Applied Behavior Analysis III: Advanced Applications & Ethics **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

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

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

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

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

## Required Courses

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

Eligible for licensure endorsement: 44 credits

## Additional Courses

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

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

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

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

## Required Courses

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

Eligible for licensure endorsement: 38 credits

## Additional Courses

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

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

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

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

## Required Courses

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

Eligible for licensure endorsement: 35 credits

## Additional Courses

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

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

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

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

## Required Courses for Endorsement

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

Eligible for licensure endorsement: 35 credits

## Additional Courses

- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU-Elective Credit(s): 3

- EDU 6920 - Education Research **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

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

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

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

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

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

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

### **Required Courses**

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

M.A. in Education: 36 credits

## **Education: Special Education (M.A.) - J**



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

## Required Courses

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

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

## Leadership Studies (M.A.) - O

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

### Objectives:

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

## Required Core Courses

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

## Studio Arts (M.F.A.) - J

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

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

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

## Core Requirements for All MFA Studio Arts Students

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

Total: 12 credits

## Course Requirements for Low-Residency Option

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

Total: 48 credits

## Course Requirements for Campus-Based Option

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

Total: 48 credits

Total: 60 credits

## Johnson-Certificate of Advanced Graduate Studies

### **Certificate of Advanced Graduate Study: Applied Behavior Analysis - J**

NVU-Johnson 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 **Credit(s): 3**
- EDU 6150 - Research Methods in Applied Behavior Analysis **Credit(s): 3**
- EDU 6372 - Applied Behavior Analysis II: Fundamentals of Behavioral Assessment & Intervention - J **Credit(s): 3**
- EDU 6373 - Applied Behavior Analysis III: Advanced Applications & Ethics **Credit(s): 3**
- EDU 6390 - Instructional Methods in Applied Behavioral Analysis **Credit(s): 3**
- EDU 6925 - Ethical Considerations in ABA Principles **Credit(s): 3**

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

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

## **Clinical Mental Health Counseling-Weekend Intensive (M.S.)**

## **Clinical Mental Health Counseling (M.S.): Integrated Mental Health & Addictions Treatment for Adults - J**

### Clinical Mental Health Counseling (M.S.) Program Overview

## **NVU-Johnson Graduate Program in Clinical Mental Health Counseling (M.S.)**

### **Mission**

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

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

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

### **Options**

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

- Children, Youth, and Families
- Adults
- **Professional Development/Continuing Education course work**

## **Curriculum**

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

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

The program was also the seed organization for the Vermont Cooperative for Practice Improvement and Innovation ([www.vtcp.org](http://www.vtcp.org)), now a membership-driven Cooperative focused on practice improvement in mental health and addictions.

## **Weekend Format and Field Experience**

The Master's program begins with an Orientation, during which students develop individual professional development plans. Subsequent classes meet one weekend per month, for 12 months of the year. Three-credit courses typically last eight weeks and involve two full weekends of instruction. Students continue their learning online and at home through readings, written assignments, other course materials, and application in their internship and work settings.

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

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

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

Now, at Northern Vermont University, the Master of Science requirements, curriculum and course work will remain the same for all students in current cohorts, who began the PCMH program prior to or within the cohorts in the 2018-19 academic year. For future cohorts of students, PCMH and the current Master of Arts in Counseling at Northern Vermont University will align course work and degree requirements. The curriculum and course work will continue to be designed to meet the educational requirements for licensure as a Clinical Mental Health or Professional Counselor in the states in which the program is offered, and to include content that also prepares graduates to pursue licensure or certification as Substance Use Disorder counselors.

The Collaboration among these two programs (M.A. and M.S. in Counseling) and the Vermont Cooperative for Practice Improvement and Innovation, offers significant opportunities for expanding the options for mental health, counseling and

addictions studies, within the excellent current constellation of undergraduate, graduate and professional development offerings at Northern Vermont University.

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

- CMH 5005 - Orientation **Credit(s): 0**
- CMH 6005 - Overview of Clinical Mental Health & Substance Abuse Counseling **Credit(s): 3**
- CMH 6105 - Helping Relationships & Clinical Counseling Techniques **Credit(s): 3**
- CMH 6805 - Diagnosis, Assessment, & Psychopathology **Credit(s): 3**
- CMH 6215 - Treatment Planning for Clinical Mental Health & Substance Abuse Counselors **Credit(s): 3**
- CMH 6155 - Practicum **Credit(s): 1**
- CMH 6505 - Internship I **Credit(s): 3**
- CMH 6625 - Internship II **Credit(s): 3**
- CMH 6655 - Program Evaluation and Systems Research **Credit(s): 3**
- CMH 6665 - Professional Counseling Orientation & Ethics **Credit(s): 3**
- CMH 6825 - Human Growth & Development **Credit(s): 3**
- CMH 6705 - Organizational Leadership and Systems Change **Credit(s): 3**
- CMH 6755 - Mental Health, Addictions, & Family Systems **Credit(s): 3**
- CMH 6765 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan **Credit(s): 3**
- CMH 6905 - Masters Project **Credit(s): 2**
- CMH 6885 - Clinical Counseling Theories **Credit(s): 3**
- CMH 6835 - Group Process **Credit(s): 3**
- CMH 6055 - Measurement & Testing **Credit(s): 3**
- CMH 6855 - Social and Cultural Foundations **Credit(s): 3**
- CMH 6865 - Career and Lifestyle Development **Credit(s): 3**
- CMH 6635 - Internship III **Credit(s): 3**

## Integrated Mental Health & Addictions Treatment for Adults Specialization

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

Total: 66 credits

## **Clinical Mental Health Counseling (M.S.): Integrated Mental Health & Addictions Treatment for Children, Youth, & Families - J**

Clinical Mental Health Counseling (M.S.) Program Overview

## **NVU-Johnson Graduate Program in Clinical Mental Health Counseling (M.S.)**

## **Mission**

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

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

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

## **Options**

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

## **Curriculum**

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

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

The program was also the seed organization for the Vermont Cooperative for Practice Improvement and Innovation ([www.vtcpi.org](http://www.vtcpi.org)), now a membership-driven Cooperative focused on practice improvement in mental health and addictions.

## Weekend Format and Field Experience

The Master's program begins with an Orientation, during which students develop individual professional development plans. Subsequent classes meet one weekend per month, for 12 months of the year. Three-credit courses typically last eight weeks and involve two full weekends of instruction. Students continue their learning online and at home through readings, written assignments, other course materials, and application in their internship and work settings.

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

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

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

Now, at Northern Vermont University, the Master of Science requirements, curriculum and course work will remain the same for all students in current cohorts, who began the PCMH program prior to or within the cohorts in the 2018-19 academic year. For future cohorts of students, PCMH and the current Master of Arts in Counseling at Northern Vermont University will align course work and degree requirements. The curriculum and course work will continue to be designed to meet the educational requirements for licensure as a Clinical Mental Health or Professional Counselor in the states in which the program is offered, and to include content that also prepares graduates to pursue licensure or certification as Substance Use Disorder counselors.

The Collaboration among these two programs (M.A. and M.S. in Counseling) and the Vermont Cooperative for Practice Improvement and Innovation, offers significant opportunities for expanding the options for mental health, counseling and addictions studies, within the excellent current constellation of undergraduate, graduate and professional development offerings at Northern Vermont University.

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

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



- CMH 6905 - Masters Project **Credit(s): 2**
- CMH 6885 - Clinical Counseling Theories **Credit(s): 3**
- CMH 6835 - Group Process **Credit(s): 3**
- CMH 6055 - Measurement & Testing **Credit(s): 3**
- CMH 6855 - Social and Cultural Foundations **Credit(s): 3**
- CMH 6865 - Career and Lifestyle Development **Credit(s): 3**
- CMH 6635 - Internship III **Credit(s): 3**

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

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

Total: 66 credits

## **Academic Programs by Department**

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

# **Northern Vermont University**

## **Northern Vermont University**

### **Master of Arts in Liberal Studies (MALS) - L**

## **Content Area**

A logical selection of courses in the student's area of interest (e.g.: Literature and Cultural Studies, History, Mathematics, Natural Science, Sociology/Anthropology, Creative Writing, Global Studies, Environmental Studies).

36 credits: Program of study to be designed in consultation with an academic advisor in the content area.

#### Guidelines:

- At least 9 credits of research seminars at the graduate level
- One masters-level research/analysis project of at least one semester

and a minimum of 3 credits

- The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies

## Interdisciplinary

A logical selection of courses combining disciplines in the student's areas of interest.

36 credits: 24 in a primary area, 12 in a secondary area; program of study to be designed in consultation with an academic advisor in the primary area.

### Guidelines:

- At least 9 credits of research seminars at the graduate level
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies

## Multidisciplinary

A logical selection of courses across multiple disciplines in the student's areas of interest.

36 credits, balanced across a minimum of three disciplines with a minimum of 9 credits in each; program of study to be designed in consultation with academic advisors in each of the disciplines (one advisor may serve as primary advisor).

### Guidelines:

- At least 9 credits of research seminars at the graduate level, with at least one seminar in each of three disciplines
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- Up to three courses (9-12 credits) may be taken at the undergraduate level to incorporate a discipline or field in which the student has limited undergraduate training, with the permission of the relevant academic departments and the Coordinator of Liberal Studies
- The program of study must be clearly and logically defined and must be approved by the relevant academic departments and the Coordinator of Liberal Studies

# Secondary Teaching

A logical selection of courses both in the secondary content area in Curriculum & Instruction or Education.

36 Credits: 24 in the content area, 12 in Curriculum & Instruction or Education (recommended); program of study to be designed in consultation with an academic advisor in the content area, with assistance from a faculty member in Education or Graduate Education.

## Guidelines:

- At least 9 credits of research seminars at the graduate level
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies

# Lyndon - Education

## Master of Education (M.Ed.) - L

Students in the Master of Education program may choose from among several concentrations including

- Curriculum and Instruction designed for those interested in furthering their study of issues with specialization in a content area of study or Literacy K-12
- Special Education
- Initial Licensure Programs in Elementary Education
- Educational Technology

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

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

Student pursuing the M.Ed. Curriculum and Instruction are required to take the following core courses:

## M.Ed. Core Courses

Required core courses (17 - 18 credits):

- EDU 6540 - Advanced Studies in Learning Theory **Credit(s): 3**
- EDU 6550 - Foundations and Issues in Education **Credit(s): 3**
- EDU 6565 - Curriculum Development and Management **Credit(s): 3**

- EDU 6490 - Technology for Educators **Credit(s): 3**  
Note: EDU 6490 required for Educational Technology Concentration  
OR
- EDU 5480 - Science and Technology **Credit(s): 3**  
Note: EDU-5480 required for Initial Licensure - Elementary Education Concentration
- EDU 6570 - Research Methods **Credit(s): 3**
- EDU 6890 - Research Practicum/Final Project **Credit(s): 2-3**

## Curriculum and Instruction Concentration

The M.Ed. in Curriculum & Instruction concentration is designed to provide students with in-depth study of curriculum and instruction, contemporary issues, a critical perspective for evaluating these and future developments, and to empower students as advocates for best practice in education.

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

Minimum credits required for program: 36

In addition to the required core courses (16 - 18 credits), take:

- Elective coursework approved by advisor 18 - 20 credits

## Specialization in Content Area Concentration

Students can pursue advanced content area in English/language arts, mathematics, social studies, and/or science at Lyndon. This specialization enables a student to more deeply explore a focused area of interest.

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

Minimum credits required for program: 36

In addition to the required core course (16 - 18 credits), take:

- Elective coursework approved by advisor 18 - 20 credits

## Special Education Concentration

The Special Education concentration is for educators who currently hold licensure in special education or who seek to further their understanding of this complex field. The degree program provides an opportunity for students to develop a Plan of Study that focuses on a broad exploration of the field or an in-depth study of topics such as learning disabilities, behavior management, or assessment.

Minimum credits required for program: 36

In addition to the required core courses (16 - 18 credit hours), take\*:

\*(Students who have taken these courses as undergraduates at Lyndon State College or Northern Vermont University may substitute other special education courses for these requirements.)

- EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities **Credit(s): 3**

- EDU 5470 - Reading Disabilities I **Credit(s): 3**
- EDU 5115 - Teaching Students w/Special Needs - Secondary Emphasis **Credit(s): 3**  
OR
- EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis **Credit(s): 3**
- EDU 5450 - Assessment of Exceptional Students **Credit(s): 3**  
In addition to the above, take 8 credits of elective coursework approved by advisor

## Initial Licensure - Elementary Concentration

Those wishing to pursue Initial Licensure - Elementary Education Concentration at the graduate level must:

- Be admitted to the graduate program;
- Have a liberal studies major or its equivalent with a “B” average in the liberal studies courses (Those interested in this option should meet with the graduate advisor to determine whether additional liberal studies courses are required to satisfy the Highly Qualified Teacher requirements.);
- Pass both Praxis I and II. Praxis I and II should be taken early in the program because passing scores are required to enroll in the Internship.

Minimum credits required for the program: 40

In addition to the required core courses (and the liberal studies requirement), take:

- EDU 5350 - Child Development **Credit(s): 3**  
OR PSY-3050 Child Development
- EDU 5223 - Differentiating Instruction, Assessment, and Special Education Law **Credit(s): 3**
- EDU 5310 - Reading and Language Arts **Credit(s): 3**
- EDU 6190 - Mathematics in the Elementary Classroom **Credit(s): 3**
- EDU 5380 - Social Studies Methods **Credit(s): 2**
- EDU 5135 - Developing a Positive Classroom Climate **Credit(s): 2**
- EDU 5190 - Observation and Participation **Credit(s): 1**  
Required only for students in the initial licensure concentration without documentation of 60 hours of observation.
- EDU 6850 - Elementary Teaching Internship **Credit(s): 6**

## Educational Technology Concentration

Choose a minimum of 18 credits from the following:

- EDU 6135 - Legal and Ethical Issues in Education **Credit(s): 3**
- EDU 6485 - Technology for Educational Assessment **Credit(s): 3**
- EDU 6495 - Tools of Educational Technology **Credit(s): 3**
- EDU 6435 - Change Management **Credit(s): 3**
- EDU 6487 - Business of Educational Technology **Credit(s): 3**
- DES 5030 - Fundamentals of Web Design **Credit(s): 3**
- EDU 6710 - Special Topics in Educational Technology **Credit(s): 1-3**

## Lyndon - English

## **Lyndon - Mathematics**

## **Lyndon - Mountain Recreation Management**

## **Lyndon - Science**

## **Lyndon - Science Education**

## **Lyndon - Visual Arts**

## **Education - Johnson**

### **Certificate of Advanced Graduate Study: Applied Behavior Analysis - J**

NVU-Johnson 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 **Credit(s): 3**
- EDU 6150 - Research Methods in Applied Behavior Analysis **Credit(s): 3**
- EDU 6372 - Applied Behavior Analysis II: Fundamentals of Behavioral Assessment & Intervention - J **Credit(s): 3**
- EDU 6373 - Applied Behavior Analysis III: Advanced Applications & Ethics **Credit(s): 3**
- EDU 6390 - Instructional Methods in Applied Behavioral Analysis **Credit(s): 3**
- EDU 6925 - Ethical Considerations in ABA Principles **Credit(s): 3**

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

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

### **Education: Applied Behavior Analysis (M.A.) - J**

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 **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6390 - Instructional Methods in Applied Behavioral Analysis **Credit(s): 3**
- EDU 5371 - Applied Behavior Analysis I: Introduction to Concepts & Principles **Credit(s): 3**
- EDU 6330 - Evaluating Academic Characteristics **Credit(s): 3**
- EDU 6925 - Ethical Considerations in ABA Principles **Credit(s): 3**
- EDU 6372 - Applied Behavior Analysis II: Fundamentals of Behavioral Assessment & Intervention - J **Credit(s): 3**
- EDU 6150 - Research Methods in Applied Behavior Analysis **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 6373 - Applied Behavior Analysis III: Advanced Applications & Ethics **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

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

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

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

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

## Required Courses

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

- EDU 6330 - Evaluating Academic Characteristics **Credit(s): 3**
- EDU 6095 - Literacy Intervention **Credit(s): 3**
- EDU 5039 - Language, Culture & Education **Credit(s): 3**
- EDU 6011 - Integrating Elementary Methods **Credit(s): 4**
- EDU 6730 - Special Education Practices & Procedures **Credit(s): 3**
- EDU 6465 - Strategies of Inclusive Practice **Credit(s): 3**
- EDU 6850 - Elementary Internship: Student Teaching **Credit(s): 6**
- EDU 6970 - Graduate Capstone Seminar **Credit(s): 3**

Eligible for licensure endorsement: 44 credits

### Additional Courses

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

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

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

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

### Required Courses

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

Eligible for licensure endorsement: 38 credits



## Additional Courses

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

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

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

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

## Required Courses

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

Eligible for licensure endorsement: 35 credits

## Additional Courses

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

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

## **Education: Curriculum & Instruction, Unified Arts (M.A.) - J**

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

### **Required Courses for Endorsement**

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

Eligible for licensure endorsement: 35 credits

### **Additional Courses**

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

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

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

Previously earned credits will be recognized and accepted in transfer from cohesive and complete programs of study that have been granted graduate-level credit through an accredited Institution of Higher Education (IHE), but that do not lead to an M.A. or

equivalent graduate credential in the sponsoring IHE. Examples of existing programs which are offered by the VT Higher Education Collaborative include, but are not limited to:

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

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

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

### **Required Courses**

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

M.A. in Education: 36 credits

## **Education: Special Education (M.A.) - J**

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

### **Required Courses**

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**

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

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

## Behavioral Sciences - Johnson

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

## Requirements

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

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

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

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

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

# Extension Courses

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

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

# Admission

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

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

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

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

# Advancement to Candidacy

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

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

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

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

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

# Personal Growth Experience

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

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

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

## **Internship**

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

## **Learning Outcomes**

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

## **Clinical Mental Health Counseling (M.S.): Integrated Mental Health & Addictions Treatment for Adults - J**

### **Clinical Mental Health Counseling (M.S.) Program Overview**

## **NVU-Johnson Graduate Program in Clinical Mental Health Counseling (M.S.)**

### **Mission**

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

addictions, and a commitment to leadership, systems change and advocacy within the profession, the community, and the larger society.

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

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

### **Options**

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

### **Curriculum**

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

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

The program was also the seed organization for the Vermont Cooperative for Practice Improvement and Innovation ([www.vtcpi.org](http://www.vtcpi.org)), now a membership-driven Cooperative focused on practice improvement in mental health and addictions.

### **Weekend Format and Field Experience**

The Master's program begins with an Orientation, during which students develop individual professional development plans. Subsequent classes meet one weekend per month, for 12 months of the year. Three-credit courses typically last eight weeks and involve two full weekends of instruction. Students continue their learning online and at home through readings, written assignments, other course materials, and application in their internship and work settings.

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

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

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

Now, at Northern Vermont University, the Master of Science requirements, curriculum and course work will remain the same for all students in current cohorts, who began the PCMH program prior to or within the cohorts in the 2018-19 academic year. For future cohorts of students, PCMH and the current Master of Arts in Counseling at Northern Vermont University will align course work and degree requirements. The curriculum and course work will continue to be designed to meet the educational requirements for licensure as a Clinical Mental Health or Professional Counselor in the states in which the program is offered, and to include content that also prepares graduates to pursue licensure or certification as Substance Use Disorder counselors.

The Collaboration among these two programs (M.A. and M.S. in Counseling) and the Vermont Cooperative for Practice Improvement and Innovation, offers significant opportunities for expanding the options for mental health, counseling and addictions studies, within the excellent current constellation of undergraduate, graduate and professional development offerings at Northern Vermont University.

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

- CMH 5005 - Orientation **Credit(s): 0**
- CMH 6005 - Overview of Clinical Mental Health & Substance Abuse Counseling **Credit(s): 3**
- CMH 6105 - Helping Relationships & Clinical Counseling Techniques **Credit(s): 3**
- CMH 6805 - Diagnosis, Assessment, & Psychopathology **Credit(s): 3**
- CMH 6215 - Treatment Planning for Clinical Mental Health & Substance Abuse Counselors **Credit(s): 3**
- CMH 6155 - Practicum **Credit(s): 1**
- CMH 6505 - Internship I **Credit(s): 3**
- CMH 6625 - Internship II **Credit(s): 3**
- CMH 6655 - Program Evaluation and Systems Research **Credit(s): 3**
- CMH 6665 - Professional Counseling Orientation & Ethics **Credit(s): 3**
- CMH 6825 - Human Growth & Development **Credit(s): 3**
- CMH 6705 - Organizational Leadership and Systems Change **Credit(s): 3**
- CMH 6755 - Mental Health, Addictions, & Family Systems **Credit(s): 3**
- CMH 6765 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan **Credit(s): 3**
- CMH 6905 - Masters Project **Credit(s): 2**
- CMH 6885 - Clinical Counseling Theories **Credit(s): 3**
- CMH 6835 - Group Process **Credit(s): 3**
- CMH 6055 - Measurement & Testing **Credit(s): 3**
- CMH 6855 - Social and Cultural Foundations **Credit(s): 3**
- CMH 6865 - Career and Lifestyle Development **Credit(s): 3**
- CMH 6635 - Internship III **Credit(s): 3**

## Integrated Mental Health & Addictions Treatment for Adults Specialization



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

Total: 66 credits

## **Clinical Mental Health Counseling (M.S.): Integrated Mental Health & Addictions Treatment for Children, Youth, & Families - J**

Clinical Mental Health Counseling (M.S.) Program Overview

### **NVU-Johnson Graduate Program in Clinical Mental Health Counseling (M.S.)**

#### **Mission**

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

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

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

#### **Options**

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

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

### **Curriculum**

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

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

The program was also the seed organization for the Vermont Cooperative for Practice Improvement and Innovation ([www.vtcpi.org](http://www.vtcpi.org)), now a membership-driven Cooperative focused on practice improvement in mental health and addictions.

### **Weekend Format and Field Experience**

The Master's program begins with an Orientation, during which students develop individual professional development plans. Subsequent classes meet one weekend per month, for 12 months of the year. Three-credit courses typically last eight weeks and involve two full weekends of instruction. Students continue their learning online and at home through readings, written assignments, other course materials, and application in their internship and work settings.

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

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

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

Now, at Northern Vermont University, the Master of Science requirements, curriculum and course work will remain the same for all students in current cohorts, who began the PCMH program prior to or within the cohorts in the 2018-19 academic year. For future cohorts of students, PCMH and the current Master of Arts in Counseling at Northern Vermont University will align course work and degree requirements. The curriculum and course work will continue to be designed to meet the educational requirements for licensure as a Clinical Mental Health or Professional Counselor in the states in which the program is offered, and to include content that also prepares graduates to pursue licensure or certification as Substance Use Disorder counselors.

The Collaboration among these two programs (M.A. and M.S. in Counseling) and the Vermont Cooperative for Practice Improvement and Innovation, offers significant opportunities for expanding the options for mental health, counseling and addictions studies, within the excellent current constellation of undergraduate, graduate and professional development offerings at Northern Vermont University.

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

- CMH 5005 - Orientation **Credit(s): 0**
- CMH 6005 - Overview of Clinical Mental Health & Substance Abuse Counseling **Credit(s): 3**
- CMH 6105 - Helping Relationships & Clinical Counseling Techniques **Credit(s): 3**
- CMH 6805 - Diagnosis, Assessment, & Psychopathology **Credit(s): 3**
- CMH 6215 - Treatment Planning for Clinical Mental Health & Substance Abuse Counselors **Credit(s): 3**
- CMH 6155 - Practicum **Credit(s): 1**
- CMH 6505 - Internship I **Credit(s): 3**
- CMH 6625 - Internship II **Credit(s): 3**
- CMH 6655 - Program Evaluation and Systems Research **Credit(s): 3**
- CMH 6665 - Professional Counseling Orientation & Ethics **Credit(s): 3**
- CMH 6825 - Human Growth & Development **Credit(s): 3**
- CMH 6705 - Organizational Leadership and Systems Change **Credit(s): 3**
- CMH 6755 - Mental Health, Addictions, & Family Systems **Credit(s): 3**
- CMH 6765 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan **Credit(s): 3**
- CMH 6905 - Masters Project **Credit(s): 2**
- CMH 6885 - Clinical Counseling Theories **Credit(s): 3**
- CMH 6835 - Group Process **Credit(s): 3**
- CMH 6055 - Measurement & Testing **Credit(s): 3**
- CMH 6855 - Social and Cultural Foundations **Credit(s): 3**
- CMH 6865 - Career and Lifestyle Development **Credit(s): 3**
- CMH 6635 - Internship III **Credit(s): 3**

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

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

Total: 66 credits

## Counseling: Addictions (M.A.) - J

### Counseling Core Curriculum

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

- CSL 5010 - Counseling Theories **Credit(s): 3 \***
- CSL 5011 - Career Counseling **Credit(s): 3**
- CSL 5020 - Counseling in Groups **Credit(s): 3**
- CSL 5030 - Laboratory Experience I **Credit(s): 3 \***

- CSL 5110 - Counseling & Addictive Behaviors **Credit(s): 3**
- CSL 5120 - Family Counseling **Credit(s): 3**
- CSL 5130 - Psychopathology **Credit(s): 3**
- CSL 5140 - Legal & Ethical Issues **Credit(s): 3**
- CSL 5211 - Lifespan Development **Credit(s): 3**
- CSL 5212 - Social & Cultural Foundations **Credit(s): 3**

## Additional Requirements: Addiction Counseling Track

- CSL 5910 - Research Methods **Credit(s): 3 \***
- CSL 6050 - Laboratory Experience II: Treatment Modalities **Credit(s): 3**
- CSL 5710 - Assessment & Treatment of Addictive Disorders **Credit(s): 3**

### 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.) - J

### Counseling Core Curriculum

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

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

## Additional Requirements: Clinical Mental Health Counseling Track

- CSL 5160 - Psychopharmacology **Credit(s): 3**
- CSL 5910 - Research Methods **Credit(s): 3 \***
- CSL 6050 - Laboratory Experience II: Treatment Modalities **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**

CSL-Electives: Credit(s): 6 (Students must complete 6 credits of electives. Electives vary from semester to semester. Students should consult with an academic advisor.)

## 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.) - J

### Counseling Core Curriculum

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

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

### Additional Requirements: General Counseling Track

- CSL 5910 - Research Methods **Credit(s): 3 \***
- 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.) - J

### Counseling Core Curriculum

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

- CSL 5010 - Counseling Theories **Credit(s): 3 \***

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

## 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 5220 - Comprehensive School Counseling **Credit(s): 3**
- CSL 5810 - Fieldwork for School Counseling **Credit(s): 3**
- CSL 6030 - Curriculum & Classroom Management for Counselors **Credit(s): 3**
- CSL 6110 - Counseling Children **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**

### 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.

## Johnson - Fine & Performing Arts

### Studio Arts (M.F.A.) - J

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

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

### Core Requirements for All MFA Studio Arts Students

- ART 5311 - Contemporary Arts Seminar I: Theory & Readings **Credit(s): 3**

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

Total: 12 credits

### Course Requirements for Low-Residency Option

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

Total: 48 credits

### Course Requirements for Campus-Based Option

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

Total: 48 credits

Total: 60 credits

## Interdisciplinary Graduate Program

# Leadership Studies (M.A.) - O

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

## Objectives:

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

## Required Core Courses

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

## Course Descriptions

### Anthropology

#### ANT 5710 - Topics in Anthropology

**Credit(s):** 1 to 3

This course provides graduate students the opportunity to pursue topics of special interest in Anthropology appropriate for the 5000-level.

**Prerequisites:** The prerequisite is an undergraduate degree.

### Atmospheric Sciences

#### ATM 5071 - Broadcast Meteorologist I

**Credit(s):** 1



This course focuses on deepening and broadening the student's knowledge of meteorological and environmental topics. The course serves as a means of enhancing the effectiveness of the broadcast meteorologist as a forecaster and as the station scientist. Possible topics include review and application of topics from the undergraduate meteorology curriculum to an operational broadcast setting, coverage of weather safety and global change issues, and survey of the earth, space, environmental, and related sciences covered by broadcast meteorologists in their role as the station scientist.

**Prerequisites:** This course is designed for those with a BS/BA in meteorology, atmospheric sciences, or related disciplines or the AMS Seal of Approval. This course is offered every semester.

## **ATM 5072 - Broadcast Meteorologist II**

**Credit(s):** 1

This course extends coverage of ATM 5071 to other meteorological and environmental topics suitable to the participants' needs.

**Prerequisites:** Pre-requisite: ATM 5071. This course is offered every semester.

## **ATM 5710 - Topics for Teachers**

**Credit(s):** 1 to 4

This course is intended primarily for teachers who are interested in enhancing and updating the content of the courses they teach. Topics will be chosen from among those typically offered by the Meteorology Department. Specific topics and level will vary. Course may be repeated for credit when no duplication of experience results.

**Prerequisites:** The prerequisites are graduate standing and permission.

# **Chemistry**

## **SED 5280 - Issues in Environmental Studies**

**Credit(s):** 4

This course focuses on the chemistry related to environmental problems. The instruction emphasizes the nature and properties of pollutants, and their interactions with each other and the environment. Particular attention is paid to the chemistry of aquatic systems.

**Prerequisites:** The prerequisite is SED 5310 or SED 5330. There is a lab fee.

## **SED 5320 - Principles of Chemistry I**

**Credit(s):** 4

This is the first course of a two-semester sequence that provides an introduction for Science majors to the principles of chemistry. The first semester treats stoichiometry, atomic structure, and the periodic table, chemical bonding and molecular structure, chemical reactions in aqueous solution, and the properties of solids. The course requires three classroom hours, and one two-and-a-half hour lab per week.

**Prerequisites:** The prerequisite or co-requisite is MAT 1020. High school or college physics is strongly recommended. There is a lab fee.

## **SED 5330 - Principles of Chemistry II**

**Credit(s):** 4

This is the second course of a two-semester sequence that provides an introduction for Science majors to the principles of chemistry. The second semester topics include behavior of gases, liquids and changes of state, properties of solutions, chemical equilibrium, acids and bases, solubility and complex ion equilibria, electro-chemistry, and the behavior of the representative and transition elements. The course requires three classroom hours and one two-and-a-half hour lab per week.

**Prerequisites:** The prerequisite is SED 5320. There is a lab fee.

## **SED 5340 - Organic Chemistry I**

**Credit(s):** 4

Organic Chemistry I presents the fundamentals of the structure and reactions of carbon compounds. The instruction emphasizes reaction mechanisms, synthesis, stereochemistry, and chemical and spectroscopic methods of analysis. The course requires one three-hour laboratory per week which emphasizes basic techniques and synthesis.

**Prerequisites:** The prerequisite is SED 5330.

## **SED 5350 - Organic Chemistry II**

**Credit(s):** 4

This course continues SED 5340 with an introduction to the biochemistry of carbohydrates, lipids and proteins. The course requires one three-hour laboratory per week which emphasizes basic techniques of compound identification and synthesis.

**Prerequisites:** The prerequisite is SED 5340.

## **SED 5360 - Chemistry Modules**

**Credit(s):** 1 to 4

Chemistry Modules provide an intensive study of a variety of current topics in chemistry, offered in response to the current interests of the students and faculty. Examples of topics include food and nutrition, household chemicals, drugs and pharmaceuticals, farm chemistry, and water quality. Some modules may be taken for major elective credit with written permission. The course requires fifteen lecture/lab hours per credit.

**Prerequisites:** Permission of the instructor is required for registration. There is a lab fee.

## **Design**

### **DES 5030 - Fundamentals of Web Design**

**Credit(s):** 3

This course provides students with the fundamentals of web design. It provides instruction in introductory web-design principles, web-site structure, Internet basics, web rapid-prototyping, and "What You See Is What You Get" (WYSIWYG) web design. This course requires the development of a web site; graduate education students will also create a research-based rationale for the site.

**Prerequisites:** The prerequisite is EDU 6490 or permission. There is a lab fee. This course is offered every spring.

## **Education**

### **EDU GTEW1 - Teacher Education Workshop I**

**Credit(s):** 0

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

**Offering Location:** Johnson Campus

### **EDU GTEW2 - Teacher Education Workshop II**

**Credit(s):** 0

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

**Offering Location:** Johnson Campus

### **EDU GTEW3 - Teacher Education Workshop III**

**Credit(s):** 0

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

**Offering Location:** Johnson Campus

### **EDU GTEW4 - Teacher Education Workshop IV**

**Credit(s):** 0

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.

**Offering Location:** Johnson Campus

### **EDU GTEW5 - Teacher Education Workshop V**

**Credit(s):** 0

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

**Offering Location:** Johnson Campus

## **EDU 5000 - Educator Portfolio Tutorial**

**Credit(s):** 1-3

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.

**Prerequisites:** Permission of instructor

**Offering Location:** Johnson Campus

## **EDU 5011 - Educational Studies**

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

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

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

## **EDU 5020 - Literature for Children**

**Credit(s):** 3

This course offers students an overview of the field of children's literature, insight into the use of children's literature in content areas, and an understanding of how to better use reference materials. The course also provides perspective on the handling of contemporary issues in children's literature. A wide spectrum of literature will be examined, and participants will have the opportunity to examine regional literature, authors, and illustrators more closely.

**Prerequisites:** The course will be offered at least every three years.

## **EDU 5020 - Literature for Children**

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **EDU 5021 - Instructional Dynamics for the Elementary Educator**

**Credit(s):** 4

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

**Prerequisites:** Curriculum & Instruction track only: EDU 5015; EDU GTEW1; EDU GTEW2; successful completion of Praxis CORE

**Offering Location:** Johnson Campus

## **EDU 5025 - Literature for Youth**

**Credit(s):** 3

This course offers students an overview of the field of adolescent literature, insight into the use of literature in different content areas for middle school and secondary students, and an understanding of how to better use reference materials. It also provides perspective on the handling of contemporary issues in adolescent literature. A wide spectrum of literature will be examined, and participants will have the opportunity to examine regional literature, authors, and illustrators more closely.

**Prerequisites:** The course will be offered at least every three years.

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

**Credit(s):** 4

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

**Prerequisites:** Curriculum & Instruction track only: EDU GTEW1; EDU GTEW2; successful completion of Praxis Core

**Offering Location:** Johnson Campus

## **EDU 5031 - Instructional Dynamics for the Unified Arts**

**Credit(s):** 4

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

**Prerequisites:** Curriculum & Instruction track only: EDU GTEW1; EDU GTEW2; successful completion of Praxis CORE

**Offering Location:** Johnson Campus

## **EDU 5035 - Language & Literacy Development in the Early Years**

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **EDU 5039 - Language, Culture & Education**

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

## **EDU 5040 - Adolescent Development**

**Credit(s):** 3

This course explores the physical, psychological, and social development of adolescents. In addition to understanding various theories that attempt to explain adolescent research, a main objective of the course is to be able to evaluate critically the theories and research findings concerning adolescent development.

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

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

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

**Credit(s):** 3

This course introduces participants to the role of engineering in society and to the engineering process as a distinct approach to problem solving. Through an examination of the historical and sociological function of engineering across various specializations, the course provides a contextual perspective of engineering as a vital human pursuit. Participants learn how to teach the engineering design process in youth settings to address real-world problems using basic quantitative reasoning, geometric applications, manipulatives, and digital applications. We examine theories and research related to STE/AM curriculum, instruction, and assessment. Issues of equity and social justice as elements of the instructional process are highlighted. Assignments involve selecting, analyzing, and incorporating current peer-reviewed research. (20 hours of fieldwork is required)

**Offering Location:** Johnson Campus

## **EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis**

**Credit(s):** 3

This course reviews the etiology, characteristics, and evaluation of individuals diagnosed as learning impaired or learning disabled. The course studies current research and practice regarding teaching strategies, instructional modifications, curriculum, and transitional planning, supervising paraprofessionals, and collaboration with other professionals.

**Prerequisites:** The prerequisites are EDU 3510, EDU 2110 or permission.

## **EDU 5115 - Teaching Students w/Special Needs - Secondary Emphasis**

**Credit(s):** 3

This course introduces students to the special education process including the development of the Individualized Education Program. The course explores effective methods for individualizing instruction and modifying curriculum to meet the needs of students with special needs. Students are taught to use assessment data to guide recommendations in the classroom setting.

## **EDU 5135 - Developing a Positive Classroom Climate**

**Credit(s):** 2

This course explores theories and practice in developing a positive classroom climate. The applications of motivation and management principles and procedures to develop and maintain a positive learning environment in the classroom is studied. Positive Behavior Support, a systems approach to academic achievement and social competence for all children, is explored through study of research based practices, interventions and systems that are integrated to improve the educational experience of all students, including those with disabilities.

## **EDU 5160 - Middle Level School Organization**

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities**

**Credit(s):** 3

Students study methods of assessment, evaluation, and programming for children with behavioral and emotional problems that interfere with normal learning and social development. Students also investigate behavior modification, biophysical, ecological, developmental, psychodynamic, and counter-theoretical approaches.

## **EDU 5190 - Observation and Participation**

**Credit(s):** 1

This course provides students without prior field experience the opportunity to complete field experience designed to integrate content, pedagogy and professional knowledge. These experiences will be connected to appropriate core courses.

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

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **EDU 5220 - Learning Disabilities/Secondary**

**Credit(s):** 3

This course introduces the etiology, characteristics, evaluation and law governing the education of students with secondary student learning disabilities. The course introduces students to the special education process including the development and implementation of the Individualized Education Plan. The course explores effective methods and materials for individualizing instruction and modifying curriculum to meet the needs of students with special needs. Students are taught to use assessment data to guide classroom instruction. Methods of developing a positive classroom climate for all students are introduced.

## **EDU 5223 - Differentiating Instruction, Assessment, and Special Education Law**

**Credit(s):** 3



This course provides instruction in the methods and materials appropriate for teaching students with special learning needs in the inclusive classroom. Models of designing an inclusive classroom, including universal design and differentiated instruction, are studied with an emphasis on using assessment data to inform instruction. The course provides an introduction to special education law and the special education process. This offers the student an opportunity to participate in the development of the Individualized Education Program and to work collaboratively as a member of the Evaluation and Planning team.

**Prerequisites:** This course is offered every spring.

## **EDU 5250 - Literacy Development in the Content Area**

**Credit(s):** 3

This course will concentrate on the principles, effective teaching methods, and materials for developing literacy in the content areas. Best practices in the areas of reading comprehension, vocabulary, writing, new literacies and assessment are addressed. The focus is on specific needs within the various content areas taught in the secondary schools for both the general student population and special populations.

## **EDU 5310 - Reading and Language Arts**

**Credit(s):** 3

This course emphasizes reading, writing, speaking and listening. Materials, methods and classroom organization are considered as well as theoretical and research foundations for literacy instruction. Participants will learn to use of technology as an instructional tool with emphasis on technology's role in research, problem solving, and presentation to promote higher order thinking.

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

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **EDU 5350 - Child Development**

**Credit(s):** 3

This course takes a topical approach in examining the biophysical, cognitive, psychosocial, and ecological changes that occur from infancy to adolescence. The instruction stresses the practical implications of current theory and research in developmental psychology and related fields.

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

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

## **EDU 5380 - Social Studies Methods**

**Credit(s):** 2

This course will address social studies curriculum, instruction and assessment through Understanding by Design. Focus on using Social Science to develop 21st Century learning environments that reflect personalization, collaboration, active engaged learning, technology rich, investigative, interdisciplinary curriculum.

## **EDU 5450 - Assessment of Exceptional Students**

**Credit(s):** 3

Assessment of Exceptional Students will provide instruction in administration, scoring and interpreting tests commonly used to identify students as learning disabled, behavior disordered, or learning impaired. The Woodcock-Johnson Psycho-educational Battery, Adaptive Behavior Scale, Test of Language Development, Test of Written Language, The Instructional Environmental Scale, Clinical Evaluation of Language Functioning, and Behavior Rating Scales are among the tests that will be studied in depth. The course will focus on both federal regulations and Vermont guidelines and procedures for identifying children with learning disabilities, emotional disturbances, and learning impairments.

## **EDU 5470 - Reading Disabilities I**

**Credit(s):** 3

This is a basic course for prospective clinicians and remedial teachers and an advanced course for prospective classroom teachers. The instruction covers the diagnosis of reading disabilities and the classification of reading problems. Experience with a variety of approaches to problems is a major consideration.

## **EDU 5480 - Science and Technology**

**Credit(s):** 3

This course addresses the use of technology in developing 21st century skills across the curriculum. Participants will learn to use technology as an instructional tool with emphasis on its role in research, problem solving, and presentation to promote higher order thinking, engage individual learning styles, extend learning opportunities, and provide access to resources beyond the school environment. The use of technology to promote interdisciplinary studies as well as to address individual learning strengths will be addressed.

## **EDU 5585 - Human Relations Management**

**Credit(s):** 3

This course will focus on human relations theory and practice as it relates to individual, group, and organizational performance. Topics will include various perspectives on organizational staffing, and improved organization effectiveness through employee training and development.

## **EDU 5590 - Budgeting and Finance Process**

**Credit(s):** 3

This course will examine budgeting and finance processes and issues as they relate to various levels of leadership. The instruction will examine the concepts that form the foundation for decisions that influence funding across a broad range of organizational objectives.

## **EDU 5710 - Special Topics in Education**

**Credit(s):** Variable

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

**Offering Location:** Johnson Campus

## **EDU 5810 - Reading Disabilities II: Practicum**

**Credit(s):** 3

This course allows the student or teacher the opportunity to consider actual reading problems in relation to a wide variety of diagnostic and remedial activities. Seminars include the review and development of techniques and approaches to reading problem solving. Practicum activities focus on using and evaluating materials and ideas while working with students either in the public schools or at the College reading clinic.

## **EDU 5910 - Independent Study**

**Credit(s):** 1-6

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.

**Offering Location:** Johnson Campus

## **EDU 6010 - Supervision & Evaluation**

**Credit(s):** 3

The purpose of the course is to provide students with a knowledge base in supervision/evaluation as it relates to the changing workplace. The course will also help participants acquire some of the skills necessary for the supervision/evaluation process.

## **EDU 6011 - Integrating Elementary Methods**

**Credit(s):** 4

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

**Prerequisites:** EDU GTEW3

**Offering Location:** Johnson Campus

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

**Credit(s):** 4

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

**Prerequisites:** EDU GTEW3

**Offering Location:** Johnson Campus

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

**Credit(s):** 4

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.

**Prerequisites:** EDU GTEW3

**Offering Location:** Johnson Campus

## **EDU 6030 - Middle Level Curriculum: Instruction & Assessment**

**Credit(s):** 3

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

**Prerequisites:** EDU-5010; EDU 5160; or permission of instructor

**Offering Location:** Johnson Campus

## **EDU 6031 - Classroom Strategies Practicum**

**Credit(s):** 1-3

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.

**Offering Location:** Johnson Campus

## **EDU 6045 - Developing Literacy Skills K-6**

**Credit(s):** 3

This course provides students with an introduction to developing reading, writing, speaking and listening skills in grades K – 6. This course focuses on the theoretical background, literacy processes, instructional practices and materials that develop literacy skills in children. Students will learn to incorporate phonemic awareness, phonics, fluency, word study, comprehension, and writing in a comprehensive literacy program. Students will become familiar with screening, diagnostic, and program assessments in order to direct literacy instruction to meet individual needs.

**Prerequisites:** This course is offered every fall.

## **EDU 6080 - Directed Field Study**

**Credit(s):** 3-6

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.

**Offering Location:** Johnson Campus

## **EDU 6095 - Literacy Intervention**

**Credit(s):** 3

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

**Prerequisites:** Permission of instructor

**Offering Location:** Johnson Campus

## **EDU 6135 - Legal and Ethical Issues in Education**

**Credit(s):** 3

This is a course in legal issues and professional ethics related to teaching with instructional resources. The course explores educational legal issues, professional ethics, and information literacy topics such as plagiarism, confidentiality, and copyright law in the information age. The course evaluates decisions and assesses various approaches to fundamental ethical dilemmas and the impact of academic ethics in contemporary society.

**Prerequisites:** This course is offered every summer.

## **EDU 6140 - Law & the Administrative Leader**

**Credit(s):** 3

This course will examine educational law. Although a primary focus will be on Vermont educational law and regulations, the course will examine the relationship between State and Federal law and regulations and between State and local policy.

## **EDU 6150 - Research Methods in Applied Behavior Analysis**

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

## **EDU 6190 - Mathematics in the Elementary Classroom**

**Credit(s):** 3

Participants will develop an understanding of how to evaluate and design appropriate math instruction for diverse learners. Emphasis will be on numeracy, inquiry, and problem solving instruction. Participants will gain experience in the use of formative assessment and authentic tasks in math instruction. Participants will learn to use of technology as an instructional tool with emphasis on technology's role in research, problem solving, and presentation to promote higher order thinking.

## **EDU 6235 - Characteristics & Development of Diverse Learners**

**Credit(s):** 3

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

**Prerequisites:** Permission of instructor

**Offering Location:** Johnson Campus

## **EDU 6280 - Education, Culture, and Ecology**

**Credit(s):** 3

This course introduces students to the integral relationship between teaching and learning, the broader society, and the environment. Participants will work collaboratively to examine current cultural trends, controversies and values, ecological parameters of choice and social change priorities at the local and global level in light of current learning theory. Texts will draw from a variety of academic fields, including anthropology, ecology, economics, education, and sociology.

**Prerequisites:** The course will be offered at least every three years.

## **EDU 6285 - Methods in Teaching Secondary Science**

**Credit(s):** 3

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

**Prerequisites:** The prerequisite is EDU 6565.

## **EDU 6286 - Methods in Teaching Secondary English**

**Credit(s):** 3

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

**Prerequisites:** The prerequisite is EDU 6565.

## **EDU 6287 - Methods in Teaching Secondary Social Studies**

**Credit(s):** 3

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed

**Prerequisites:** The prerequisite is EDU 6565.

## **EDU 6330 - Evaluating Academic Characteristics**

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

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

**Credit(s):** 3

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

**Prerequisites:** EDU 5371

**Offering Location:** Johnson Campus

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

**Credit(s):** 3

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

**Prerequisites:** EDU 6372

**Offering Location:** Johnson Campus

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

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

### **EDU 6432 - Teaching with Digital Content**

**Credit(s):** 3

Participants will examine various forms of digital content and strategies to align the content with standards, goals and teaching objectives. Students will develop search skills to identify and validate quality digital resources. Participants will categorize digital content by identifying and tagging resources that are appropriate for various teaching strategies (i.e. whole group, individual or small group) as well as student learning abilities (i.e. ready-to-learn, advanced, remedial).



Participants will also explore the most effective ways to distribute digital content to students and parents to support learning in and out of school.

**Offering Location:** Online

## **EDU 6434 - The Global Context of Technology and Education**

**Credit(s):** 3

Technology changes and advances are occurring every day in some field or area of interest, and those changes, whether in, for example, industry, sports, communications, or medicine, influence local and global economies as well as local and global ways of thinking and doing. Education is certainly part of those spheres of influence as we consider the devices and resources we can use in the classroom, how we think about and facilitate learning, and how we think about what it means to be future ready. In this course we will examine some of the global education movements and influences, and investigate how we can implement appropriate shifts in thinking and practice so we and our students are prepared for their futures.

**Offering Location:** Online

## **EDU 6435 - Change Management**

**Credit(s):** 3

This course prepares participants to manage change within a variety of educational settings. The course covers change-management theory, features of organizational environments, and sustainable educational technology plans. The course also identifies specific strategies for managing change in educational environments and for professional development in the context of educational change.

**Prerequisites:** This course is offered every summer.

## **EDU 6438 - 3D MakerSpaces in Schools**

**Credit(s):** 3

3D printing, laser-cutting, and other tools and techniques are transforming how products are imagined, designed, produced, and serviced. These subtractive and additive technologies help users to make any digital creation real as amazing printers fabricate objects in three dimensions. In this course, educators will gain the knowledge and confidence needed to architect and implement innovative uses of 3D printing and MakerSpaces in school and classroom settings. In so doing, educators will position students as creators and investors who can collaborate, communicate and solve problems critically through rapid prototyping and iterative thinking.

**Offering Location:** Online

## **EDU 6441 - Robotics in K-12 Education**

**Credit(s):** 3

Since the early theorists in cognitive science pointed out the importance of having students actively construct knowledge through their own experiences, educators have been seeking ways to create constructivist learning environments. This, coupled with the recent emphasis on STEM education, has opened the door for learning environments that focus on robotics. A robotics curriculum can aid in preparing students for success in the emerging economy and are highly effective in developing collaboration and teamwork as well as self-confidence through a sense of accomplishment. This course will focus on the history of constructivism

and STEM education, tools that can be used to build a robotics curriculum and effective teaching and evaluation strategies selected to deliver the curriculum.

**Offering Location:** Online.

## **EDU 6465 - Strategies of Inclusive Practice**

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

## **EDU 6485 - Technology for Educational Assessment**

**Credit(s):** 3

This course explores a variety of different technologies as tools for assessment. Students will learn when assessment should be integrated into curricula and will explore how to choose the right assessment tool to fit their classroom needs. Students will be exposed to technologies such as clickers and ePortfolios throughout the course.

**Prerequisites:** This course is offered every fall.

## **EDU 6487 - Business of Educational Technology**

**Credit(s):** 3

This course provides participants with the necessary understanding of how business principles support and advance educational technology. Participants will learn how to draft proposals and grants for evaluating, planning, and implementing educational technology systems.

**Prerequisites:** This course is offered every fall.

## **EDU 6490 - Technology for Educators**

**Credit(s):** 3

This hands-on course provides students with a foundation in the use of up-to-date technology. Participants will gain skill in using different educational software and hardware, assistive technology, and the Internet to support the learning of all students, including those with learning problems. The course will present technology to support instruction through software applications, social networking, and mobile technology. Best practice in the use of educational technology will be addressed.

**Prerequisites:** There is a lab fee. The course will be offered every summer.

## **EDU 6495 - Tools of Educational Technology**

**Credit(s):** 3

The purpose of this course is to take a hands-on approach to different technologies available to educators. Students will learn about tablets, clickers, learning-management systems, and other popular technology tools. The course discusses how to integrate these technologies successfully into a classroom.

**Prerequisites:** The prerequisite is EDU 6490. This course is offered every spring.

### **EDU 6540 - Advanced Studies in Learning Theory**

**Credit(s):** 3

This course examines the various theories of learning and their application to the classroom. The interaction of physical, social, emotional, cultural, cognitive and personality factors and the role of learning in these processes is addressed in this course. Brain based research is also explored. The effect of motivation, intelligence, and attitudes are also addressed, as are issues in educational theories for using technology.

**Prerequisites:** This course is offered every fall.

### **EDU 6550 - Foundations and Issues in Education**

**Credit(s):** 3

This course provides a survey of philosophical, historical, and contemporary issues in education. Historical perspectives will be explored through understanding the changing conceptions of curriculum reform. Social and cultural forces affecting curriculum will be discussed in terms of decision systems for curriculum change. The impact of technology on education will be explored. The historical and philosophical orientation of this course will enable students to understand, evaluate and act on current issues in education.

**Prerequisites:** This course is offered every fall.

### **EDU 6555 - Critical & Cultural Perspectives in Education**

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

### **EDU 6561 - Reading Recovery I**

**Credit(s):** 3

This course introduces teachers to the philosophy and techniques of the Reading Recovery program. The course will give participants an opportunity to demonstrate effective teaching of Reading Recovery materials under the supervision of a teacher leader. Instruction in data gathering, progress monitoring, and curriculum planning is included.

## **EDU 6562 - Reading Recovery II**

**Credit(s):** 3

This course is a continuation of EDU 6561. The instruction focuses on advanced techniques used in the Reading Recovery program.

**Prerequisites:** The prerequisite is successful completion of EDU 6561.

## **EDU 6565 - Curriculum Development and Management**

**Credit(s):** 3

This course examines the theoretical and philosophical foundations of curriculum design. Students will participate in planning, organizing, and evaluating curriculum through “Understanding by Design” curriculum projects structured to meet individual needs. Topics include curriculum design based on best practice, including integrated, concept-based curriculum; differentiated instruction; technology as an instructional tool; and formative assessment. Using technology to meet and enhance universal design principles will be addressed. The course also addresses management of curriculum, including planning, implementing, and evaluating curriculum based on research and data to improve student learning.

**Prerequisites:** This course is offered every spring.

## **EDU 6570 - Research Methods**

**Credit(s):** 3

This course examines concepts and procedures for analyzing, designing, assessing, and conducting social research. Students will look at both quantitative and qualitative research methods, and statistical software will be introduced. Focus is placed on action research and practitioner inquiry within the formal academic setting.

**Prerequisites:** The course is offered every summer.

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

**Credit(s):** 3

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 or area of study.

**Offering Location:** Johnson Campus

## **EDU 6580 - Leadership & Organizational Change**

**Credit(s):** 3

Effective leadership is adaptive and situational and builds on an anthropological understanding of the organizational culture. Leadership cannot occur in a vacuum. There are legal and moral limits that define leadership acts and the use of power. The leader must possess the skills to articulate a vision, to establish creative decision making, and to foster continuous personal, professional, organizational, and systemic growth and improvement. The leader must be able to act in a variety of demanding situations. Leaders have to identify the challenges that a community must confront no matter how difficult. Students will be required to distinguish between problems and solutions, between preferences and principles and between fads and researched strategies. They will appreciate the complexity of different organizational environments and understand the conditions that motivate individuals to contribute their best.

## **EDU 6630 - Graduate Seminars**

**Credit(s):** 18

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.

**Offering Location:** Johnson Campus

## **EDU 6710 - Special Topics in Educational Technology**

**Credit(s):** 1-3

This course offers students the opportunity to concentrate on topics of special interest in current trends in educational technology not extensively treated in regularly offerings. The prerequisite is graduate standing or permission.

**Prerequisites:** This course may be repeated once for credit with change of topic.

## **EDU 6730 - Special Education Practices & Procedures**

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

## **EDU 6770 - Cooperative Learning**

**Credit(s):** 3

This course is designed to help teachers develop an understanding of the theory and operation of cooperative groups. Teachers will have an opportunity to develop materials for their classrooms, and will implement/critique the materials and activities in class.

**Prerequisites:** Prerequisite: Graduate standing and for teachers only.

## **EDU 6780 - Topics in Education**

**Credit(s):** 1 to 6

This course provides an opportunity to explore specific topics in consultation with a faculty member. An Independent Study Contract must be negotiated with a faculty member before registration. Recent topics have included: Story telling as a Focal Point for the Integrated Arts, Classroom Demonstrations for a Chemistry Curriculum, and Teaching Human Sexuality.

## **EDU 6810 - Internship**

**Credit(s):** 3 to 12

The internship provides an opportunity for students to apply professional knowledge and skills at an approved placement site with a qualified supervisor. The internship course is designed to balance didactic, seminar and experiential curricula. Course expectations include satisfactory completion of practical, seminar participation, and a final written and oral presentation.

## **EDU 6820 - Middle Level Internship: Student Teaching**

**Credit(s):** 6

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

**Offering Location:** Johnson Campus

## **EDU 6825 - Internship in Special Education**

**Credit(s):** 3

Adult development and group dynamics theory provide the knowledge base for collaboration with parents and teachers to meet the diverse needs of students with disabilities. Team teaching and universal design theories are practiced.

## **EDU 6830 - Secondary Internship: Student Teaching**

**Credit(s):** 6

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

**Offering Location:** Johnson Campus

## **EDU 6830 - Secondary Teaching Internship**

**Credit(s):** 6

A full semester (12 weeks) of student teaching in an elementary classroom combined with monthly seminars that focus on improving the student's classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate competency expected of a first-year teacher.

**Prerequisites:** The prerequisites are completion of core courses; 3.0 GPA; passing scores on Praxis I and II; 60 hours of observation in a variety of classroom settings.

## **EDU 6840 - Administrative Internship**

**Credit(s):** 3

Administrative Internship

## **EDU 6845 - Unified Arts Internship: Student Teaching**

**Credit(s):** 6

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.

**Offering Location:** Johnson Campus

## **EDU 6850 - Elementary Internship: Student Teaching**

**Credit(s):** 6

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

**Offering Location:** Johnson Campus

## **EDU 6850 - Elementary Teaching Internship**

**Credit(s):** 6

Elementary Internship is a full semester of student teaching in an elementary classroom combined with monthly seminars that focus on improving the student's classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate competency expected of a first-year teacher.

**Prerequisites:** Prerequisite: 60 hours of observation in a variety of classroom settings, 3.0 GPS in Education courses and Liberal Studies; Passing scores on Praxis I & II. EDU 6540 Advanced Study in Learning Theory; EDU 6550 Foundations and Issues in Education; PSY 3050 or 5350 Child Development; EDU 6560 Curriculum Development; EDU 5223 Learning Differences and

Classroom Management; EDU 5310 Reading and Language Arts; EDU 6190 Mathematics in the Elementary Classroom, EDU 5480 Science and Technology; EDU 5380 Social Studies Methods; EDU 5135 Developing a Positive Classroom Climate.

## **EDU 6870 - Fieldwork**

**Credit(s):** 3 to 6

This course encourages the student to apply theoretical knowledge gained in the classroom in a supervised practicum. A completed contract must be filed with the Registrar's Office in order for registration to be complete.

## **EDU 6885 - Literacy Practicum**

**Credit(s):** 3

This course is supervised experience as a reading specialist which is supervised by college faculty as well as a person holding a Reading and English Language Arts Specialist endorsement. Candidates will gain experience in developing reading and literacy skills in students in K-12.

## **EDU 6890 - Research Practicum/Final Project**

**Credit(s):** 2-3

The final product represents the culminating experience in the Master of Education program. The goal is integration of course work through the application of content to a project or study specific to the student's focus. Students provide a conceptual or theoretical perspective for their work, implement a project or study, prepare a written document that demonstrates content mastery, successful completion of the project and lessons learned from the final experience and analysis. An oral presentation to the faculty committee and interested others is also required.

**Prerequisites:** The prerequisites are EDU 6490, EDU 6540, EDU 6550, EDU 6560 and EDU 6570.

## **EDU 6910 - Teaching Children to Read**

**Credit(s):** 3

This course will introduce *A Teacher's Guide to K-3 Literacy Instruction: A Three Block Model*. Participants will gain an understanding of the three block model, which includes the Reading Workshop, Writing Workshop and Working with Words. This course will focus on theory, instructional practices and assessments related to K-3 literacy instruction.

## **EDU 6920 - Education Research**

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

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

**Credit(s):** 3



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 professional, 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

**Offering Location:** Johnson Campus

## **EDU 6933 - Moral Philosophy & Professional Ethics**

**Credit(s):** 3

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

**Offering Location:** Johnson Campus

## **EDU 6970 - Graduate Capstone Seminar**

**Credit(s):** 3

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

**Recommended:** Curriculum & Instruction track only:EDU GTEW5; EDU 6820 or EDU 6845 or EDU 6845 orEDU 6850

**Offering Location:** Johnson Campus

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

**Credit(s):** 1-6

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.

**Offering Location:** Johnson Campus

## **EDU 8010 - Exit Interview**

**Credit(s):** 0

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

**Offering Location:** Johnson Campus

## English

### ENG 5710 - Special Topics in English

**Credit(s):** 3

This course provides students the opportunity to pursue topics of study at the graduate-level within the department's curriculum. Specific topics and level will vary. The course may be repeated for credit with a change of topic.

## Exercise Science

### AHS 5020 - Motor Development & Learning

**Credit(s):** 4

This course offers a study of sensory-motor growth and development of the pre-natal to adult human. Emphasis will be placed upon models, theories, and experiments which assess motor learning through tests of motor performance. Three classroom hours and one two-hour lab per week.

**Prerequisites:** There is a lab fee. The prerequisite is PSY 1050.

### AHS 5710 - Topics in Allied Health Sciences

**Credit(s):** 1 to 4

This course offers an opportunity for students to concentrate on topics and issues related to the field of Allied Health Sciences. The course may be repeated for credit but the total may not exceed four credits.

**Prerequisites:** The prerequisites are junior or senior standing and permission.

## Geography

### GEO 5710 - Topics in Geography

**Credit(s):** 1 to 3

This course provides graduate students the opportunity to pursue topics of special interest in geography appropriate for the 5000-level.

**Prerequisites:** The prerequisite is an undergraduate degree.

## Geology

### SED 5440 - Introduction to Geology I

**Credit(s):** 4

This course investigates changes that have occurred in landscapes over a long time which are detected by a study of the processes of rock weathering, erosion, deposition, regional uplift and subsidence, folding and faulting, metamorphism and igneous activity. The instruction proposes a partial geologic history of northern New England that appears consistent with these processes and also consistent with observations made on two half-day and two all-day field trips. The course provides exercises using topographic maps, vertical aerial photographs and geologic maps. The course requires three classroom hours and one two-hour lab per week.

**Prerequisites:** There is a lab fee.

## **SED 5450 - Introduction to Geology II**

**Credit(s):** 4

This course investigates the evolution of the northern Appalachian landscape with the help of small-scale geologic maps. The instruction attempts to make this geologic history consistent with Plate Tectonic (Continental Drift) Theory. It studies the evolution of other landscapes all over the world in the light of the geologic history of the northern Appalachians and Plate Tectonic Theory. The course includes at least three all-day field trips to localities within an area bounded by the Connecticut Valley of northern Massachusetts, the St. Lawrence Lowland near Montreal, and the White Mountains. The course requires three classroom hours and one two-hour lab per week.

**Prerequisites:** The prerequisite is SED 5440. There is a lab fee.

## **SED 5460 - Mineralogy**

**Credit(s):** 4

Mineralogy includes such major topics as crystallography of minerals, identification of minerals and rocks, origin of minerals, and mineral resources. The course includes field trips. The course requires three classroom hours and one two-hour lab per week.

**Prerequisites:** The prerequisite is SED 5450. There is a lab fee.

## **SED 5470 - Geology III**

**Credit(s):** 4

This course explores structural geology and geomorphology in the context of regional geology. Fieldwork is expected. Detailed study of geologic processes, structures and landforms will include construction of geologic maps and cross-sections. Two classroom and three lab hours per week.

**Prerequisites:** Prerequisites are SED 5440 and SED 5450. There is a lab fee. This course is offered every even-numbered fall.

## **SED 5480 - Aqueous Geochemistry**

**Credit(s):** 4

This course introduces students to the theoretical foundations governing the chemistry of ground and surface waters. Particular attention is given to carbonate and silica equilibria, which are the systems most responsible for the chemical behavior of natural waters. The course includes three hours of lecture per week.

**Prerequisites:** The prerequisites are SED 5320 and SED 5440. SED 5330 is strongly recommended. There is a course fee. This course is offered every odd-numbered fall.

## **SED 5510 - Geology Modules**

**Credit(s):** 1 to 4

Geology Modules offer the intensive study of a variety of current topics in geology, offered in response to the current interests of the students and faculty. Examples of topics include paleoclimatology of the last five million years, a survey of our economic mineral resources, and the glacial geology of northern Vermont and adjacent Quebec. Some modules may be taken for major elective credit with written permission. The course requires fifteen lecture/lab hours per credit.

**Prerequisites:** Permission of the instructor is required. There is a lab fee.

## **SED 5520 - Hydrogeology**

**Credit(s):** 4

The course explores such topics as hydrologic cycle porosity and permeability of geologic material, hydraulic head, flow nets, pump tests, steady and unsteady flow patterns in aquifers, migration of solute fronts in aquifers, geology of groundwater occurrence. Some of these topics include a discussion of flood control, waste disposal, drinking water supplies, sources of water pollution and soil quality. At least two of these problems will be investigated in northern Vermont.

**Prerequisites:** The prerequisite is SED 5440. There is a lab fee.

## **SED 5530 - Environmental Geologic Mapping**

**Credit(s):** 4

This course includes topics such as surveying concepts necessary for the preparation of topographic and geologic maps, interpretation of aerial photographs, topographic maps, bedrock geologic maps, surficial geologic maps, daytime photographic infrared imagery, Landsat multi-spectral scanning imagery, thermal infrared scanning imagery and radar sensing imagery, and a discussion of geographic information systems. The course includes a major exercise of the construction of a geologic map of a nearby area.

**Prerequisites:** There is a lab fee.

## **History**

### **HIS 5710 - Topics in History**

**Credit(s):** 1 to 3

This course provides graduate students the opportunity to pursue topics of special interest in history appropriate for the 5000-level.

**Prerequisites:** The prerequisite is an undergraduate degree.

## **Mathematics**

### **MAT 5110 - Math History For Teachers**

**Credit(s):** 3

This is a survey of the development of mathematical thought from ancient times to the present. The course considers the interplay between mathematics and political, social, and intellectual history. Assignments explore historical methods of solution, famous mathematical questions, the work of individual mathematicians, and the rise of various branches of mathematics. The importance of history in the math classroom and methods of incorporating math history in the school curriculum are discussed. A curriculum project is required.

### **MAT 5115 - Number and Arithmetic in the K-8 Curriculum**

**Credit(s):** 3

This course is designed to build a deep understanding of the concepts of number and arithmetic important in elementary and middle school teaching and to support standards based instruction. By experiencing, discussing, and reflecting on mathematical concepts and problem solving, participants will expand their mathematical understanding. This course will explore the role of number and arithmetic in problem solving across the mathematical strands. Participants will be expected to connect the required readings from the NCTM journals to their classroom teaching.

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

**Credit(s):** 3

This course is designed to build a deep understanding of the concepts of algebra important in elementary and middle school teaching and to support standards based instruction. Every attempt will be made to make connections across the content strands, although Functions and Algebra (Vermont standard 7.8) will be the focus. By experiencing, discussing, and reflecting on mathematical concepts and problem solving, participants will expand their mathematical understanding. In a supportive environment, the course will be increasing the student's content knowledge within this standard and developing enhanced problem solving skills and strategies and their own confidence as teacher of mathematics. This course will examine the K-8 curriculum in the Functions and Algebra strand.

### **MAT 5130 - Geometry in the K-8 curriculum**

**Credit(s):** 3

This course is designed to build a deep understanding of the concepts of geometry important in elementary and middle school teaching and to support standards based instruction. When ever possible we will make connections across the content strands. By experiencing, discussing, and reflecting on mathematical concepts and problem solving, participants will expand their mathematical understanding. In a supportive environment, the course will be increasing the student's content knowledge in geometry and developing enhanced problem solving skills and strategies and their own confidence as teachers of mathematics. The course will examine the K-8 curriculum in geometry, including several of the standards based programs and portfolio problems.

### **MAT 5320 - Methods of Teaching Mathematics**

**Credit(s):** 3

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

### **MAT 5710 - Topics for Teachers**

**Credit(s):** 1 to 4

This course is intended primarily for teachers who are interested in enhancing and updating the content of the courses they teach. Topics will be chosen from among those typically offered by the Mathematics Department. Specific topics and level will vary. Course may be repeated for credit when no duplication of experience results.

**Prerequisites:** The pre-requisites are graduate standing and permission.

## **Mountain Recreation Management**

### **MRM 5010 - Introduction to Outdoor Education**

**Credit(s):** 3

This course introduces the history and significance of the outdoor education movement. Classroom and outdoor-learning experiences emphasize methods of integrating outdoor education with the school curriculum and foster the skills, attitudes, and appreciation of environmentally sound outdoor living.

### **MRM 5020 - Topics in Recreation Resource Management**

**Credit(s):** 1 to 6

Topics in Recreation and Resource Management explore special problems or topics in recreation program management, travel and tourism, and resource development in each of the department's concentrations. Emphasis is on synthesis of information. Topics may include resort economics, ski area marketing and guest services, adventure-based programming, issues and trends, community tourism development, recreation resource planning, and GIS (Geographic Information Systems) technology in resource planning.

### **MRM 5031 - Facilitator Competency for Ropes Course I**

**Credit(s):** 2

This course introduces the use and integration of initiative activities and low ropes course elements in school and staff training and development environments. Topics include programs and curricula, facilitation techniques, student outcomes, training and management issues, and safety.

**Prerequisites:** There is a lab fee.

### **MRM 5032 - Facilitator Competency for Ropes Course II**

**Credit(s):** 2

This course introduces the use of high ropes course elements in school and staff training and development environments. Topics include: programs and curricula, facilitation techniques, student outcomes, training and management issues, and safety.

**Prerequisites:** There is a lab fee. The prerequisite is MRM 5031 or permission.

### **MRM 5050 - Adventure-Based Techniques for Counselors and Teachers**

**Credit(s):** 3

This course is designed for counselors and teachers interested in the integration of adventure-based learning into their professional settings and situations. Emphasis is placed on the understanding and use of full-value contract, challenge-by-choice, group process, and the development of adventure-based facilitation skills.

### **MRM 5060 - Wilderness-Based Techniques for Counselors and Teachers**

**Credit(s):** 3

This course is designed for counselors and teachers interested in the integration of wilderness-based activities into their professional settings and situations. Emphasis is placed on wilderness trip preparation, wilderness skill development, group management skills, and safety considerations.

### **MRM 6910 - Independent Study in Recreation Management**

**Credit(s):** 1 to 6

This course provides an individual exploration of a specialized area in consultation with a faculty member. An independent study contract including a review of literature, project outline, and plans for a final presentation must be negotiated with the instructor before registration.

## **Natural Science: Biology**

### **SED 5010 - Bird Identification**

**Credit(s):** 2

This course is designed for students interested in being able to identify the local birds in field and in laboratory. Final field test and bird list required.

**Prerequisites:** There is a lab fee.

### **SED 5020 - Field Ornithology**

**Credit(s):** 3

This course is a field-oriented course designed for students interested in the study of birds primarily as an avocation. Identification, conservation, and life history of the local bird fauna are stressed.

**Prerequisites:** There is a lab fee.

### **SED 5030 - Principles of Ornithology**

**Credit(s):** 4

The instruction provides an elementary study of the principles of bird biology, including morphology, general physiology, taxonomy, evolution, and migration.

**Prerequisites:** There is a lab fee.

## **SED 5040 - Human Anatomy and Physiology I**

**Credit(s):** 4

The instruction covers topics including the skeletal, muscular, articular, integumentary, respiratory, and digestive systems, and a discussion of metabolism and nutrition. The class requires three classroom hours and one two-hour lecture/lab per week. Chemistry is recommended.

**Prerequisites:** There is a lab fee.

## **SED 5050 - Human Anatomy and Physiology II**

**Credit(s):** 4

This course includes such topics as the circulatory, immunological, nervous, endocrine, urinary, and reproductive systems, development, aging, and disease. The class requires three classroom hours and one two-hour lecture/lab per week. Chemistry is recommended.

**Prerequisites:** There is a lab fee.

## **SED 5060 - The Plant Kingdom**

**Credit(s):** 4

The Plant Kingdom presents a survey of the plant world from an evolutionary viewpoint. The lectures trace the form and structure of the flowering plants back through the course of evolution to some of the simplest forms of plant life, through a consideration of the anatomy, morphology, and life cycles of living and extinct groups of plants. Frequent local field trips and a full-day trip to the Montreal Botanical Gardens are included. The laboratories center on the examination of reproductive characteristics of the plant groups. The class requires three classroom hours and one two-hour lab per week.

**Prerequisites:** There is a lab fee.

## **SED 5090 - Introduction to Biology**

**Credit(s):** 4

An introduction to the study of life, including cells, organisms, ecosystems, and evolution, and the techniques of the biologist.

## **SED 5110 - Wildlife Biology and Management**

**Credit(s):** 4

Topics for this course include the basic principles of ecology, introduction to fishes, amphibians, reptiles, birds, and mammals, human impacts on soils, plants, animals, and the environment. Discussions address ways to work toward an appreciative and respectful coexistence. The laboratory emphasizes unique aspects of plant and animal interactions, water ecosystems, biodiversity, and the interrelatedness of biological systems.

**Prerequisites:** There is a lab fee.

## **SED 5120 - Survey of Animal Kingdom**



**Credit(s):** 4

The course takes students on a journey through the animal kingdom, from animal-like protists, to invertebrate mollusks, worms, and arthropods, to the vertebrates: fishes, amphibians, reptiles, birds, and mammals. Elementary principles of ecology introduce the course. Laboratory time focuses on live and preserved representatives of each animal group. The course requires three classroom hours and one two-hour lab per week.

**Prerequisites:** There is a lab fee. This course is offered every spring.

## **SED 5130 - Field Zoology**

**Credit(s):** 4

This course investigates the local animal groups with a particular emphasis on protozoa, molluscs, arthropods, and vertebrates. The lectures include taxonomy, life history of selected types— including economically important kinds—modes of adaptation to the environment and zoogeography. The combined laboratory/field approach includes the study of identification, preparation and collection techniques, structure, observations of behavior, and local distribution. Students make a collection or do an elementary field project. The course requires two classroom hours, one three-hour lab per week.

**Prerequisites:** The prerequisite is one semester of biological science. SED 5120 is recommended. There is a lab fee.

## **SED 5140 - Natural History of Vertebrates**

**Credit(s):** 4

The course provides a study of the phylogeny, evolution, biogeography, physiology, and general-life histories of the vertebrates, with emphasis on the New England fauna. The laboratory work includes the study of a selection of examples from each vertebrate class with a view to better understanding the phylogeny and morphology of each group and their environmental adaptation. The course requires two classroom hours and one three-hour lab per week.

**Prerequisites:** The prerequisite is SED 5120 or permission. There is a lab fee.

## **SED 5150 - Animal Behavior**

**Credit(s):** 4

Animal Behavior explores the relationship of ecology, taxonomy, and evolution to behavior from the viewpoint of natural selection. The instruction includes such topics as the principles of animal behavior; the concepts and methods of study; invertebrate and vertebrate nervous organization, communication, and social behavior. The laboratories include experimental investigations, films, and field trips. The course requires two two-hour combination lecture/ labs per week and several extended field trips.

**Prerequisites:** The prerequisite is one course from SED 5080, 5120, or permission. There is a lab fee.

## **SED 5160 - Introduction to Microbiology**

**Credit(s):** 4

The instruction of this course focuses on the study of microorganisms, including growth and morphology of representative organisms, microbial physiology, and selected topics in bacterial pathogenesis, virology, and immunology. The laboratory exercises develop fundamental skills in aseptic technique, microscopy, pure culture study, and the isolation and identifications of selected microorganisms.

**Prerequisites:** The prerequisites are one year of Chemistry and one semester of Biology, or permission. There is a lab fee.

## **SED 5170 - Physiology of Exercise**

**Credit(s):** 4

This course provides a systematic study of human physiological, biochemical processes, activities and phenomena as observed during and after physical exercise.

**Prerequisites:** The prerequisite is SED 5040. There is a lab fee.

## **SED 5180 - Genetics**

**Credit(s):** 4

Genetics features a study of the fundamental principles of inheritance. The instruction includes the study of such topics as molecular, Mendelian, and population genetics. Laboratory work includes breeding experiments with fruit flies and flowering plants, cytological observation of chromosomes, protein and nucleic acid electrophoresis, and bacterial mutation and transformation. The course requires three classroom hours and a two-hour lab per week.

**Prerequisites:** The prerequisites are one year of biological science and SED 5320. There is a lab fee.

## **SED 5210 - Introductory Biochemistry**

**Credit(s):** 4

This course provides an introduction to the principles of biochemistry. Topics studied include the structure, function, reactions, and metabolism of carbohydrates, lipids, proteins, and nucleic acids. The course requires three laboratory hours per week.

**Prerequisites:** The prerequisites are SED 5320 SED 5330, and either SED 5040 SED 5050, or SED 5060 SED 5080, or SED 5070 SED 5120 There is a lab fee.

## **SED 5220 - Field Botany and Dendrology**

**Credit(s):** 4

This course introduces students to the principles of classification and identification of the vascular plants. The lectures cover phylogenetic and artificial systems of classification, nomenclature, phytogeography, and the concept of natural variation within populations and its evolutionary significance. The laboratory centers on a study of the major divisions of vascular plants. Specimens collected in the field are compared with the herbarium collections. Students learn to use keys and interpret technical descriptions. Two collections of 25 specimens are required: herbs in flowering condition and woody plants in the winter condition. The course requires two two-hour lab/lectures per week.

**Prerequisites:** The prerequisite is one semester of biology. There is a lab fee.

## **SED 5230 - Advanced Systematic Botany**

**Credit(s):** 4

Topics for this course include the systematics of the more difficult groups of vascular plants, e.g., the pteridophyta, aquatic plants

or graminoids, and an introduction to the methods employed in modern systematic research. Field trips, a plant collection, and a project are required.

**Prerequisites:** The prerequisites are SED 5060 and 5220, or permission. There is a lab fee.

## **SED 5240 - Biology Module**

**Credit(s):** 1 to 4

Biology Modules provide an intensive study of a variety of current topics in biology, and is offered in response to the current interests of the students and faculty. Some modules may be taken for major elective credit with written permission. The course requires fifteen lecture/lab hours per credit.

**Prerequisites:** Permission of the instructor is required for registration. There is a lab fee.

## **SED 5250 - Ecology**

**Credit(s):** 4

Ecology offers a study of the general principles of modern ecology including limiting factors, distribution, populations, communities, and the ecosystem concept. The laboratory and field work emphasizes quantitative techniques of experimental analysis. Field trips include all the local spectra of habitat types and, tentatively, one trip to a marine environment. The course requires three classroom hours, one three-hour lab per week.

**Prerequisites:** The prerequisites are Botany and Zoology, or permission. There is a lab fee.

## **SED 5260 - Seminar in Conservation Biology**

**Credit(s):** 4

This seminar features a detailed study of the major problems and issues of the new discipline of Conservation Biology with an emphasis on endangered ecosystems and species.

**Prerequisites:** The course requires two two-hour meetings per week. It is open to non-science majors with permission.

## **SED 5270 - Research in Science**

**Credit(s):** 1 to 4

This course presents the opportunity for detailed study of an original problem chosen in conjunction with an appropriate faculty member. Consultation for admission to this course must occur at least one semester prior to enrollment. The study must be approved by the faculty advisor(s), followed by the submission of a literature search, an outline of the problem, and a final written report. The written report should be defended orally before the Science Department. Students concentrating in environmental science are expected to include a field orientation in their research. Weekly meetings with the advisor(s) are required. Any Science major is eligible, with permission.

**Prerequisites:** There is a lab fee.

## **Physics**

### **SED 5550 - Introduction to Astronomy**

**Credit(s):** 4

This course develops the subject of astronomy historically from the ancient Greeks through the Renaissance to modern astronomy. This course includes the solar system, comets, meteors, and the tools of the astronomer. Initially, the course emphasizes star and constellation identification through classroom discussions, slides, visits to the Fairbanks Planetarium, and field trips at night.

**Prerequisites:** There is a lab fee.

## **SED 5560 - Astronomy and the Universe**

**Credit(s):** 4

This course studies the nature of the universe from the birth of stars to black holes. It includes the study of galaxies, pulsars, quasars, current cosmological theories, and the search for dark matter.

**Prerequisites:** There is a lab fee.

## **SED 5570 - Introduction to Electricity & Electronics**

**Credit(s):** 4

This course introduces the basic physics of electricity and magnetism, fundamentals of DC and AC circuit theory, semiconductor devices, electronic circuits, digital electronics and communication systems. The lab work involves the use of basic electric and electronic equipment and experiments pertaining to subject matter.

**Prerequisites:** The prerequisite is MAT 1020, or permission. There is a lab fee.

## **SED 5580 - Fundamental Physics I**

**Credit(s):** 4

Although this treatment of fundamental physics is analytical rather than merely descriptive, no mathematics beyond algebra is necessary for this course. The instruction includes such topics as linear and rotational motion, force, momentum, energy, heat and related conservation laws.

**Prerequisites:** The prerequisite is MAT 1020. There is a lab fee.

## **SED 5610 - Fundamental Physics II**

**Credit(s):** 4

This course includes such topics as electricity, magnetism, electromagnetic waves, and modern physics.

**Prerequisites:** The prerequisite is SED 5580. There is a lab fee.

## **SED 5630 - Classic Physics I**

**Credit(s):** 4

Physics I introduces, calculus-based physics, covers vectors, translational and rotational kinematics, Newtonian mechanics, non-

inertial reference frames, work and energy, momentum, conservation laws, and collision theory. The course requires five hours of lecture, recitation and laboratory per week.

**Prerequisites:** The prerequisite is MAT 1531. There is a lab fee.

## **SED 5640 - Classic Physics II**

**Credit(s):** 4

Physics II covers rotational dynamics, fluid statics and dynamics, temperature, kinetic theory, thermodynamics, and wave theory. The course requires five hours of lecture, recitation and laboratory per week.

**Prerequisites:** The prerequisite is SED 5630. There is a lab fee.

## **SED 5650 - Classic Physics III**

**Credit(s):** 4

Physics III examines electric forces and fields, magnetism, direct and alternating current circuits, Maxwell's Equations, electromagnetic waves, geometric and wave optics, blackbody radiation, and turbulence and turbulent flows.

**Prerequisites:** The prerequisite is SED 5640 and MAT 2532. There is a lab fee.

## **SED 5660 - Energy, Environment and Society**

**Credit(s):** 4

This course focuses on such topics as energy sources and transformations, energy use and crises, environmental impact, alternative energy systems, solar energy, energy conservation, problems associated with nuclear power, and relations between energy use and environmental pollution.

**Prerequisites:** There is a lab fee.

## **SED 5680 - Modern Physics**

**Credit(s):** 4

Modern Physics introduces the formal treatment of theory of relativity, quantum mechanics, atomic structure, statistical physics, solid-state physics, nuclear structure, elementary particles, general relativity and cosmology.

**Prerequisites:** The prerequisite is SED 5650 or permission. There is a lab fee.

## **SED 6010 - Physics Modules**

**Credit(s):** 1 to 4

Physics Modules provide an intensive study of a variety of current topics in physics, and is offered in response to the current interests of the students and faculty. The course topics could include alternative energy systems, nuclear reactor technology, or the physics of life systems. Some modules may be taken for major elective credit with written permission. The course requires fifteen lecture/lab hours per credit.

**Prerequisites:** Permission of the instructor is required for registration. There is a lab fee.

## **SED 6020 - Environmental Pollution**

**Credit(s):** 4

Environmental Pollution studies the impact of hazardous emissions, their production and transport in the environment, water, air and soil pollution, nuclear waste and waste disposal, environmental techniques and instrumentation, environmental regulations, and some case studies.

**Prerequisites:** The prerequisites are SED 5310 or SED 5330, MAT 1410, SED 5610, SED 5640 or permission. There is a lab fee.

## **Political Science**

### **POS 5710 - Topics in Political Science**

**Credit(s):** 1 to 3

This course provides graduate students the opportunity to pursue topics of special interest in political science appropriate for the 5000-level.

**Prerequisites:** The prerequisite is an undergraduate degree.

## **Psychology**

### **PSY 5710 - Topics in Psychology**

**Credit(s):** 1 to 4

This course offers graduate students the opportunity to concentrate on topics not covered in the graduate Psychology curriculum.

**Prerequisites:** The prerequisite is graduate standing.

## **Science**

### **SED 6040 - Special Topics In Environmental Science**

**Credit(s):** 1

This seminar offers a weekly discussion of selected current topics from the fields of earth science and ecology. The instruction includes several reports researched and presented by students. All potential Science majors are invited to attend the seminar. The seminar may be repeated for additional credit.

### **SED 6050 - Topics in Science Education**

**Credit(s):** 1 to 3

This course covers a specific topic in science education. Problems in teaching science, research in science education, and teaching science to the special student are among the semester course topics. This course may be repeated for credit. Students should consult with the instructor about the specific topic scheduled.

## **SED 6060 - History of Science**

**Credit(s):** 4

History of Science covers the foundations and growth of scientific thought and achievements from antiquity to the present day. The instruction emphasizes the logic of science, scientific concepts, scientific explanations and the development of these notions through history. It also offers discussions on scientific revolutions and critical points in human thinking in relation to natural phenomena, from Aristotle to Einstein.

**Prerequisites:** The prerequisite is a minimum of two undergraduate courses in Natural Sciences or permission.

## **SED 6070 - Graduate Science Teaching Internship**

**Credit(s):** 1 to 3

Graduate Science Teaching Internship offers practical experience in implementing skills and knowledge in a teaching situation. Appropriate situations may include internship with an experienced science teacher at the elementary or secondary level, internship with a Department of Natural Sciences faculty member, or implementation in the classroom with evaluation by representatives of the MST Committee. A final written analysis of the experience is required. Six hours per week, per semester, or an equivalent amount of time is required.

**Prerequisites:** The prerequisite is permission of the MST Committee.

## **Social Science**

### **SOC 5710 - Topics in Sociology**

**Credit(s):** 1 to 3

This course provides graduate students the opportunity to pursue topics of special interest in sociology appropriate for the 5000-level.

**Prerequisites:** The prerequisite is an undergraduate degree.

### **SSC 5710 - Topics in Social Science**

**Credit(s):** 1 to 3

This course provides graduate students the opportunity to pursue topics of special interest in social sciences appropriate for the 5000-level.

**Prerequisites:** The prerequisite is an undergraduate degree.

## **Johnson - Counseling**

### **CMH 5005 - Orientation**

**Credit(s):** 0

Provides students with an orientation to the program, including an overview of philosophy and content and information on how the program runs. Students create an Individual Professional Development Plan, outlining their learning and career goals. The IPDP is a means of communication between the student and his/her advisor as the student progresses through the program.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

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

**Credit(s):** 3

In this course, students gain an understanding of the foundations of clinical mental health and substance abuse counseling, the people served, and the history and current state of public and private systems of care. One focus is an understanding of co-occurring mental health and addictive disorders, across the lifespan, and their impact on the lives of people diagnosed with these disabling conditions. This course also provides an overview of emerging issues in mental health and substance abuse counseling, policy and practice in behavioral health and integrated health care; current approaches to prevention, comprehensive treatment and support; the impact of managed care; community-building, education, advocacy, and systems change. Topics are addressed from multiple perspectives, with a strong emphasis on the perspective of service recipients and their families, as well as service providers, policy makers, and the community at large.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6055 - Measurement & Testing**

**Credit(s):** 3

This course provides an overview of the principles and practice of measurement and testing in clinical mental health and addictions counseling. Students gain an understanding of the major theories underlying different approaches to psychological testing, and the ethical, cultural, and developmental issues involved in measurement. This course focuses on selecting clinical measures for gathering information, understanding the statistical concepts involved, evaluating the utility of these instruments in terms of their psychometric properties, including reliability and validity, and interpreting the results to inform diagnostic and intervention processes. Students gain familiarity with major measurement techniques for children and adults in the areas of intelligence and educational testing, personality assessment, and vocational and aptitude testing. Included are discussions of strength-based measures, as well as assessment of abuse and other risks.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6105 - Helping Relationships & Clinical Counseling Techniques**

**Credit(s):** 3

Students gain an understanding of the clinical mental health counseling process, from engagement to assessment, intervention, and evaluation. The focus is on the development of culturally relevant communication and counseling skills, in the context of major counseling theories. Skills are practiced in relation to working with individuals with significant mental health and substance abuse problems, their families, and other professionals. Areas covered include: ethical considerations; values clarification; evidence-based helping strategies; working with natural supports.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6155 - Practicum**



**Credit(s):** 1

Students complete a 100-hour practicum in basic counseling skills, in a relevant program or agency, under the supervision of a qualified field instructor. A learning contract is developed by the student with the practicum supervisor. PCMH faculty provide supervision for the practicum process, individual and group instruction for the students, and serve as liaison to the field sites. The field experience consists of at least 40 hours of direct service to actual clients. Offered on a pass/no pass basis only.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6165 - Additional Practicum**

**Credit(s):** 1-3

Students complete an additional 100 to 300-hours of practicum, in basic counseling skills, in a relevant program or agency, under the supervision of a qualified field instructor. A learning contract is developed by the student with the practicum supervisor. PCMH faculty provide supervision for the practicum process, individual and group instruction for the students, and serve as liaison to the field sites. A minimum of 100 hours is required per credit. The number of hours and credits are outlined in the practicum learning contract. Offered on a pass/no pass basis only.

**Prerequisites:** CMH 6155

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

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

**Credit(s):** 3

This course focuses on person-centered, recovery-oriented treatment planning for clinical mental health and addictions counselors. It includes an understanding of the diagnosis and assessment process and how an understanding of mental health and addictive disorders influences the treatment planning process. It also addresses an individualized, strength-based approach; understanding and outreach to natural supports and community resources; and the importance of communication, documentation, and personal and community involvement in designing effective approaches to prevention, treatment, and support.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

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

**Credit(s):** 3

This course is focused on commonly used treatment modalities with children, adolescents, and families, in a variety of settings. An emphasis is placed on understanding family systems and family-based approaches. Treatment modalities include: Behavior and Cognitive Behavior Therapy, Solution Focused Therapy, and Narrative Therapy. Students will learn the theoretical framework and assumptions for each approach, therapeutic techniques associated with each intervention, how each therapeutic approach can be used for specific mental health (i.e., depression, anxiety, ADHD, conduct disorders) and addictive disorders, cultural and developmental considerations, and the existing research on such practices. Students will have opportunities to practice these clinical skills in class and discuss how to apply these practices with children and families in their internship settings.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

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

**Credit(s):** 3

This course is the second of two clinical classes on specialized interventions with children, adolescents, and families. The course will offer techniques for working with children, families, and the general community during times of individual, family, or community crisis (mental health or health crisis, accident, death, etc). It will focus on the youth and families in crisis in the context of the natural community and the mental health systems of care. It will review the history and theory of crisis interventions, proactive planning for individual youth before the crisis occurs or reoccurs, and risk assessment strategies. Other specific topics of focus will include: intervention in complex cases, trauma-informed care, self-harm/suicide, violence, and natural or human caused disasters. Strategies for assessment, planning, and intervention will emphasize family members as partners, solution and strength-based treatment planning and interventions, natural and community-based supports.

**Prerequisites:** CMH 6355

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

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

**Credit(s):** 3

This course will build a clinical and practical foundation for intervening with adults with mental health and addictive disorders. Essential epidemiological, etiological, assessment, and evidence-based and promising treatment modalities will be covered (e.g, Cognitive Behavioral Therapy, IDDT). Topics will include integrated mental health, addictions and primary health care, family-involvement, involuntary interventions, and treatment modalities for young adults.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

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

**Credit(s):** 3

This course is the second of two clinical classes on specialized interventions with adults. This course will integrate empirical and functional aspects of the therapeutic process when intervening with individuals with mental health and addictive disorders. Students will learn to employ core clinical interventions and treatment modalities for people with complex issues, including Dialectical Behavior Therapy and other specialized approaches. The course also will offer techniques for working with people during times of individual, family or community crisis (mental health or health crisis, accident, death, etc). The complexity and heterogeneity of co-occurring disorders will be closely examined. There will be a special emphasis on how an individual's experience of trauma complicates clinical work. Unique ethical and boundary issues will be addressed.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6505 - Internship I**

**Credit(s):** 3

Students complete a 300-hour clinical internship, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/no pass basis only.

**Prerequisites:** CMH 6155

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6625 - Internship II**

**Credit(s):** 3

Students in the master's program complete a second 300-hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/no pass basis only.

**Prerequisites:** CMH 6155 and CMH 6505

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6635 - Internship III**

**Credit(s):** 3

Students in the master's program may complete a third 300-hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students and serve as liaison to the internship sites. Offered on a pass/fail basis only.

**Prerequisites:** CMH 6505 and CMH 6625

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6645 - Additional Internship**

**Credit(s):** 1-4

Students complete an additional 100-400 hours of clinical internship, in a relevant program or agency, under the supervision of a qualified field instructor. A minimum of 100 hours per credit is required, focused on the development of advanced clinical and counseling skills reflecting the comprehensive work experience of a clinical mental health or professional counselor. The number of hours and credits are outlined in the internship learning contract, developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/no pass basis only.

**Prerequisites:** CMH 6505 and CMH 6625

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6655 - Program Evaluation and Systems Research**

**Credit(s):** 3

Introduces students to the principles and practice of program evaluation and systems research, including quantitative and qualitative research methodologies. Students become informed readers of the research literature, develop a research proposal on a topic of interest, and learn how to use data to evaluate individual clinical practice and program/agency outcomes. Methods for gathering information from and for key constituencies (e.g., service recipients, families) are emphasized.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6665 - Professional Counseling Orientation & Ethics**

**Credit(s):** 3

This course covers significant practice-based challenges for clinical mental health and substance abuse counselors. The course includes a review of ethical standards and guidelines that have been developed by various helping professions, focusing on clinical mental health counseling, the American Counseling Association and the ACA code of ethics, as well as addiction counseling. It examines common tensions, polarities, practical implications and moral conflicts within which the counselor must exercise discretion and judgment, and explores the legal and ethical frameworks through which these decisions must be considered. Specific topics include credentialing in students' respective states, HIPAA and 42CFR 2. Through discussion, role play, real-time case examples and guest speakers, students deepen their understanding and commitment to the multiple roles of counselors in a multiagency, interdisciplinary context.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6705 - Organizational Leadership and Systems Change**

**Credit(s):** 3

This course explores aspects of the leadership and management role within mental health and counseling organizations. It provides an introduction to such topics as personal management and self-awareness, staff and clinical supervision, organizational dynamics/change/leadership, and managed care. It examines the research on community and systems change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches. Students learn the consultation skills critical to promoting collaboration and change in organizations and communities, and complete a project which integrates the research literature with practical applications and action strategies in this area.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6755 - Mental Health, Addictions, & Family Systems**

**Credit(s):** 3

There are three emphases in this course. One is on an understanding of family systems and family-based approaches to treatment, including issues related to culture and ethnicity, the impact of domestic violence, effects specific to very young children, and so forth. The second is on a thorough understanding of addictive disorders across the lifespan, including system and community issues, such as how to address cross-social service system treatment barriers, and community education and mobilization. The third is on specific interventions for youth who are abusing substances, for example, strategies for providing intensive treatment options in the community, developing prosocial behaviors, safe detox for adolescents, and the legal issues which affect minors (e.g., differences in age of consent for mental health and substance abuse treatment, involuntary treatment issues).

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

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

**Credit(s):** 3

Students gain a working knowledge of major medications used to treat psychiatric, substance use, and co-occurring disorders, and their actions and side effects, as well as basic medical problems for which referrals should be made. Issues specific to children and youth, adults and elders are addressed. This course also covers the physiology of addictions and the effects and prevalence of the major addictive substances of abuse. Students develop an understanding of withdrawal symptoms and detox protocols. Educating individuals and their families on medication benefits and side effects is emphasized.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6805 - Diagnosis, Assessment, & Psychopathology**

**Credit(s):** 3

This course provides an overview of standard assessment and diagnostic methods in clinical mental health counseling, which includes the classification, description, and differential diagnosis of mental health and substance use disorders. Students will develop the capacity to use a systematic inquiry process for obtaining and evaluating important and accurate information during assessment. Students will gain a practical, working knowledge of the DSM-V, as well as skills to assess strengths, mental status, and trauma. The role of hypothesis formulation and hypothesis testing will be considered, along with the etiology and treatment indications for various disorders. Ethical, cultural, and other issues and biases related to assessment and psychopathology are discussed.

**Offering Location:** NVU-Johnson (intensive weekend format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6825 - Human Growth & Development**

**Credit(s):** 3

This course offers a review of significant research findings and theories about human development and transitions across the lifespan. The emphasis is on building a multidimensional framework for understanding development processes and dynamics, while addressing the impact of predictable challenges as well as traumatic events over the lifespan. Emphasis is placed on the interplay of biological, cognitive, social, and cultural factors associated with both normal and abnormal development.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6835 - Group Process**

**Credit(s):** 3

This course is designed to enable participants to acquire knowledge, skills, theory, and a way of thinking about and working with small groups. The underlying assumption of the course is that experiential learning is the most effective way to get acquainted with a new and challenging topic. This means that the course will combine presentations of various theoretical issues related to group work and structured learning experiences which will enable an integration of the newly acquired content and its application to familiar contexts.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6855 - Social and Cultural Foundations**

**Credit(s):** 3

This course focuses on the interaction between society and the individual. Students gain an understanding of complex diversity

issues and social determinants of health related to race, gender, age, disability, sexual orientation, ethnicity and culture, class, religious preferences, and so forth, and the impact this has on physical and mental health and substance use concerns. Students develop the knowledge and skills to inform culturally competent practice in clinical mental health and substance abuse counseling.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6865 - Career and Lifestyle Development**

**Credit(s):** 3

This course reviews the major theories of career counseling and explores the life factors and roles that influence decision-making. It also reviews community and informational resources for career development, and covers major employment-related counseling techniques and career counseling programs for the general population and for people with disabilities, including people with mental health and addictions disorders (job finding, getting and keeping strategies, supported employment).

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6885 - Clinical Counseling Theories**

**Credit(s):** 3

This course provides students with an overview of several formal theories of clinical mental health counseling and psychotherapy, including implications for research and practice. Many of the major theories are discussed, such as Psychodynamic, Humanistic, Experiential, and Behavioral. Focus is on the theories' historic and functional connection to specific approaches, such as CBT, REBT, Solution-Focused and Narrative. Family Systems approaches are discussed as well. Course involves multiple modalities, including case-study reviews and skill-based applications

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6895 - Early Childhood and Infant Mental Health**

**Credit(s):** 3

This innovative course provides an overview of the latest assessment and intervention techniques used with infants, very young children, and their families, with a strong emphasis on social and emotional development and mental health. Students will gain an understanding of the impact that early trauma, family violence, poverty, and developmental disabilities can have on young children. Students will establish a context for working with young children in various community settings.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6905 - Masters Project**

**Credit(s):** 2

This is a graduate seminar that is intended to assist the student in the preparation of a Master's project that is relevant to the student's goals as an emerging leader in clinical mental health and substance abuse counseling and community mental health. The Master's project is written in the form of a major paper that includes a comprehensive literature review. The paper may be focused on an emerging area of best practice, a policy issue or trend, program design/development with outcome measures, or a systems change strategy. With instructor approval, students may design and carry out a research project. Students are expected to integrate the relevant literature, concepts, and theories from their courses into their project.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 6925 - Elders: Mental Health and Addictions**

**Credit(s):** 3

Americans over the age of 65 are a fast growing segment of the population. A significant percentage of elders have mental health or substance abuse concerns. This course is designed to better prepare clinical mental health and substance abuse counselors and other related professionals for the treatment and support of elders. Students will gain knowledge of specific strategies for screening and assessment and treatment of elders, including attention to: situational concerns such as loss, grief and social isolation; issues of trauma and elder care; differential diagnosis of new vs. existing conditions; symptoms related to dementia and Alzheimer's; mental health issues related to depression, mental illness and changes in executive function; and substance use issues, including interactions with medications, and other related medical conditions. Students also will gain an understanding of the larger service systems and community resources available to elders.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CMH 7105 - Independent Study**

**Credit(s):** 3

This course is intended to be designed independently by a graduate student, in concert with an instructor, and with program approval. The independent study may address a clinical, management, or research topic, either to meet a specific course category needed for licensure that is not otherwise covered within the curriculum or to allow the student advanced study in an area of interest.

**Offering Location:** NVU-Johnson (weekend intensive format): Alaska, Maine, New Hampshire, Vermont, and Wisconsin

## **CSL 5010 - Counseling Theories**

**Credit(s):** 3

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.

**Corequisites:** Complete within your first 3 semesters

**Offering Location:** Johnson Campus

## **CSL 5011 - Career Counseling**

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **CSL 5020 - Counseling in Groups**

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **CSL 5030 - Laboratory Experience I**

**Credit(s):** 3

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.

**Corequisites:** Complete within your first 3 semesters

**Offering Location:** Johnson Campus

## **CSL 5110 - Counseling & Addictive Behaviors**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010 and CSL 5030 or permission of instructor

**Offering Location:** Johnson Campus

## **CSL 5120 - Family Counseling**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

## **CSL 5130 - Psychopathology**

**Credit(s):** 3



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.

**Prerequisites:** CSL 5010

**Offering Location:** Johnson Campus

## **CSL 5140 - Legal & Ethical Issues**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

## **CSL 5160 - Psychopharmacology**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010; CSL 5130 or may be taken concurrently

**Recommended:** CSL 5010 and CSL 5130 if not already taken

**Offering Location:** Johnson Campus

## **CSL 5211 - Lifespan Development**

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **CSL 5212 - Social & Cultural Foundations**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

## **CSL 5220 - Comprehensive School Counseling**

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

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

**Credit(s):** 3

This course explores ways to assist middle and high school students with career and college readiness. Students are challenged to examine Personalized Learning Plans and flexible pathways to graduation within the field through discussion and case presentations. Students become familiar with tools to assist with the college application process and choosing a college major. This course is intended to provide a thorough understanding of the complexities facing a student graduating high school today with the graduation requirement of demonstrating "career and college ready".

**Prerequisites:** CSL 5010; CSL 5211

**Offering Location:** Johnson Campus

## **CSL 5710 - Assessment & Treatment of Addictive Disorders**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5110

**Offering Location:** Johnson Campus

## **CSL 5810 - Fieldwork for School Counseling**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

### **CSL 5830 - Practicum in Counseling (elective)**

**Credit(s):** 1.5-3

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.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

### **CSL 5910 - Research Methods**

**Credit(s):** 3

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.

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

**Offering Location:** Johnson Campus

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

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

### **CSL 6020 - Death, Dying & Grieving (elective)**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010

**Offering Location:** Johnson Campus

## **CSL 6030 - Curriculum & Classroom Management for Counselors**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

## **CSL 6050 - Laboratory Experience II: Treatment Modalities**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

## **CSL 6060 - Art-making in the Counseling Process**

**Credit(s):** 3

The purpose of this course is to expose the student to the use of art-making in the counseling process with school-aged children and adults. The student will also be introduced to the history, theories, and practices of art therapy. Most importantly, the student will understand how the process of art-making, and the product of that process, can open up the lines of communication between the client and counselor, or strengthen those already established.

**Prerequisites:** CSL 5010 or CSL 5211

**Offering Location:** Johnson Campus

## **CSL 6070 - Play Therapy Theory & Techniques**

**Credit(s):** 3

The purpose of this course is to provide students with an understanding of a variety of play therapy theoretical orientations and specific skills, which can be used when working with children and their families using the developmentally appropriate setting of play.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

## **CSL 6080 - Cognitive-Behavioral and Mindfulness-Based Therapies**

**Credit(s):** 3

The aim of this course is to provide a comprehensive examination of cognitive-behavioral therapies and mindfulness-based clinical interventions. Theoretical and philosophical aspects of the treatments will be explored in depth, but the course will also emphasize practical applications in the clinical population. Cognitive Behavior Therapy (CBT) and Dialectical Behavior Therapy (DBT) will be covered in detail. Initial focus is on theory, and will include concept review, video examples, and ample opportunities for practice and discussion. Out-of-class readings and assignments will be required for mastery.

**Prerequisites:** CSL 5010

**Offering Location:** Johnson Campus

## **CSL 6090 - Counseling the Older Adult**

**Credit(s):** 3

The numbers of older people in this country are increasing dramatically. The population of people over the age of 65 is expected to double in the next 20 years. This course is designed to help counselors develop the knowledge base and skills necessary to successfully meet the needs of these older adults. It will encourage the student to consider working with this population as a personal counseling specialization.

**Prerequisites:** CSL 5010; CSL 5030; CSL 6050

## **CSL 6110 - Counseling Children**

**Credit(s):** 3

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.

**Prerequisites:** CSL 5010; CSL 5030; CSL 5211; or permission of the instructor

**Offering Location:** Johnson Campus

## **CSL 6120 - Integrating Complimentary Alternative Modalities within the Therapeutic Setting**

**Credit(s):** 3

This course will immerse you in the direct experience of an intensive therapeutic blend of expressive art, movement, and mindfulness. Students will explore avenues by which a person in therapy may creatively seek meaning, clarity, and healing through the use of the co-creative process in meaning making. It offers options for deepening and transcending traditional talk therapy by acknowledging that each person's process is unique. While one individual may like talk therapy, another person may prefer to use movement, artistic expression, mindfulness or a combination of the different experiences during the therapeutic

process. Areas explored with include the direct application of techniques based in Mindfulness, Intuitive Art, Writing, QiGong, Tai Chi, Ceremony, and the Stress Inoculation approach.

**Prerequisites:** CSL 5010; CSL 5030

**Offering Location:** Johnson Campus

## **CSL 6130 - Understanding & Intervening with Trauma**

**Credit(s):** 3

This course is designed to provide students with insight into the impact of trauma and intervention framework across the lifespan. Through reading, videos, case studies, and discussion, students will attain a greater knowledge of how trauma impacts functioning across multiple domains. The diagnostic and evaluation variables unique to trauma will also be a major focus of this course. Students will learn the basics of several intervention frameworks and how to implement some of these strategies in their clinical practice. The class will also devote time to issues related to helping others (non-clinical providers and family members) understand the impact of trauma and modify their approach to some of the challenging patterns that often correlate with traumatic experiences. Lastly, this course will address the importance of system-wide trauma sensitivity.

**Prerequisites:** CSL 5010, CSL 5030, and permission of Program Director.

**Offering Location:** Johnson Campus

## **CSL 6632 - Evaluation & Measurement**

**Credit(s):** 3

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.

**Corequisites:** Complete this or CSL 5910 within your first three semesters

**Offering Location:** Johnson Campus

## **CSL 6710 - Topical Seminar (elective)**

**Credit(s):** 0.5 - 3

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.

**Offering Location:** Johnson Campus

## **CSL 6720 - Internship Seminar for School Counseling**

**Credit(s):** 1.5

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 help them carry out their responsibilities as school counselors.

**Prerequisites:** CSL 5810

**Recommended:** CSL 6820

**Offering Location:** Johnson Campus

## **CSL 6820 - Internship for School Counseling**

**Credit(s):** 4.5

The internship is a supervised work experience in a setting appropriate to the student's school specialization. It is arranged with the help of the student's advisor and is supervised on site by a school supervisor with appropriate credentials. The advisor and on-site supervisor assess the student's progress. Students are required to complete 600 hours, evenly divided between the fall and spring semesters. Course work is typically completed before the internship begins.

**Prerequisites:** CSL 5810

**Recommended:** CSL 6720

**Offering Location:** Johnson Campus

## **CSL 6880 - Mental Health Internship & Seminar**

**Credit(s):** 6

The clinical mental health counseling internship is completed over two semesters, with a weekly seminar meeting. This provides counseling students with support and supervision during the internship. Students develop skills to assist them in carrying out the responsibilities of the professional counselor, accumulating the required seven hundred (700) hour internship. 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 of at least a master's degree in a clinical field and experience in providing clinical supervision. The advisor and on-site supervisor assess the student's progress. Typically, all other program course work (48 course credits) is completed before commencement of the internship. A total of 12 credits of internship/seminar is required to meet state licensure requirements.

**Prerequisites:** CSL 5140; CSL 6050

**Offering Location:** Johnson Campus

## **CSL 6910 - Independent Study**

**Credit(s):** 1-4

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

**Offering Location:** Johnson Campus

## **CSL 8010 - Comprehensive Exam**

**Credit(s):** 0

**Offering Location:** Johnson Campus

## **Johnson - Art**

### **ART 5211 - Studio Center Residency I**

**Credit(s):** 6

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

**Offering Location:** Johnson Campus

### **ART 5212 - Studio Center Residency II**

**Credit(s):** 6

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

**Offering Location:** Johnson Campus

### **ART 5213 - Studio Center Residency III**

**Credit(s):** 6

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

**Offering Location:** Johnson Campus

### **ART 5214 - Studio Center Residency IV**

**Credit(s):** 6

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

**Offering Location:** Johnson Campus

### **ART 5215 - Independent Residency I**

**Credit(s):** 6

The fifth of six intensive, four-week residencies.

**Offering Location:** Johnson Campus

### **ART 5216 - Independent Residency II**

**Credit(s):** 6



The sixth and final intensive, four-week residency.

**Offering Location:** Johnson Campus

## **ART 5301 - MFA Colloquium I**

**Credit(s):** 2

Students complete five 2-credit Colloquia, taken concurrently with the three Graduate Studio Projects and two thesis courses (MFA Thesis Preparation and Exhibition), for a total of 10 credits. Each 2-credit course takes one full semester, for a total of 18 credits: ART-5301 MFA Colloquium I, ART 5302 MFA Colloquium II, ART 5303 MFA Colloquium III, ART-5904 MFA Colloquium IV, and ART 5303 MFA Colloquium V. The Colloquia is a seminar grouping of all current students in the program. During the semester there is a weekly meeting that includes critiques of current private studio work, updates on Graduate Studio Project work, undergraduate interaction and presentation progress, MFA Thesis Exhibition progress, and any other relevant components, challenges, and successes. In addition, there will be periodic investigations and preparation of professional career options -- including documenting and portfolio skills, grant writing, art-world options, teaching opportunities, etc.

**Recommended:** ART 5811

**Offering Location:** Johnson Campus

## **ART 5302 - MFA Colloquium II**

**Credit(s):** 2

Students complete five 2-credit Colloquia, taken concurrently with the three Graduate Studio Projects and two thesis courses (MFA Thesis Preparation and Exhibition), for a total of 10 credits. Each 2-credit course takes one full semester, for a total of 18 credits: ART 5301 MFA Colloquium I, ART-5302 MFA Colloquium II, ART 5303 MFA Colloquium III, ART-5904 MFA Colloquium IV, and ART 5303 MFA Colloquium V. The Colloquia is a seminar grouping of all current students in the program. During the semester there is a weekly meeting that includes critiques of current private studio work, updates on Graduate Studio Project work, undergraduate interaction and presentation progress, MFA Thesis Exhibition progress, and any other relevant components, challenges, and successes. In addition, there will be periodic investigations and preparation of professional career options -- including documenting and portfolio skills, grant writing, art-world options, teaching opportunities, etc.

**Recommended:** ART 5812

**Offering Location:** Johnson Campus

## **ART 5303 - MFA Colloquium III**

**Credit(s):** 2

Students complete five 2-credit Colloquia, taken concurrently with the three Graduate Studio Projects and two thesis courses (MFA Thesis Preparation and Exhibition), for a total of 10 credits. Each 2-credit course takes one full semester, for a total of 18 credits: ART 5301 MFA Colloquium I, ART 5302 MFA Colloquium II, ART-5303 MFA Colloquium III, ART-5904 MFA Colloquium IV, and ART-5303 MFA Colloquium V. The Colloquia is a seminar grouping of all current students in the program. During the semester there is a weekly meeting that includes critiques of current private studio work, updates on Graduate Studio Project work, undergraduate interaction and presentation progress, MFA Thesis Exhibition progress, and any other relevant components, challenges, and successes. In addition, there will be periodic investigations and preparation of professional career options -- including documenting and portfolio skills, grant writing, art-world options, teaching opportunities,

etc.

**Recommended:** ART 5813

**Offering Location:** Johnson Campus

## **ART 5304 - MFA Colloquium IV**

**Credit(s):** 2

Students complete five 2-credit Colloquia, taken concurrently with the three Graduate Studio Projects and two thesis courses (MFA Thesis Preparation and Exhibition), for a total of 10 credits. Each 2-credit course takes one full semester, for a total of 18 credits: ART 5301 MFA Colloquium I, ART 5302 MFA Colloquium II, ART 5303 MFA Colloquium III, ART-5904 MFA Colloquium IV, and ART 5303 MFA Colloquium V. The Colloquia is a seminar grouping of all current students in the program. During the semester there is a weekly meeting that includes critiques of current private studio work, updates on Graduate Studio Project work, undergraduate interaction and presentation progress, MFA Thesis Exhibition progress, and any other relevant components, challenges, and successes. In addition, there will be periodic investigations and preparation of professional career options -- including documenting and portfolio skills, grant writing, art-world options, teaching opportunities, etc.

**Recommended:** ART 5911

**Offering Location:** Johnson Campus

## **ART 5305 - MFA Colloquium V**

**Credit(s):** 2

Students complete five 2-credit Colloquia, taken concurrently with the three Graduate Studio Projects and two thesis courses (MFA Thesis Preparation and Exhibition), for a total of 10 credits. Each 2-credit course takes one full semester, for a total of 18 credits: ART 5301 MFA Colloquium I, ART 5302 MFA Colloquium II, ART 5303 MFA Colloquium III, ART-5904 MFA Colloquium IV, and ART 5303 MFA Colloquium V. The Colloquia is a seminar grouping of all current students in the program. During the semester there is a weekly meeting that includes critiques of current private studio work, updates on Graduate Studio Project work, undergraduate interaction and presentation progress, MFA Thesis Exhibition progress, and any other relevant components, challenges, and successes. In addition, there will be periodic investigations and preparation of professional career options -- including documenting and portfolio skills, grant writing, art-world options, teaching opportunities, etc.

**Recommended:** ART 5912

**Offering Location:** Johnson Campus

## **ART 5311 - Contemporary Arts Seminar I: Theory & Readings**

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **ART 5312 - Contemporary Arts Seminar II: Research & Writing**

**Credit(s):** 3

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.

**Offering Location:** Johnson Campus

## **ART 5321 - Summer Studio Residency I**

**Credit(s):** 6

Students make an initial project plan that includes a description of what they plan to undertake within this residency, including all relevant details such as media, process, and goals. This plan can evolve as the summer unfolds, but the student needs to keep MFA faculty posted on any significant changes. Students meet with the faculty each week to discuss and share progress. An exhibition of work created during the Summer Residency will be mounted at the end of the summer, to greet incoming fall semester students when they return. Studio options include Painting/Printmaking, Drawing, Photography, Sculpture, Ceramics, or MiniMars. The studios will be available to students during certain hours each week. Students will be assigned a studio space for unlimited access in the "BFA Studio" or in the "Black Box".

**Offering Location:** Johnson Campus

## **ART 5322 - Summer Studio Residency II**

**Credit(s):** 6

Students make an initial project plan that includes a description of what they plan to undertake within this residency, including all relevant details such as media, process, and goals. This plan can evolve as the summer unfolds, but the student needs to keep MFA faculty posted on any significant changes. Students meet with the faculty each week to discuss and share progress. An exhibition of work created during the Summer Residency will be mounted at the end of the summer, to greet incoming fall semester students when they return. Studio options include Painting/Printmaking, Drawing, Photography, Sculpture, Ceramics, or MiniMars. The studios will be available to students during certain hours each week. Students will be assigned a studio space for unlimited access in the "BFA Studio" or in the "Black Box".

**Prerequisites:** ART 5321

**Offering Location:** Johnson Campus

## **ART 5811 - Graduate Studio Project I**

**Credit(s):** 6

Students complete three 6-credit Studio Projects, each taking one full semester, for a total of 18 credits: ART-5811 Graduate Studio Project I, ART 5812 Graduate Studio Project II, and ART 5813 Graduate Studio Project III. Typically, students complete one each in their first year's Fall, Spring, and second Fall semesters. Students complete a "Graduate Studio Project Contract", which needs to be accepted before the start of the semester. While the student can arrange to work in all Visual Arts Center studios, the student selects a "Home Base Studio" for the project. MFA faculty will do their best to help the student get set up in that studio without being in the way of undergraduate needs. Studio options include Painting/Printmaking, Drawing, Photography, Sculpture, Ceramics, or MiniMars. Students make an initial project plan, that includes a description of what they

plan to undertake within this project, including all relevant details such as media, process, and goals. This plan can evolve as the semester unfolds -- but the student needs to keep MFA faculty posted on any significant changes. In addition to their own studio project work, the student will arrange to interact with at least one undergraduate course and instructor during the semester in a presentation or project that is relevant to their project plan.

**Offering Location:** Johnson Campus

## **ART 5812 - Graduate Studio Project II**

**Credit(s):** 6

Students complete three 6-credit Studio Projects, each taking one full semester, for a total of 18 credits: ART 5811 Graduate Studio Project I, ART-5812 Graduate Studio Project II, and ART 5813 Graduate Studio Project III. Typically, students complete one each in their first year's Fall, Spring, and second Fall semesters. Students complete a "Graduate Studio Project Contract", which needs to be accepted before the start of the semester. While the student can arrange to work in all Visual Arts Center studios, the student selects a "Home Base Studio" for the project. MFA faculty will do their best to help the student get set up in that studio without being in the way of undergraduate needs. Studio options include Painting/Printmaking, Drawing, Photography, Sculpture, Ceramics, or MiniMars. Students make an initial project plan, that includes a description of what they plan to undertake within this project, including all relevant details such as media, process, and goals. This plan can evolve as the semester unfolds -- but the student needs to keep MFA faculty posted on any significant changes. In addition to their own studio project work, the student will arrange to interact with at least one undergraduate course and instructor during the semester in a presentation or project that is relevant to their project plan.

**Prerequisites:** ART 5811

**Offering Location:** Johnson Campus

## **ART 5813 - Graduate Studio Project III**

**Credit(s):** 6

Students complete three 6-credit Studio Projects, each taking one full semester, for a total of 18 credits: ART 5811 Graduate Studio Project I, ART 5812 Graduate Studio Project II, and ART-5813 Graduate Studio Project III. Typically, students complete one each in their first year's Fall, Spring, and second Fall semesters. Students complete a "Graduate Studio Project Contract", which needs to be accepted before the start of the semester. While the student can arrange to work in all Visual Arts Center studios, the student selects a "Home Base Studio" for the project. MFA faculty will do their best to help the student get set up in that studio without being in the way of undergraduate needs. Studio options include Painting/Printmaking, Drawing, Photography, Sculpture, Ceramics, or MiniMars. Students make an initial project plan, that includes a description of what they plan to undertake within this project, including all relevant details such as media, process, and goals. This plan can evolve as the semester unfolds -- but the student needs to keep MFA faculty posted on any significant changes. In addition to their own studio project work, the student will arrange to interact with at least one undergraduate course and instructor during the semester in a presentation or project that is relevant to their project plan.

**Prerequisites:** ART 5812

**Offering Location:** Johnson Campus

## **ART 5820 - MFA Internship**

**Credit(s):** 2

The MFA Internship is a supervised work experience in an art setting appropriate to the student's area of interest. Possible

examples would include an art gallery, museum or art center; a public art project; a professional artist's studio; an arts education program, etc. It is arranged by the student, with the help of the College's Internship Coordinator and graduate faculty, and supervised on site by an appropriate representative of the arts venue. Graduate faculty and the on-site supervisor assess the student's progress. This 2-credit internship requires 80 hours on-site, plus a write-up of the experience that addresses the following areas: organization/program, change in perception, learning objectives, artistic connections, personal development, and evaluation.

**Prerequisites:** Completion of two semesters of Graduate Studio.

**Offering Location:** Johnson Campus

### **ART 5831 - Independent Studio Work I**

**Credit(s):** 2

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

**Offering Location:** Johnson Campus

### **ART 5832 - Independent Studio Work II**

**Credit(s):** 2

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

**Offering Location:** Johnson Campus

### **ART 5833 - Independent Studio Work III**

**Credit(s):** 2

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

**Offering Location:** Johnson Campus

### **ART 5834 - Independent Studio Work IV**

**Credit(s):** 2

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

**Offering Location:** Johnson Campus

### **ART 5835 - Independent Studio Work V**

**Credit(s):** 2

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

**Offering Location:** Johnson Campus

## **ART 5836 - Independent Studio Work VI**

**Credit(s):** 2

The sixth and final documentation packet for work completed at the student's home studio.

**Offering Location:** Johnson Campus

## **ART 5911 - M.F.A. Thesis Preparation**

**Credit(s):** 3

The student completes and documents original artwork for the thesis exhibition.

**Offering Location:** Johnson Campus

## **ART 5912 - M.F.A. Thesis Exhibition**

**Credit(s):** 3

This is the culmination of the M.F.A. thesis work. The student exhibits his or her original artwork at the Johnson campus, Dibden Center for the Arts Gallery, schedules an artist's talk, promotes the exhibit and talk to the public, and presents the artist's talk at the scheduled time.

**Offering Location:** Johnson Campus

## **ART 5915 - MFA Thesis Book**

**Credit(s):** 2

Students complete one MFA Thesis Book experience in conjunction with the MFA Thesis Exhibition. The MFA Thesis Book is a printed work of photographic documentation and writing of all MFA program work and the MFA Thesis Exhibition. The book should contain an MFA thesis statement, photographs of work and events, descriptions of work, and a closing statement. Also, possibly, other relevant materials such as video, performance and/or a recording of the exhibition thesis talk. In addition to one's own writing and photography, the book should also contain images and descriptions of other artists' work that are relevant to the support of the student's thesis statement.

**Recommended:** ART 5911; ART 5912

**Offering Location:** Johnson Campus

## **Johnson - Art History**

### **ARH 5555 - Johnson - Contemporary Art Travel Intensive**

**Credit(s):** 2

This course is intended to connect students to their flavor of the most contemporary of art. Students should work with graduate faculty to plan their trip. While New York City is a likely location, it by no means needs to be there. Any world-class center of contemporary art will suffice -- particularly if it is relevant to the student's work. The trip must be minimally five days in length - yielding at least three full days for exploring art venues.

## **Johnson - Leadership Studies (LDR)**

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

**Credit(s):** 5

Participants examine ideas and debates about knowledge over time, across societies, and among scholars, practitioners, and social thinkers. Upon that review, participants investigate historical, philosophical, sociological, and aesthetic perspectives of leadership to develop an interdisciplinary appreciation for the contextual, cultural, and perennial issues in the field. Using pertinent methods of inquiry, participants collect information about a topic of interest and analyze the demonstrated approaches to leadership. Together, participants review their cases toward a personal re-imagination of established norms about knowledge, practice, and leadership for sustainable futures.

**Offering Location:** Online

**Notes:** This course is part of the on-line Master of Arts in Leadership Studies program.

### **LDR 6015 - Models of Leadership: Finding the Creative Self**

**Credit(s):** 5

Participants use lifestory methods to examine personal episodes that reveal enduring strengths of their leadership identity. We study particular leaders and ideal leadership models to ascertain and envision the self as a creative agent of courageous change. Understanding of self is an essential component of constructing a potent personal aspiration toward authentic leadership. This course guides participants on that quest.

**Offering Location:** Online

**Notes:** This course is part of the entirely on-line Master of Arts: Leadership Studies

### **LDR 6025 - Partnerships in Diversity**

**Credit(s):** 5

Participants learn about the historical, political, cultural, and scholarly foundations of diversity as a socially constructed idea that is essential to the functioning of a pluralistic society. We examine the topic through interesting readings from a variety of authors and fields of practice. The course addresses strategies that can be used to highlight, meld, and inspire diverse viewpoints as a means of generating partnerships for collaborative work groups. Participants design and implement projects to explore a specific aspect of diversity related to their professional work or area of study.

**Offering Location:** Online

**Notes:** This course is part of the entirely on-line Master of Arts: Leadership Studies.

### **LDR 6035 - Design Thinking for the Learning Organization**

**Credit(s):** 5

Participants learn to study the social world and social institutions as complex systems. With systems theory as a basis, participants learn how to use design thinking to craft effective models for problem-solving initiatives in the professional realm. In

conjunction with an anthropological and natural science review of ecological and systems theory, a historical overview of design thinking, and a scholarly study of social learning, the course emphasizes empathy research as a means of uncovering core issues in complicated problems, play as a means to elucidate the array of perspectives about a given problem, and organizational arrangements as a framework for generating practical solutions.

**Offering Location:** Online

**Notes:** This course is part of the entirely on-line Master of Arts: Leadership Studies

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

**Credit(s):** 5

Participants study moral philosophy, world ethics, moral psychology and other theoretical perspectives as a means of grounding their professional practice in ethical thought. The course includes a comparative study of Western and Nonwestern ethical and belief systems, both traditional and contemporary. Through ethical deliberation, participants learn to examine professional dilemmas across the civil, civic, and corporate realms. Attention is drawn to consideration for ethical leadership, such as institutional politics, legal boundaries, and cross-cultural beliefs. Participants conduct an inquiry project in applied ethical analysis.

**Offering Location:** Online

**Notes:** This course is part of the entirely on-line Master of Arts: Leadership Studies

## **LDR 6950 - Leadership Capstone: Scholar-Practitioner Inquiry**

**Credit(s):** 5

This course serves as a capstone for the Leadership Studies program. Participants study the work of scholar-practitioners in the field of leadership studies, and plan, design, and implement a small-scale pilot project on a topic relevant to leadership in their situation. Working on projects individually, participants share resources, suggestions, and peer reviews within study groups. Concurrently, participants finalize a program portfolio demonstrating their accumulated work, feedback, and self-assessments.

**Prerequisites:** Instructor Permission

**Offering Location:** Online

**Notes:** This course is part of the entirely on-line Master of Arts: Leadership Studies

# **Faculty and Staff**

## **The Administration**

ELAINE C. COLLINS, President, B.A. University of California Los Angeles, M.A. University of California Davis, Ph.D. Ohio State University Columbus

NOLAN T. ATKINS, Provost, Professor of Atmospheric Sciences, B.S. University of Minnesota; M.S., Ph.D. University of California Los Angeles



SHARRON R. SCOTT, Dean of Administration, B.S. University of Vermont

JONATHAN M. DAVIS, Dean of Students, B.S. Lyndon State College

## The Faculty NVU Lyndon

BALCOM, IAN (2011) Associate Professor, Natural Science, B.S. University of Vermont; Ph.D. University of California at Riverside.

BENNION, JANET (2003) Professor, Sociology and Anthropology, B.A. Utah State University; M.A. Portland State University; Ph.D. University of Utah

BOULEY, KATIE (2010) Associate Professor, Exercise Science, B.S. University of Massachusetts; M.S. Springfield College; Ph.D. Springfield College

BOSS, SAM (2015) Assistant Professor, Library, B.A. Southern Illinois University - Carbondale; M.A. State University of New York - Brockport; M.A. University of Wisconsin - Madison

CASTLEBERRY, KRISTI (2015) Assistant Professor, English, Philosophy & Film Studies, B.A. Sonoma State University; M.A., Ph.D. University of Rochester

DALEY, DANIEL (2008) Associate Professor, Mathematical Sciences, A.S., B.S., M.Ed. Lyndon State College

DOLL, SEAN (2011) Associate Professor, Mountain Recreation Management, A.A. Brookdale Community College; B.S. Frostburg State University; M.Ed. Plymouth State University

FARRELL, KEVIN J. (1990) Professor, Mathematical Sciences, B.S. Nasson College; M.S. University of Vermont; Ph.D. University of Rhode Island

FORTNER, TARA (2013) Assistant Professor, Education, B.A., The College of Saint Rose; M.A. Alfred University; Ed.D. Plymouth State University

GIESE, ALAN (2006) Professor, Natural Sciences/Biology, B.A. University of California at Santa Cruz; M.S. Oregon State University; Ph.D. Arizona State University

GIESE, STEPHANIE (2015) Assistant Professor, Business Administration, B.S. Westminster College; M.S. Case Western Reserve University

GILBERT, ROBBY (2014) Assistant Professor, Visual Arts/Animation, B.F.A. School of Visual Arts, New York; M.Ed. Argosy University

GILMAN, CHANDLER R. (1998) Professor, English, B.A. Williams College; M.A. University of New Hampshire; M.F.A. Vermont College of Norwich University

GITTLEMAN, JOSEPH (2009) Associate Professor, Music Business and Industry, B.A. Johnson State College

GLENTZ BRUSH, KELLY A. (2002) Professor, Visual Arts, B.F.A. Kansas City Art Institute; M.F.A. University of Kansas

LUCE, BENJAMIN (2008), Associate Professor, Na York at Fredonia; M.S., Ph.D. Clarkson University

LUNA, ANDREA (1997) Professor, English, B.S. U Hampshire; Ph.D. University of New Hampshire

McCOY, DAISY (1991) Professor, Mathematical S M.S. Virginia Tech; Ph.D. Virginia Tech

MEACHEM, MEAGHAN (2008) Associate Profess College; M.A. Marlboro College Graduate Center

MIRKIN, BENJAMIN (2013) Assistant Professor, M Northern Colorado; Ph.D. University of New Hamp

MORISON, WILLIAM (2012) Assistant Professor, B Business and Economics, University of New Hamp

MUELLER, HARRY (2003) Associate Professor, V A.A.S., B.S. Rochester Institute of Technology

NOYES, JAMES (2015) Assistant Professor, Mount Phoenix; M.Ed. Plymouth State University

PARISI, PHILIP J. (2004) Associate Professor, Visu Visual Arts; M.F.A. Hunter College; Ph.D., Capella

PASCALÉ, AIMEE (2015) Assistant Professor, Exe University of Oregon; Ph.D. Springfield College

PRESTON, AARON (2017) Visiting Assistant Profe Michigan; M.S. Florida State University; Ph.D. Flori

RAZZANO, ELAINE (1995) Professor, English, B.A. University; M.Ed. Plymouth State University; Ph.D.

RUSH, BENJAMIN (2015) Assistant Professor, Mo State University; Ph.D. National Taiwan Sport Unive

SAEED, TIMOTHY (2016) Assistant Professor, Mu Conservatory of Music; M.M. University of New Me University

SEARLS, PAUL (2005) Professor, History, B.A. Ho New York University

SHAFER, JASON (2005) Professor, Atmospheric S of Utah; Ph.D., University of Utah

HANRAHAN, JANEL (2012) Associate Professor of Atmospheric Sciences, B.A. Alverno College; M.S. University of Wisconsin; Ph.D., University of Wisconsin

HILTON, MARK (1999) Professor, Business Administration, B.S. Lyndon State College; M.B.A. Plymouth State University

JOHNSTON, DAVID (2005) Professor, English, Philosophy & Film Studies, B.A. Denison University; M.A., Ph.D. State University of New York at Stony Brook

LATHROP, ALISON S. (1999) Professor, Geology, B.Sc. Bates College; Ph.D. Dartmouth College

LEDOUX, GREGORY (2009) Associate Professor, Exercise Science, B.S. Lyndon State College; M.S. Bridgewater State College

LEWIS, TIMOTHY R. (1999), Professor, Electronic Journalism Arts, B.A. University of Vermont ; M.A. Union Institute & University/Vermont College

SHERRER, MARGARET (2005) Professor, Psychology, Rhode Island College; Ph.D., Boston College

SHINE, PATRICIA (2003) Professor, Human Services, School of Social Work

SMITH, DONNA (2010) Assistant Professor, Electrical Engineering, M.A. Johnson State College

STROKANOV, ALEXANDRE A. (2000) Professor, Geology, Perm State University, Ph.D. Perm State University

STROUP, BRANDON (2012) Assistant Professor, Sociology, University of Pennsylvania; M.A. Indiana University, Pennsylvania

TUCKER, BARCLAY (2001) Professor, Visual Arts, University of Hartford, M.F.A. University of Hartford, Hartford

WARWICK, BRIAN (2016) Assistant Professor, Music, M.S. Full Sail University

WERDENSCHLAG, LORI (1992) Professor, Psychology, University

## Part-time Faculty

BERTOLINI, MARK, Business Administration/Law

BERTONE, KATHY, Business Administration

BOYE, ALAN, Professor Emeritus (retired), English

CARCIO, KATE, Mountain Recreation Management

COLBY, KELLY, English

DOWLING, DAN, Electronic Journalism Arts /Atmospheric Sciences

DWYER, PAULINE, Natural Sciences

EGAN, TIMOTHY, Visual Arts

ELMES, MARTHA, Visual Arts

FREGOSI, GIANNA, Music & Performing Arts/Theater

HANNA, CHARLOTTE, Business Administration

MIKOVITZ, TIM, Music & Performing Arts

MOYE, RICHARD, Professor Emeritus (retired), English

PEPIN-VOGT, NANCY, English

STROKANOVA, ELENA, Social Science/Russian

TWOMBLEY, NORMA, Mathematics

ULRICH, TIMOTHY, Mathematics

VADEN, NICHOLAS, Music & Performing Arts

VAN der LAAN, KYLE, English

WATSON, CHRISTOPHER, Mathematics

WILLIAMS, ELIZABETH, English

WILLIAMS, NORRINE, Psychology

HASKINS, KAREN, English

HASKINS, MERLE, English

JAMES, NANCY, Education

KAPLAN, JONATHAN, Natural Sciences

LEONE, NICOLE, Mathematics

LORIOT, GEORGE, Atmospheric Sciences

MacDOWELL, LISA, English

## **Professor Emeriti**

BLANCHARD, IRENE (1976-1998)

BOYE, ALAN (1987-2009)

EBBETT, BALLARD E. (1960-1998)

FITCH, JON (1974-2005)

GALLAGHER, SUZANNE (1972-1990)

GREEN, FRANK (1970 - 2004)

McGOWAN, DORIAN (1959 - 2006)

MILLER, DONALD H. (1959-1999)

MOYE, RICHARD (1991-2014)

PORTNER, RICHARD (1977-2006)

REEVES, CAROLYN (1982-2003)

ROSSI, RONALD (1976-2015)

VOS, KENNETH (1967-1999)

## **The College Directors and Staff NVU Lyndon**

Alex D. Allen            Public Safety Officer

Eddie I. Allen            Admissions Specialist

Stephen C. Allen        LAN/System Administrator

Thomas K. Andereson	Associate Dean for Academic Programs & Faculty
Thomas R. Archer	Director of Physical Plant
Kathy A. Armstrong	Assistant to the Dean of Administration
Jennifer M. Aubin	Senior Financial Aid Officer
Bonnie D. Babcock	Admissions Records Specialist
Debra M. Bailin	Director of Student Academic Development
Megan Barnes	Head Athletic Trainer
Elizabeth L. Bergman	Interlibrary Loan Specialist
David E. Bixby	Custodian
Jay D. Bona	Circulation Coordinator
Cody W. Brackett	Graphic Designer, pt
Tanya W. Bradley	Director of Financial Aid
Mason M. Brewer	Admissions Counselor
Dustin R. Brooks	Maintenance Technician
Rodney J. Call	Custodian/Maintenance Worker
Jody A. Card	Assistant Director, Financial Aid
Jo-Ann Charron	Custodian/Pool Technician
Christina K. Cotnoir	Assistant to the Dean of Students
Patricia R. Cross	Staff Assistant to Director of Physical Plant
Jessie Lynne Dall	Staff Assistant to Faculty
Alexandra R. Damato	Admissions Counselor
Michael A. Dente	Chief Technology Officer
Grace L. Dinapoli	Media & Marketing Coordinator
Denise M. Doyon	Custodian
Lori A. Drew	Coordinator of Academic Support Services
Terry K. Dwyer	Vehicle Mechanic/Grounds Maintenance Technician
Andre J. Eason	Asst. Director of Upward Bound

Mary A. Etter	Coordinator of Disability Services
Charles M. Forrest	Public Safety Officer
Karen M. Fournier	Custodian
Miranda D. Fox	Registrar
Evelyn E. Franz	Recorder
Donna M. Gile	Staff Assistant to Faculty
Darlene N. Gilman	Staff Assistant for Conferences
Kathleen E. Gold	Director of Advising Resources
Jacqueline Goodwin	Custodian
Lisa R. Goodwin	Custodian
Nermin Hajdarevic	Master Maintenance Technician
Tim L. Hale	Custodian/Maintenance Worker
Jennifer K. Harris	Executive Director of Development & Alumni Affairs
Kelly-Ann Harris	Custodian
Brandon B. Heanssler	Web & Digital Designer
Stacy O. Hopkins	Student Services Consultant
Danielle R. Hume	Assistant Director, LEAP (AmeriCorps)
Kristin E. Hunt	NECC Site Director (Northern Essex Community College campus)
Edward A. Jacques	Master Maintenance Technician
Chantal A. Jean	Assistant Athletic Director
Jason N.T. Kaiser	Atmospheric Sciences Data Systems Administrator
Mark L. Lariviere	Custodian
Thomas J. Leiper	Senior Mechanical Systems Technician - Plumber
Kenneth W. Leonard	Custodian
Sara L. Lussier	Director of Annual Giving
David J. Martin	Financial Aid Officer
Shane E. Mason	Student Services Consultant

Katrina E. Meigs	Director of Human Resources
Brian W. Michaud	Public Safety Officer
Darcie A. Miles	Executive Assistant to the President
Denise B. Moses	Coordinator of Academic Success Resources
Ann M. Nygard	Director, Center for Professional Studies
David Pasiak	Head Men's Basketball Coach & Sports Information Director
Joshua L. Peake	Custodian
Daniel M. Peal	Senior Mechanical Systems Technician - Electrician
Sylvia L. Plumb	Director of Marketing & Communications
Charlotte N. Porcelli	Director of Conferences & Events
Monique C. Prive	Acquisitions Coordinator
Diane W. Raymond	Student Services Consultant/Staff Assistant, Education
Rose E. Reynolds	Director, LEAP (AmeriCorps)
Dianne M. Rivers	Staff Assistant to Associate Academic Dean
Cynthia A. Robertson	Director of Payroll & Employee Services
Erin S. Rossetti	Director of Student Life
Nathan R. Rossetti	Public Safety Officer
Stephen P. Roy	Custodian
Jason R. Ryan	Assistant Chief Technology Officer
Tara-Jean Samora	Cataloger
Mary E. Schlesinger	Custodial Supervisor
Tracy W. Sherbrook	Assistant to the Provost
Deborah M. Sherwood	Custodian
David M. Siuta	Research Scientist
Robert E. Stowell	Public Safety Officer, pt
Tina M. Stowell	Custodian
Rhonda M. Trucott	Mailroom/Copyroom Supervisor

Thomas P. Weineck      Senior Desktop Support Technician

C. Richard Williams      Director of Upward Bound

Amy L. Wright      Director of Career Services

Aaron E. Young      Director of Technical Services

## Faculty NVU Johnson

**Brinegar, Kathleen.** *Associate Professor*

Ed.D., Educational Leadership & Policy, University of Vermont

Specializations: Middle Level Education, Adolescent Literacy, Women's Studies

**Clute, Sean.** *Associate Professor*

M.F.A., Electronic Music & Recording Media, Mills College

**Donovan, Kimberly.** *Associate Professor*

Ph.D., Counselor Education and Counseling, Idaho State University

**Hoffman, Audrey.** *Assistant Professor*

Ph.D., Special Education/Applied Behavior Analysis, Utah State University

**Johnson, Leslie.** *Associate Professor*

Ph.D., General/Exp. Psychology, University of Vermont

**Leslie, Kenneth.** *Professor*

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.

**Miller, John.** *Professor*

M.F.A., Photography, SUNY Buffalo

**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

**Weigel, Daniel.** *Associate Professor*

Ph.D., Counselor Education and Counseling, Idaho State University