

Johnson State College

Johnson, Vermont

Graduate Catalogue

This catalogue becomes effective on August 25, 2008 and is in effect until superseded by a new issue.

This catalogue is not a legally binding agreement between the College and its students, but is published for purposes of information only. Johnson State College reserves the right to make changes in course offerings, degree requirements, charges, regulations and procedures contained herein as educational and financial considerations require.

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A Message From President Barbara Murphy



I'm pleased that you are considering study at Johnson State College. We are a community committed to the belief that higher education has the power to transform lives. Our faculty members take a personal interest in your success. Whether in the classroom or through one of our many service or extended-campus study opportunities, Johnson will offer you the chance to explore your interests, examine your values, and shape the future direction your life will take. You can count on us to help you along the way.

This catalogue can provide an overview of our college and an introduction to opportunities for study. But, it is only an informational guide, and we encourage you to contact our graduate office to learn more about your Johnson State College experience.

Welcome to our college community.

A handwritten signature in cursive script that reads "Barbara E. Murphy". The ink is dark, and the signature is fluid and legible.

Barbara E. Murphy
President

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Non-discrimination and prevention of harassment and related unprofessional conduct

Johnson State College (JSC) does not engage in unlawful discrimination based on race, color, creed, ancestry, ethnicity, national origin, place of birth, sex, sexual orientation, gender identity, disability, age, veteran status, marital status or any other status protected by law. Sexual harassment, racial harassment, and harassment of persons based upon other protected categories are forms of discrimination and will not be tolerated. Also, inappropriate sexual relationships between staff and students, although they may not rise to the level of sexual harassment, are prohibited. Further, JSC, in accordance with Vermont law, does not discriminate against any person on the basis of the person having a positive HIV-related blood test.

JSC does not discriminate on the basis of the above protected categorizations in application processes for admissions or employment, in academic and residential

programs, in employment practices and policies, in scholarship and loan programs, in athletic programs, and any other programs or facilities. JSC is an equal opportunity employer.

The above is taken from VSC Policy 311, which is available on-line at www.jsc.edu, VSC Policies and Procedures Manual. Any questions or complaints about potential or perceived discrimination, harassment or related unprofessional conduct in violation of any State or Federal law or VSC Policy 311 should be directed to Jo Ann Lamore, Assistant Academic Dean, at JSC, 802-635-1243. Please contact Dian Duranleau, Learning Specialist, Academic Support Services, at 802-635-1264, if accommodations are needed to apply for admission; and Bonnie Fairbanks, Director of Human Resources, at 802-635-1392, if accommodations are needed for employment.

Johnson State College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Inquiries regarding the accreditation status by the New England Association of Schools and Colleges should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
(781) 271-0022
cihe@neasc.org

General Information

THE COLLEGE: A BRIEF HISTORY

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

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

By an act of the 1961 Legislature, the Vermont State Colleges Board of Trustees was created to oversee the state college system. This new board assumed control on July 1, 1962, and Johnson Teachers College became Johnson State College. This new name signaled a change in the College’s mission from a single-purpose teacher-training college to a multi-purpose liberal arts college. Since that time, the College’s curriculum in the liberal arts and sciences, its enrollment, and its facilities have expanded dramatically to meet this new mission. The Library and Learning Center, a 39,000 square foot library, classroom and faculty office facility opened in Fall 1996, and the renovation of Stearns Hall into a Student Center is now complete.

The College has come a long way from that first class of 16 students in a converted cobbler’s shop. Johnson State’s modern, dozen-building campus spreads over 330 hilltop acres and serves nearly 1900 students from Vermont and around the country. The College is accredited as a multi-purpose public institution by the New England Association of Schools and Colleges and is approved as a degree-granting institution by the Vermont State Board of Education.

MISSION OF THE VERMONT STATE COLLEGES SYSTEM

For the benefit of Vermont, the Vermont State Colleges provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study. This integrated education, in conjunction with applied learning experiences, assures that graduates of VSC programs will:

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

The Vermont State Colleges also offer numerous opportunities for others to engage in continuous learning to meet their specific goals.

THE JOHNSON STATE COLLEGE MISSION

The Johnson State College community believes in the power of higher education to transform lives. We express this commitment through an education that crosses academic and other boundaries, wherever 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.

ACADEMIC REGULATIONS AND REQUIREMENTS

By enrolling for courses, students obligate themselves to abide by the policies set forth in this catalogue and in other College publications.

REGISTRATION

By enrolling for courses, students obligate themselves to abide by the policies set forth in this catalogue and in other College publications.

Students pursuing a graduate degree from Johnson State College must be formally accepted through the admissions office before they may register for courses. Class attendance does not in itself signify registration. Students must properly register for each of their courses in order to receive academic credit for work completed. Graduate students wishing to enroll in undergraduate courses for undergraduate credit should do so using their graduate registration forms.

Class Attendance

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

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

Adding, Dropping, and Withdrawing from Courses

Students adding, dropping, or withdrawing a course must complete an Add/Drop/Withdraw Form with the Registrar's Office. The following deadlines and guidelines apply:

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

- Full-semester courses may be dropped until the end of the second week of the semester.
- Full semester courses may be withdrawn until the end of the ninth week of the semester.

The registrar will publish the exact dates on which these deadlines fall. Exceptions to the above procedures will be allowed only upon approval of a student's advisor and the graduate program coordinator. Students may withdraw from a course after the drop deadline only with approval of the Graduate Committee. If the request is granted, the course will appear on the transcript with a "W." The withdrawal will not affect a student's grade point average. There are no financial refunds for approved late withdrawals.

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

Auditing Courses

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

Extension Courses

The College occasionally offers special courses to selected audiences at various locations. These courses are not listed in this catalogue, but are separately advertised or sponsored through agencies or other institutions. Extension students generally register via materials given to them at their first class session.

ACADEMIC REGULATIONS AND REQUIREMENTS

Non-matriculated Students

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

Plan of Study

Matriculated students in each of the college's graduate programs must have their plan of study accepted by their advisor and the academic dean **before completing twelve graduate credits at JSC.**

GRADING

Passing Grades

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

Incompletes

A grade of Incomplete (I) will be given to work of satisfactory quality in a course when the full amount of required work has not been completed because of illness or other reasons beyond the control of the student. It cannot be used instead of the grade of F in situations involving a student's lack of ability or negligence. The student has until the 7th 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. The registrar will publish the mid-semester deadline in each semester's Course Bulletin. When the student completes the work, the Incomplete is replaced with the final grade. In assigning an Incomplete, the instructor is required to designate what grade should be recorded if the student fails to complete the work by the deadline. If the instructor fails to designate this default grade, the registrar will assume the grade to be an F. The resulting

grade will be calculated into the student's cumulative average. The cumulative average will be reviewed at the end of each regular semester in conformance with the academic dismissal policy.

An instructor may extend an Incomplete beyond the mid-semester deadline but must obtain the approval of the registrar prior to that deadline.

Not Graded Work

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

Repeat Course Option

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

ACADEMIC HONESTY

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

Any faculty member who suspects that a student has committed an act of academic dishonesty will

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

GOOD ACADEMIC STANDING

Minimum Grade Point Average

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

Time Limit to Complete a Graduate Degree

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

Students who exit from the College may reapply

by making formal application with the Admissions Office. The W grades received will be used in making an admission decision. For refunds on room, meal plan, and tuition charges, see the refund policy on page 44.

GRADUATION

Application for a Degree

A student who anticipates completion of his/her degree requirements should file an application for a degree with the Registrar's Office during the semester prior to his/her last semester. This may allow time for the student to pick up additional courses or complete outstanding paperwork during his/her last semester if necessary. A commencement fee will be charged to the student's account. The Registrar's Office will carry out a detailed degree audit, identifying where the student stands in relation to degree requirements. The results of the degree audit will be given to the student and to his or her advisor.

Conferring 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. Diplomas are awarded to August and December graduating students at the commencement ceremony in May. Diplomas will be mailed to May degree completers once all degree requirements are verified by the Registrar's Office.

Participation in Commencement

Only students who have completed all degree requirements will be allowed to participate in the Commencement ceremony. The College recognizes that there may be occasions when special circumstances arise. Under such unusual circumstances, students may 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.

ACADEMIC REGULATIONS AND REQUIREMENTS

Requesting a Transcript

Official transcripts are available at no charge to students upon a written, signed request to the registrar's office. 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.

EXITS AND LEAVES OF ABSENCE

Leave of Absence

Students in good academic standing, who have an approved plan of study on file, if required, and wish to interrupt their studies for a period not to exceed two consecutive regular semesters, may request a leave of absence. Students on a leave of absence do not need to reapply for admission and will be allowed to pre-register during the regular advance registration period.

Students may apply for a leave of absence by completing an Exit Notification and Leave of Absence Form, available at the Dean of Students' Office, the Graduate Office, and the Registrar's Office. The leave is not official until the request is approved by the registrar. A leave may be requested prior to the add/drop deadline for one or two consecutive regular semesters. In special circumstances, the leave of absence may be extended beyond the approved period with the approval of the registrar.

Exiting from the College

A student voluntarily exiting from the college during the semester must do so formally, and in writing, by completing an Exit Notification and Leave of Absence Form, available at the Dean of Students' Office, the Graduate Office, and the Registrar's Office.

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

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

Students who exit from the college may re-apply by making formal application with the Admissions Office. The W grades received will be used in making an admission decision. For refunds on room, meal plan and tuition charges, see the refund policy on page 47.

Involuntary Exit

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

APPEAL OF ACADEMIC POLICIES

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

GRADUATE EDUCATION AT JSC

Graduate education at Johnson State College is designed to be small and flexible and to meet the needs of adult learners. Most courses are offered on campus; however, the specialization in Applied Behavior Analysis (A.B.A.) is offered off campus in conjunction with mental health organizations in Vermont. Other specialized courses, conferences, and seminars are also offered to meet regional needs. Most courses are offered in the late afternoon and evening, on weekends, and in the summer. Students generally take one-and-a-half to three years to complete their degree work, and all students are required to complete it within five years of admission to the program. (See section on transfer credits also, page 44) Selected courses are open to non-degree students on a space-available basis.

Johnson State College offers the following graduate degree and advanced graduate studies programs:

Master of Arts in Education

- Elementary Teacher Licensure
- Middle School Teacher Licensure
- Secondary Teacher Licensure
- Curriculum and Instruction
 - Literacy Strand
 - Content Specialist Strand
 - Individual Strand
- Gifted & Talented
- Special Education
- Applied Behavior Analysis
 - Children's Mental Health Strand
 - Autism Strand

Master of Arts in Science Education - Vermont Science Initiative

Certificate of Advanced Graduate Studies (CAGS)

- Self-Designed CAGS
- Autism CAGS

Master of Arts in Counseling

- School Guidance Counseling
- Clinical Mental Health Counseling
 - Substance Abuse Strand
 - College Counseling Strand

Master of Fine Arts in Studio Arts

MASTER OF ARTS IN EDUCATION

All Master of Arts in Education degree candidates must complete a minimum of 36 credits plus an examination or a final project. Credits are distributed among a common core of courses and courses organized around a specialization or a strand. Except for the two specializations in the Applied Behavioral Analysis (A.B.A.) and Science Education, the following core courses are required of all graduate education programs resulting in a master's degree. They may be taken at any time in any sequence during the graduate program:

Core Courses

EDU-6220	Special Education Law	3 credits
EDU-6550	Foundations and Issues	3 credits
EDU-6560	Curriculum Development	3 credits
EDU-6920	Education Research	3 credits

SPECIALIZATION REQUIREMENTS

Students may elect to pursue different specializations depending on their interests or needs. Areas that are available on campus include Curriculum & Instruction (with strands for Autism, literacy and individual subject matter content areas), Elementary Licensure, Gifted and Talented, Middle Level Licensure, Secondary Licensure, and Special Education. Each student will work with his or her advisor to select course work and develop a plan of study for the area of specialization.

FINAL PROJECT

The completion of specialization course work signals the beginning of the final phase of graduate study in the program. Within the first two weeks of the last year of graduate study, each student, working with a member of the Education Department faculty, elects a final project option that integrates all parts of the program. The final project can take one of following four forms:

Comprehensive Examinations

Those students electing the comprehensive examination option may take the core portion of the exam immediately after completing the core courses. The second part of the exam, which focuses on the specialization area, is usually scheduled for the student's final

semester. If the student prefers, both parts of the exam may be taken during the final semester. Students may retake a failed examination once; a second failure will result in dismissal from the program.

Thesis

A major piece of original research completed on an independent basis and directed and reviewed by a thesis committee. Details regarding a thesis project are outlined in the Thesis Preparation Handbook, available through the graduate office.

Action Research Project

The action research project may be completed in a directed field study or internship placement site or another place may be arranged. The project will be reviewed by a committee composed of at least two members of the Education Department faculty.

Presentation

The student, working with an advisor, will develop a synthesizing paper that will involve reflection and provide closure to his or her entire graduate program. The activity will include both written and oral components presented to a minimum of two Education Department faculty.

A student electing this project must confer with his or her advisor prior to the beginning of the last semester of his or her program. The synthesizing paper will be 10-12 pages in length and will be written in APA style. It must integrate the student's learning from both the core courses and the specialization requirements. The paper, as well as the oral presentation, will include an introduction, body and conclusion/summary. A reference list will be the final page of the paper. It is the student's responsibility to confer with and provide drafts of the paper for his/her advisor frequently throughout the process.

The presentation to a minimum of two faculty members will typically last about twenty minutes followed by a discussion period. Additional people may be invited as observers.

Criteria for evaluation will be provided to both the student and the faculty members involved. It will be similar to that used for evaluating the comprehensive

exam. The two faculty members will determine if the grade is Pass or Fail. If the student fails the reflective paper/presentation, he or she may elect to take the comprehensive exam or one of the other choices for a final project.

LEARNING OUTCOMES

Students who successfully complete the M.A. in Education will:

- 1) articulate an educational philosophy that is informed by educational theory, current educational research, and field experiences and be able to apply this philosophy in an educational setting;
- 2) be able to analyze and synthesize educational research in a review of the literature;
- 3) design and conduct a research project and present the findings in a public forum;
- 4) understand the law as it relates to students with special needs;
- 5) be able to develop well-organized, standards-based lesson and unit plans that incorporate writing and reading across the curriculum;
- 6) be able to integrate technology into classroom curriculum;
- 7) demonstrate skill in using reflection and critical thinking as a means of improving classroom teaching skills assessment.

A final project that may include a:

- comprehensive exam
- presentation
- action research project or
- thesis

TEACHER LICENSURE PROGRAMS

The teacher licensure programs meet the needs of students who have a bachelor's degree with a liberal arts major and who want to teach but have little or no background in education. Students can become licensed to teach upon successful completion of the required core courses for the teaching level licensure program. The teacher licensure programs contain graduate-level courses in education theory and methodology, and they recognize the abilities, needs, and motivation of students seeking a new career.

Programs leading to the "Beginning Educator's License" (Level One) are available for those students interested in teaching at the elementary (K-6), middle (grades 5-9), or secondary (grades 7-12) levels. For those who already have teacher licensure, additional endorsements may be obtained in Reading and Language Arts, and Special Education.

JSC graduate programs approved for public school teacher licensure by the Vermont Department of Education and the Vermont Standards Board for Professional Education are available as follows:

- Art (K-6, 7-12, K-12)
- Elementary Education (K-6)
- Guidance (K-12)
- Middle Level Education (grades 5-9) in English, Mathematics, Science, or Social Studies
- Music (K-12)
- Physical Education (K-6, 7-12, K-12)
- Reading/English Language Arts Specialist Teacher (K-12)
- Reading Coordinator (K-12)
- Secondary Education (7-12) in Dance, English, Mathematics, Life Science, Physical Science, Social Studies, or Theater Arts
- Special Educator
- Consulting Teacher
- Director of Special Education

Advancement to Candidacy for Licensure in the Education Program

Admission to the program does not necessarily result in teacher licensure. For students wishing to enroll in one of the teacher licensure programs, the College requires a two-stage admission process in order to examine the potential of an applicant as a teacher. Applicants are first accepted into the graduate program after review of credentials. Then, after a student has completed 12 credits, or prior to an internship, the Education faculty approves advancement to candidacy on the basis of the following considerations:

- assessment of writing competency for all licensure candidates by Education Department faculty using the graduate application essay and class papers;
- completion of required courses;
- participation in an assessment interview;
- maintenance of a GPA of 3.0 or higher;

- successful completion of the Praxis I examination meeting standards set by the Vermont State Board of Education;
- review of beginning professional portfolio.

Internship

Candidates for teacher licensure are required to complete a one-semester internship in their area of licensure. Each student must file an application for the internship the semester before he or she expects to fulfill this requirement. Candidates must apply for fall semester placements by March 15, and for spring semester placements by October 15. The internship includes preparation of lesson and unit plans, teaching and videotape assessment of classroom performance, and a joint evaluation by the student, cooperating teacher and college supervisor. Students are required to follow the public school calendar during their internship semester. Additional information about the internship and requirements is available in the JSC Student Teaching Handbook located on-line at: <http://www.jsc.vsc.edu/Academics/Education/default.aspx>.

Professional Portfolio

As each student progresses through the teacher education program, he or she must develop a professional portfolio, which provides documentation of the candidate's development as a professional educator. The portfolio must document:

- the integration of the Johnson State College Education Program theme ("Engaged in Creative Teaching and Learning") into the student's learning and teaching;
- the student's teaching and professional competence in meeting the Vermont Standards for Professional Educators (Learning, Professional Knowledge, Collegueship, Advocacy and Accountability) and the 16 Principles;
- satisfaction of the competencies required for Vermont teacher licensure.

Each student will develop and build a portfolio throughout the graduate program. The finished portfolio will include papers and projects, materials developed during the internship, as well as the final project. A completed portfolio is required for graduation and, for students in licensure programs, useful in seeking a teaching position. Additional information about the

contents and format of the portfolio is available from the department faculty.

Licensure

When a candidate has been approved for graduation, the student's entire graduate program and professional portfolio are reviewed by the Education Department faculty. Dates for the submission of portfolios for the licensure review will be announced each semester. For portfolios submitted after the announced date, the review may be delayed. Portfolios submitted more than one year after the student's program is completed will not be reviewed. If all requirements are successfully completed, a transcript will be stamped with a recommendation for the appropriate license. As of October 1, 2001, Praxis II is required for Vermont licensure in several areas. To become licensed, the student must request the college to send an official transcript to the Vermont Department of Education; in addition, the student must complete an application for licensure (including fingerprinting procedures) and send it, with a fee, to the Vermont Department of Education, State Office Building, Montpelier, VT 05602.

LEARNING OUTCOMES

Students who successfully complete the graduate program leading to licensure will:

- 1) demonstrate mastery of basic skills in reading, writing, and mathematics by passing Praxis I according to Vermont guidelines (composite score of 526 or higher);
- 2) demonstrate knowledge of content areas (Language Arts, Science, Social Studies, and Mathematics) by successfully completing Praxis II with a score of 148 or higher;
- 3) be able to develop well organized, standards-based lesson and unit plans that incorporate reading and writing across the curriculum, as well as use them successfully in a classroom as evidenced by documentation included in an approved portfolio;
- 4) be knowledgeable of child development, various exceptionalities, and technology integration and demonstrate skill in planning and carrying out varied instructional activities for meeting the diverse needs of all students;

- 5) demonstrate skill in using reflection as a means of improving classroom teaching skills;
- 6) demonstrate collaboration and advocacy skills by working successfully with colleagues, parents, and the community at large for purposes of improving the educational experience for all children;
- 7) demonstrate those classroom teaching and management skills expected of a beginner teacher by successfully completing a student-teaching experience;

	Learning Theory	3
EDU-6850	Elementary Internship	6
EDU ----	Elective	3

Additional Requirement		
An Examination or Final Project		
TOTAL		41

Assessments

Multiple formats for assessment of these outcomes will be used:

- Praxis I and Praxis II
- Licensure Portfolio
- Student teaching evaluations completed by the College Supervisor, the Cooperating Teacher, and a self-evaluation by the student

**M.A. IN EDUCATION –
ELEMENTARY LICENSURE**

This program provides the education courses required for students who have an undergraduate liberal arts degree and want to become licensed to teach grades K-6 while pursuing a graduate degree in education. A full-time, full-semester internship is required.

Required Core Courses		Credits
EDU-6220	Special Education Law	3
EDU-6550	Foundations and Issues	3
EDU-6560	Curriculum Development	3
EDU-6920	Education Research	3

Additional Required Courses		Credits
EDU-5180	Engaged in Creative Teaching and Learning	3
EDU-5350	Child Development	3
EDU-5410	Health and Physical Education (includes Drug and Alcohol Education)	2
EDU-6141	Instructional Component I (Math, Science and Social Studies)	3
EDU-6142	Instructional Component II (Reading and Language Arts)	3
EDU-6143	Instructional Component III (Art, Music, Drama and Literature)	3
EDU-6540	Advanced Studies in	

**M.A. IN EDUCATION –
MIDDLE LEVEL LICENSURE**

This program provides innovative and contextual learning experiences through which graduate students and in-service teachers can become prepared for teaching 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 may result in recommendation for middle level licensure. For licensure recommendation, in a minimum of one of the core content areas appropriate to middle school curriculum, a student must possess 21 credits, or for two content area endorsement, a minimum of 18 credits in each area. A transcript analysis is also required to determine whether previous content area course work fulfills these requirements. If not, the student must complete additional undergraduate content area course work in order to be recommended for licensure. Core content areas are: English/language arts, science, history/social sciences, mathematics.

Required Core Courses		Credits
EDU-6220	Special Education Law	3
EDU-6550	Foundations and Issues	3
EDU-6560	Curriculum Development	3
EDU-6920	Education Research	3

Additional Required Courses		Credits
EDU-5010	Young Adolescent Development	3
EDU-5160	Middle School Organization	3
EDU-5180	Engaged Creative Teaching and Learning	3
EDU-5250	Literacy Development in the Content Areas	3
EDU-6030	Instruction and Curriculum in the Middle School	4
EDU-6540	Advanced Studies in Learning Theory	3

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EDU-6820	Internship	6
EDU ----	Elective	2

M.A. IN EDUCATION – CURRICULUM & INSTRUCTION

Recent educational research has given us a better idea of how children learn and how to develop and evaluate curriculum materials for use in the school. This program reviews the research on outcomes-based learning, standards-based instruction, and program evaluation. Students work on curriculum revision in their field study experience.

Additional Requirement
An Examination or Final Project

TOTAL	39
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M.A. IN EDUCATION – SECONDARY LICENSURE

This program provides the education courses required for students who have an undergraduate liberal arts degree and who want to become licensed to teach at the secondary level (grades 7-12) while pursuing a graduate degree. A full-time, full-semester internship is required of the college's state-approved program. A transcript of previous content area course work is required. If all content area requirements are not met, the student must complete additional undergraduate content area courses in order to be recommended for licensure.

Required Core Courses	Credits
EDU-6220 Special Education Law	3
EDU-6550 Foundations and Issues	3
EDU-6560 Curriculum Development	3
EDU-6920 Education Research	3

Additional Required Courses	Credits
EDU-5040 Adolescent Development	3
EDU-5180 Engaged Creative Teaching and Learning	3
EDU-5250 Literacy Development in the Content Areas	3
EDU-5270 Models of Secondary Teaching	3
EDU-6540 Advanced Studies in Learning Theory	3
EDU-6830 Internship	6
EDU ---- Elective	6

Additional Requirement
An Examination or Final Project

TOTAL	39
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Required Core Courses	Credits
EDU-6220 Special Education and Law	3
EDU-6550 Foundations and Issues	3
EDU-6560 Curriculum Development	3
EDU-6920 Education Research	3

Additional Requirement
An Examination or Final Project

TOTAL	12
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Literacy Strand
This program is designed for educators, K-12, interested in understanding and applying various approaches to the teaching of reading and writing. Successful completion of this program may lead to licensure as a reading specialist or reading coordinator.

Required Courses	Credits
EDU-5020 Literature for Children	3
EDU-5060 Reading Disabilities	3
EDU-5210 Literature for Youth	3
EDU-5250 Literacy Development in the Content Areas	3
EDU-5310 Teaching the Language Arts	3
EDU-6080 Directed Field Study	3
EDU-6110 Critical Issues in Reading	3
EDU-6120 Administration of Reading Programs	3

TOTAL (including core courses) **36**

Students will complete an endorsement portfolio.

EDU-6120, Administration of Reading Programs, is also required for the Reading Coordinator licensure recommendation.

Content Specialist Strand

Students may negotiate independent work in subject matter content areas with appropriate faculty in any of the areas designated as licensure programs (art, music, physical education, dance, English [writing and literature], life sciences, mathematics, theater, physical sciences, and social studies [history and political science])

Individual Strand

Students may also design an individual strand with the approval of a faculty member.

M.A. IN EDUCATION – GIFTED AND TALENTED

The Gifted and Talented program helps K-12 educators identify highly able students and facilitate their learning. The only program of its kind in Vermont, this specialization is designed for teachers, but is also appropriate for both administrators and parents.

Required Core Courses		Credits
EDU-6220	Special Education and Law	3
EDU-6550	Foundations and Issues	3
EDU-6560	Curriculum Development	3
EDU-6920	Educational Research	3
Additional Required Courses		Credits
EDU-5280	Differentiated Instruction	3
EDU-5330	Introduction to the Education of the Gifted and Talented	3
EDU-6020	Creativity and Creative Problem Solving	3
EDU-6080	Directed Field Study	3
EDU-6310	Curriculum Development and Evaluation of the Gifted and Talented	3
EDU-6340	Social and Emotional Components of Giftedness	3
EDU-6350	Special Topics: Education of the Gifted and Talented	3
EDU-6750	Seminar: Education of the Gifted and Talented	3
Additional Requirement	An Examination or Final Project	
TOTAL		36

M.A. IN EDUCATION – SPECIAL EDUCATION

This program is designed for licensed teachers seeking advanced skills in special education. Taken together, the courses focus on three central areas: state and federal special education law, the appropriate evaluation and diagnosis of academic difficulty, and the most current research regarding effective academic and behavioral intervention strategies for students with disabilities. While the program is appropriate for teachers in self-contained and resource room settings, the primary emphasis of the course work is on collaborative models of instruction and behavior management in inclusive public school classrooms. To this end, the program provides numerous opportunities for students to work directly with children and young adults, their parents, and educational staff.

Required Core Courses		Credits
EDU-6220	Special Education and Law	3
EDU-6550	Foundations and Issues	3
EDU-6560	Curriculum Development	3
EDU-6920	Education Research	3
Additional Required Courses		Credits
EDU-5060	Reading Disabilities	3
EDU-5170	Teaching Students With Emotional/Behavioral Problems	3
EDU-5220	Learning Disabilities	3
EDU-5240	Speech and Language Disorders	3
EDU-6080	Directed Field Study	3
EDU-6330	Special Education Assessment	3
EDU-6460	Special Education Methods and Materials	3
EDU-6730	Consultation in Special Education	3
Additional Requirement	An Examination or Final Project	
TOTAL		36

To be recommended for licensure as a special educator, students must complete (minimally) the following courses: EDU-6460, EDU-5170, EDU-5240, EDU-5220 and EDU-6330. To be recommended for licensure as a Consulting Teacher, students must complete the Special Education program described above. To be recommended for licensure as a Director of Special

MASTER OF ARTS IN EDUCATION

Education, students must complete the above program plus the following: Community/School Communications; Human Resource Management; Educational Leadership; and Management of Financial Resources.

In each of the above programs, the student's faculty adviser will complete a transcript analysis to determine whether individual course substitutions based upon prior course work or training are appropriate. To be recommended for licensure a special education portfolio must be completed. Students in the TASS program may also seek a MA degree in Education in the Individualized Strand.

M.A. IN EDUCATION – APPLIED BEHAVIOR ANALYSIS

The concentration in Applied Behavior Analysis (ABA) is offered off campus primarily for employees of participating human service organizations. It is designed to prepare educators to implement behavioral strategies that will support children, youth, and adults in a wide array of environments. Through course work and hands-on internship experiences, 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. In addition, students who successfully complete all of the course work and internship requirements will be prepared 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.

An option is available to complete two Field Placements (3 credits each) and an elective (3 credits) in lieu of the 3 ABA internships. Students choosing this option would not automatically qualify for national ABA certification.

EDU-6372	Applied Behavior Analysis II: Advanced Concepts & Principles/Beginning Applications	3
EDU-6150	Research Methods in ABA	3
EDU-6373	Applied Behavior Analysis III: Advanced Applications & Ethics	3
EDU-6390	Discrete Trial Learning and ABA Methods	3
EDU-5360	Origins of Human Behavior: Typical and Atypical Child and Adolescent Development	3
EDU-6365	Fundamental Clinical Skills for Community-Based Practitioners	3
EDU-6360	Development and Management of Community-Based Services	3
EDU-6370	Child and Adolescent Assessment and Diagnosis	3
EDU-5811	Clinical Internship I*	3
EDU-5812	Clinical Internship II*	3
EDU-6813	Clinical Internship III*	3

*Enrollment requires permission of the program coordinator.

Students choose one of the following strands.

Children's Mental Health Strand

EDU-6270	Treatment, Ecological and Educational Approaches for Children and Families	3
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Autism Strand

EDU-6380	Introduction to Autism	3
TOTAL		39

Required Courses	Credits
EDU-5371 Applied Behavior Analysis I: Introduction to Concepts & Principles	3

M.A. IN SCIENCE EDUCATION

The Vermont Science Initiative (VSI) is a continuing professional education program for licensed teachers of grades K-8. The graduate program is designed to build a cohort of skilled teachers of science who will serve as teacher-leaders in delivering professional development to colleagues within their schools and districts. The VSI supports the National Science Education Standards and the Vermont Framework of Standards and Learning Opportunities by providing a solid foundation in standards-based instruction through preparation in science content, pedagogical practices, assessment strategies, and leadership. Teachers will earn a Master of Arts in Science Education in this 36-credit, three-year program.

The program establishes a specific pathway to school leadership in science through a collaborative endeavor of science and education faculty of the five Vermont State Colleges. The science initiative offers courses over three consecutive summers and academic years. In each of the science units, teachers enrolled in VSI will spend two weeks in a campus residency immersed in content-rich science. In the ensuing academic year, students will complete the science content course and one additional education course per semester. Independent scientific research and action research projects are required of all students.

Students may select any of the four-year state colleges for matriculation. Courses are open only to teachers enrolled in the program, and students in the program will move through the degree program as a cohort.

Through this initiative, teachers will increase their content knowledge in science and critical thinking/ problem solving skills, will utilize best teaching practices in the delivery of content-rich and inquiry-based science, and develop leadership skills so they can serve as a resource and deliver professional development to their colleagues.

Core Courses		Credits
EDU-5145	Issues in Science Education	3
EDU-5465	Assessment in Science Education	3
EDU-5520	Teacher Leadership	3
EDU-5925	Application: Action Research	3
SED-5275	Organic Chemistry and Biology	6
SED-5435	Geology and Inorganic Chemistry	6
SED-5565	Physics and Astronomy	6
SED-5690	The Nature and History of Science	3
SED-5910	Independent Study: Science Research	3
TOTAL		36

CERTIFICATE OF ADVANCED GRADUATE STUDIES

The Certificate of Graduate Study (CAGS) at Johnson State College is a non-degree bearing option for those students interested in pursuing graduate study beyond a master's degree. Two CAGS program options are available:

Self-Designed CAGS - Students design an individualized program with the support and approval of a faculty advisor.

Autism CAGS - Offered in a cohort structure in partnership with the Vermont Higher Education Collaborative, the CAGS in Autism focuses on behavioral and other strategies to address autism spectrum disorders in schools.

Course Descriptions

COURSES LISTED AS "(SHARED)" ARE ALSO OFFERED AT ONE OR MORE OF THE VERMONT STATE COLLEGES.

EDUCATION (EDU)

EDU-5010 YOUNG ADOLESCENT DEVELOPMENT 3 CREDITS

This course focuses on the developmental traits of young adolescents and the implications that those characteristics have for middle level education. Relationships with parents, influences of living in our society, and health and wellness issues related to young adolescents are also explored.

EDU-5020 LITERATURE FOR CHILDREN 3 CREDITS

A survey of literature for children. Literary elements, the features of narrative and expository text across genres, eras, cultures and subcultures, along with implications for metacognition and content area use across a range of reading abilities will be discussed, including the needs of emergent readers. There is an emphasis on critical selection of books in relation to the developmental interest of children, the desire to read, and the implications of self-efficacy. The review and selection of instructional materials, including those that are technology based, and the relevant use of literacy assessments, including the *Response to Instruction model*, will be addressed.

EDU-5040 ADOLESCENT DEVELOPMENT 3 CREDITS

This course explores the physical, psychological, and social development of adolescents. Concepts are learned through a series of mini-research projects that connect theory with practice. Using adolescents from rural areas, students can apply such concepts as peer influences, effects of parenting styles, career development, and use of leisure time. Ways of reforming education to meet adolescents' needs are discussed.

EDU-5060 DIAGNOSIS & ANALYSIS OF READING DIFFICULTIES 3 CREDITS

Students review the strategies for the development of reading comprehension and fluency, word study, the development of oral language and communication, early and emergent literacy, cognitive processing, orthography, and phonological processing and decoding. Students also become familiar with the characteristics and multiple causes of reading and writing problems, review how environmental/contextual and physiological factors can influence language, reading, and writing development, and they apply formal and informal screening and remediation techniques, and develop long-term instructional plans. The *Response to Instruction model* will be discussed.

EDU-5130 CLASSROOM MANAGEMENT 3 CREDITS

Advanced research, theories and practices of classroom management at preschool, elementary, middle school, and high school levels.

EDU-5160 MIDDLE SCHOOL ORGANIZATION 3 CREDITS

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

EDU-5170 TEACHING STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES

3 CREDITS

This course examines causes of emotional problems in school-aged children. Students review specific behavior and adjustment problems and study appropriate classroom management and educational procedures.

EDU-5180 ENGAGED IN CREATIVE TEACHING AND LEARNING

3 CREDITS

This is a required course to be taken early in one's program. This course will explore the interaction between learning and teaching and serve as a formal introduction to the field of teaching, how teachers develop their practices, and the Vermont State licensure process. Time may also be designated for developing an electronic licensure portfolio.

EDU-5210 LITERATURE FOR YOUTH

3 CREDITS

A survey of literature for students in the middle school and secondary levels. Literary elements, the features of narrative and expository text across genres, eras, cultures and subcultures, along with implications for metacognition and content area use across a range of reading abilities will be discussed. There is an emphasis on critical selection of books in relation to 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 those that are technology based, and the relevant use of literacy assessments, including the *Response to Instruction model*, will be addressed.

EDU-5220 LEARNING DISABILITIES

3 CREDITS

This course will provide an overview of current theoretical and practical issues in the field of learning disabilities. Students will review research regarding the etiology, identification, assessment and treatment of learning disabilities, as well as the challenges students with learning disabilities present to classroom teachers.

EDU-5240 SPEECH AND LANGUAGE DISORDERS

3 CREDITS

Students examine theories of speech and language disorders, disorders related to language acquisition, voice, stuttering, cleft palate, deafness, and brain injury. Students also investigate procedures for detecting and remediating various communication disorders occurring in school-aged children.

EDU-5250 LITERACY DEVELOPMENT IN THE CONTENT AREAS

3 CREDITS

This course emphasizes the development of literacy skills from the early grades through high school, in all content areas. Topics include the use of readability measures, strategies for the development of vocabulary, comprehension and fluency, process writing, research and study skills, lesson planning, language development, metacognition, word study, and the *Response to Instruction model* will be discussed. A practicum of at least 10 hours is an integral part of this course.

EDU-5270 MODELS OF SECONDARY TEACHING

3 CREDITS

Classroom management and instructional planning are covered in this course for prospective secondary teachers. Planning for units of study and specific lessons based on the instructional levels and needs of students are covered. Techniques, materials, and observation of teaching practices related to the student's content area are included. Students teach mini-lessons that are videotaped and critiqued in class.

EDU-5280 DIFFERENTIATING INSTRUCTION 3 CREDITS

How can we help all children to be appropriately stimulated and challenged in their learning? The answer to this question will be explored in this class. Students will review the theories behind differentiated instruction and develop practical applications of the theory for their own classrooms. They will be expected to create lessons, units, and other appropriate products from a menu of options.

EDU-5310 TEACHING THE LANGUAGE ARTS 3 CREDITS

This course emphasizes writing, speaking and listening. And complements courses in reading. Additional topics addressed are: Writing and the use of symbols, the writing continuum from pre-writers through adults. The conventions of English, methods of assessment, the use of assessment to target instruction, the relationship between oral language development and literacy, and second language acquisition. Materials, methods, and classroom organization are considered as well as theoretical and research foundations for literacy instruction. *The Response to Instruction model* will be discussed.

EDU-5320 TECHNOLOGY IN EDUCATION 3 CREDITS

This course focuses on the use of media and technology in the classroom. Discussions will revolve around implications and the impact of technology on the learning process.

EDU-5330 INTRODUCTION TO THE EDUCATION OF THE GIFTED AND TALENTED

3 CREDITS

This course is for teachers, administrators, and parents interested in education of the gifted and talented. Topics include a review of learning theories, the social implications of gifted and talented programs, and the development of programs for the gifted and talented.

EDU-5350 CHILD DEVELOPMENT 3 CREDITS

A thorough examination of the physical, intellectual, and social development of the child from conception to puberty, this course focuses on viewpoints of major theoreticians both past and present. Relationships between theory and practice are stressed, with students applying theoretical information and research to the real-world problems of teaching and rearing children.

EDU-5410 HEALTH AND PHYSICAL EDUCATION 2 CREDITS

Emphasis is on various methods and teaching techniques for health and physical education programs in the elementary school. Drug and alcohol education methods and materials are included.

EDU-5710 SPECIAL TOPICS (VARIABLE CREDIT)

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

EDU-5910 INDEPENDENT STUDY 1-6 CREDITS

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

- EDU-6020 CREATIVITY AND CREATIVE PROBLEM SOLVING 3 CREDITS
Using various teaching modes, students learn and apply approaches to creativity, such as intuition, invention, right brain use and problem solving. Students are expected to develop projects that will encourage the use of creative techniques in the classroom.
- EDU-6030 INSTRUCTION AND CURRICULUM IN THE MIDDLE SCHOOL 4 CREDITS
Prerequisite: EDU-5010, EDU-5160 or permission of the instructor
This course focuses on investigating and modeling the development and implementation of instructional strategies, evaluation procedures, and integrated and inventive curriculum design appropriate to young adolescents.
- EDU-6080 DIRECTED FIELD STUDY 3-6 CREDITS
Working with a faculty member, students develop a field study in their chosen area of specialization. Extensive field work is required. The field study must be described in a written contract and be approved by the faculty advisor and the graduate coordinator.
- EDU-6110 CRITICAL ISSUES IN READING 3 CREDITS
Students examine current concerns in reading instruction and review and evaluate research literature. Topics to be reviewed include: Factors that influence comprehension and fluency, the process, benefits and challenges of second language acquisition, language learning issues and learning disabilities, *Response to Instruction*, approaches to teaching phonics, the influence of contextual factors within the home and school, eligibility criteria for in-school programming, and the interpretation, analysis and application of research findings to instructional practice.
- EDU-6141 INSTRUCTIONAL COMPONENT I 3 CREDITS
(Mathematics, Science, and Social Studies)
Prerequisite: Successful completion of a Mathematics Competency Examination.
Provides prospective elementary school teachers with a working knowledge of the methods, materials, skills, and attitudes needed to teach mathematics, science, and social studies.
- EDU-6142 INSTRUCTIONAL COMPONENT II 3 CREDITS
(Reading and Language Arts)
Materials and methods for the teaching of reading, writing, listening, and speaking in the elementary classroom are addressed in this course. Emphasis is placed on the integration of the language arts as well as on skill in using varied strategies and techniques to meet individual children's needs.
- EDU-6143 INSTRUCTIONAL COMPONENT III 3 CREDITS
(Art, Music, Drama, and Literature)
Strategies for involving elementary children in the arts are explored. The use of children's literature to develop art, music, and drama activities is emphasized. Students are expected to develop lessons and materials to enhance these areas of learning in their classrooms.

EDU-6210 ADMINISTRATION OF READING PROGRAMS 3 CREDITS

Students may visit several schools to review a variety of school/system reading instruction and support programs; they explore materials, technologies and tools to support these programs and devise strategies for implementing research- and standards-based modifications. There is an emphasis on exploration of a variety of individual and group reading tests and basal reading texts and how to modify instruction based on these assessments, including the *Response to Instruction model*. Students explore how to implement change in a way that is effective and collaborative.

EDU-6220 SPECIAL EDUCATION LAW & MODELS OF INTERVENTION 3 CREDITS

Students will discuss the relevant legal history which has driven the delivery of special education. The major emphasis of this course will be on how to plan, manage, and evaluate learning effectively in diverse classroom settings.

EDU-6310 CURRICULUM DEVELOPMENT AND EVALUATION OF THE GIFTED AND TALENTED 3 CREDITS

Models of programs for the gifted and talented will be reviewed and ways to develop curriculum for them will be discussed. Various program evaluation strategies will be shared. Students will be expected to produce a program proposal or curriculum strategies to use in their own teaching.

EDU-6330 SPECIAL EDUCATION ASSESSMENT 3 CREDITS

This course is designed for special educators who work with exceptional populations and require an understanding of assessment data. The major objective of this class is to help educators become informed consumers of psycho-educational tests and test data.

EDU-6340 SOCIAL AND EMOTIONAL COMPONENTS OF GIFTEDNESS 3 CREDITS

An overview of the special social and emotional needs of gifted students is provided. Specific skills needed to establish and maintain an emotional and social support system for the gifted and talented, their parents, and teachers are discussed and developed.

EDU-6350 TOPICAL SEMINAR: EDUCATION OF THE GIFTED AND TALENTED 3 CREDITS

Specific topics to be announced. Consult the current Course Bulletin for each semester's offering.

EDU-6410 MANAGEMENT OF FINANCIAL RESOURCES 3 CREDITS

The course explores the difficulties inherent in determining the best methods of financing education. Students examine problems created by dependence on local taxes and explore the ramifications of increased state, local, or federal aid. Careful emphasis is given to budget development and budget control.

EDU-6465 SPECIAL EDUCATION METHODS AND MATERIALS 3 CREDITS

Prerequisite: EDU-6220 or equivalent.

This course offers a presentation of basic remedial principles, specific teaching methods, and Individual Education Plan (IEP) development for students with various learning disorders.

EDU-6540 ADVANCED STUDIES IN LEARNING THEORY 3 CREDITS

Various theories of human development; the interaction of physical, social, emotional, cultural, cognitive, and personality factors; and the role of learning in these processes are addressed in this course. The process of learning as affected by motivation, intelligence, attitudes, and other factors is also discussed.

EDU-6550 FOUNDATIONS AND ISSUES 3 CREDITS

Students investigate current issues and trends in education and examine those in light of educational philosophies and theories.

EDU-6560 CURRICULUM DEVELOPMENT 3 CREDITS

An examination is made of curriculum development theories applied to current and future uses in local school districts. Topics include curriculum models, curriculum development in the school system, community school relations, and applications of effective instruction.

EDU-6730 CONSULTATION IN SPECIAL EDUCATION 3 CREDITS

This course is designed for special educators who are increasingly asked to assume the role of consultant within the school setting. While conceptual models of school-based consultation practices will be examined, students will be introduced to core principles of effective consultation through the use of case studies. Particular emphasis will be placed on collaborative approaches which stress the importance of reciprocal, dynamic, and systematic problem solving.

EDU-6750 SEMINAR: EDUCATION OF THE GIFTED AND TALENTED 3 CREDITS

Prerequisite: Permission of the instructor

Students in the seminar will discuss and debate current issues in education of the gifted and talented. They are expected to complete a major piece of research related to class discussions and present it to other class members.

EDU-6820 MIDDLE LEVEL INTERNSHIP 6 CREDITS

A full semester of student teaching at the middle school level, with frequent seminars that focus on improving the student's 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.

EDU-6830 SECONDARY INTERNSHIP 6 CREDITS

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.

EDU-6850 ELEMENTARY INTERNSHIP 6 CREDITS

A full semester of student teaching in an elementary classroom with frequent seminars that focus on improving the student's 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.

EDU-6920 EDUCATION RESEARCH 3 CREDITS

This course is an examination of concepts and procedures for analyzing, designing, assessing, and conducting education research. Focus is placed on action research and practitioner inquiry, as well as quantitative and qualitative research designs.

EDU-7960 THESIS 6 CREDITS

The substantial research and writing of an original work by the candidate, under the supervision of members of the thesis committee. This 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 the student pursuing credit through this optional project.

EDU COURSES FOR ABA DEGREE OFFERED ONLY OFF CAMPUS

EDU-5360 ORIGINS OF HUMAN BEHAVIOR: TYPICAL AND ATYPICAL 3 CREDITS

This course provides students with an overview of human development through the life span. In addition to covering normal development, the course includes a synopsis of the major exceptionalities and the social, cultural, physical, and psychological causes of such behavioral deviations.

EDU-5371 APPLIED BEHAVIOR ANALYSIS I: INTRODUCTION TO CONCEPTS & PRINCIPLES

3 CREDITS

This course will provide the student with 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 Applied Behavior Analysis, 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 or decrease maladaptive behaviors.

This course will address the following BACB Content areas:

2. Definitions & Characteristics
3. Principles, Processes and Concepts

45 hours

EDU-5811 CLINICAL INTERNSHIP I 3 CREDITS

Prerequisites: EDU 5371, and EDU-6372 or 6390

The clinical internships are designed to give the student first-hand experience in implementing the principles of applied behavior analysis with children and adults with special needs. During the internships the student will provide direct instructional and behavior support services to individuals in one or more settings and will work directly with professionals in the field of developmental disabilities or children's mental health. The student will be required to demonstrate competence in the areas of assessments, intervention selection and design, program implementation, data collection and analysis, and curriculum development. In addition, students will prepare and deliver project presentations and conduct staff training in applied settings. The internships are designed to meet all the criteria for the "Experience Requirement" of the Behavior Analyst Certification Board examination.

5812 CLINICAL INTERNSHIPS II
See EDU-5811

3 CREDITS

EDU-6150 RESEARCH METHODS IN APPLIED BEHAVIOR ANALYSIS 3 CREDITS

Single case experimental designs are a hallmark of applied behavior analysis. These designs operate to demonstrate functional relationships between adjustments in independent variables and their effects upon dependent variables. This course will examine theoretical, practical, and ethical issues in experimental design and control. Students will learn basic research methods and analyses as well as learn how to design and write a research proposal. This course will address the following BACB Content areas:

- | | |
|--|----------|
| 1. Ethical Considerations | 5 hours |
| 5. Experimental Evaluation of Interventions | 20 hours |
| <i>(Continued on next page)</i> | |
| 6. Measurement of Behavior and Displaying & Interpreting Behavioral Data | 20 hours |

EDU-6270 TREATMENT, ECOLOGICAL AND EDUCATIONAL APPROACHES FOR CHILDREN AND YOUTH EXPERIENCING A SERIOUS EMOTIONAL DISABILITY AND THEIR FAMILIES

3 CREDITS

This survey course introduces traditional mental health and educational approaches to serving children and youth experiencing serious emotional disabilities. The course will examine community-based, outreach-oriented, wrap-around services based on strengths-based, family-centered principles. Additional information about “special populations” is introduced. The use of formal and informal resources is emphasized.

EDU-6360 DEVELOPMENT AND MANAGEMENT OF COMMUNITY-BASED SERVICES: INTERDISCIPLINARY MODELS IN THE TREATMENT OF CHILDREN AND YOUTH WITH EMOTIONAL CHALLENGES AND DEVELOPMENTAL DISABILITIES IN A SYSTEM OF CARE

3 CREDITS

The course examines the philosophical movements contributing to system of values and the advantages and challenges related to working in a collaborative system of care. The key agencies involved in a child and youth system of care are presented and their roles discussed. The final portion of the course addresses a system of care based methods available for practitioners to facilitate services for children, youth, and families. Key concepts in community-based services are presented and discussed.

EDU-6365 FUNDAMENTAL CLINICAL SKILLS FOR COMMUNITY-BASED PRACTITIONERS

3 CREDITS

The course presents the basic clinical skills necessary to provide case management-oriented services for children and youth with serious emotional disturbance. Supportive counseling, strengths-based treatment planning, treatment team-based decision making, and living skills instruction are emphasized. Participants learn the importance of family and youth involvement and choice in treatment. The course includes an overview of current medications and their use with children and adolescents.

EDU-6370 CHILD AND ADOLESCENT ASSESSMENT AND DIAGNOSIS 3 CREDITS

Participants will develop a consumer's knowledge of psychological evaluations of children and adolescents. This will enable the learner to read, understand and critique psychological reports and to generate treatment options based on evaluation results. The course will familiarize participants with the DSM-IV (or DSM-IV-TR, if in use) in order to enable them to render appropriate diagnosis of children and adolescents.

EDU-6372 APPLIED BEHAVIOR ANALYSIS II: ADVANCED CONCEPTS & PRINCIPLES/BEGINNING APPLICATIONS 3 CREDITS

Prerequisite: EDU-5371.

This course will first review the basic concepts and principles of Applied Behavior Analysis presented in ABA 1 (EDU-5371) and then progress to advanced ABA theory and methods. Students will be expected to 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. More specifically, students will conduct a functional behavioral assessment, design and implement a direct and daily data collection system and will develop, implement, and evaluate an individualized behavior change procedure for at least one individual.

This course will address the following BACB Content areas:

- | | |
|-------------------------------|----------|
| 4. Behavioral Assessment and | |
| 8. Selecting Interventions, | |
| Outcomes and Strategies | 35 hours |
| 9. Behavior Change Procedures | |
| 10. Systems Support | 10 hours |

EDU-6373 APPLIED BEHAVIOR ANALYSIS III: ADVANCED APPLICATIONS & ETHICS 3 CREDITS

Prerequisite: EDU-6372.

A portion of this course will be spent exploring issues of ethics and standards of professional practice in Applied Behavioral Analysis. Legal, cultural, and social issues will also be explored. In addition, students will be expected to apply behavior change concepts and procedures as part of their final project for both this class and for their final 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 and outcome strategies, and support of systems in which behavioral changes are to occur.

This course will address the following BACB Content Areas

- | | |
|-------------------------------|----------|
| 1. Ethical Considerations | 10 hours |
| 9. Behavior Change Procedures | |
| 10. Systems Support | 35 hours |

EDU-6380 INTRODUCTION TO AUTISM 3 CREDITS

This introductory course examines the range, etiology, and prognosis of children with Autism Spectrum Disorders, including a discussion of diagnostic issues and research on the biological bases of the disorder. Students gain an overview of the major treatment interventions, professionals involved in treatment, and current research. The challenges faced by families with children with ASD and the family's role in treatment are discussed.

EDU-6390 DISCRETE TRIAL LEARNING AND ABA-BASED METHODS 3 CREDITS

There exists a wealth of validated peer-reviewed studies which 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 will examine ABA instructional methods often used to teach children and youth with ASD and other developmental disabilities. Emphasis will be placed upon Skinner's model of verbal behavior and the development of direct instructional techniques, including data collection systems, reinforcement therapy and assessment of reinforcer preferences, shaping and chaining techniques, prompting and prompt fading, and Discrete Trial Learning (DTL).

This Course will address the following BACB Content areas:

11. Discretionary 45 hours

6813 CLINICAL INTERNSHIPS III 3 CREDITS

See EDU-5811

SCIENCE EDUCATION (SED)

EDU-5145 ISSUES IN SCIENCE EDUCATION 3 CREDITS

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

EDU-5465 EDUCATIONAL ASSESSMENT IN SCIENCE EDUCATION 3 CREDITS

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

EDU-5520 TEACHER LEADERSHIP 3 CREDITS

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

EDU-5925 APPLICATION: ACTION RESEARCH 3 CREDITS

In this culminating course, teachers will have the opportunity to develop and implement action research in areas of leadership, curriculum design, or assessment.

SED-5275 ORGANIC CHEMISTRY AND BIOLOGY 6 CREDITS

The biological significance of the "Impact" will begin with the question: Is there life here? The meteor creating the impact will be analyzed for "life" (properties of life) and the chemical building blocks of living things (organic chemistry). With the presence of these building blocks, evidence of the fundamental building block of life, the cell, will be sought (cell structure/function). The analysis will conclude with an investigation of how life forms found have changed over time (evolution). This course addresses VT Framework Standards 7.12 (Matter, Motion, and Energy) and 7.13 (The Living World).

SED-5435 GEOLOGY AND INORGANIC CHEMISTRY 6 CREDITS

This course will cover fundamental aspects of inorganic chemistry and geology referring to the theme of impacts as appropriate. Inorganic chemistry course content will include measurement, atoms and molecules, chemical reactions, solutions, gases, bonding, liquids and solids, and environmental applications. Geology course content will include plate tectonics, minerals and rocks, weathering and erosion, geologic time, folds and faults, the effects of water, wind and ice, and earth resources.

SED-5565 PHYSICS AND ASTRONOMY 6 CREDITS

This course covers selected topics in physics and astronomy suitable for elementary school teachers. The course uses extraterrestrial impacts as its main storyline. Within this framework, the student will study the physics of motion, forces, momentum, energy, conservation laws, universal law of gravitation, stars and planets, the solar system, meteorites, asteroids, and comets.

SED-5690 THE NATURE AND HISTORY OF SCIENCE 3 CREDITS

In this course, the unique process of scientific reasoning and investigation through historical examples is studied. The impact of scientific discoveries on society will be discussed, as well as the distinction between science and pseudoscience, and science and religion.

SED-5910 INDEPENDENT STUDY: SCIENCE RESEARCH 3 CREDITS

Teachers will directly experience the inquiry process in a research project that is planned and implemented in collaboration with a research scientist. The teacher will have the opportunity to implement the scientific method and the tools of analytical thinking developed over the course of this graduate program.

MASTER OF ARTS IN COUNSELING

The JSC counseling program is designed to meet the needs of counseling personnel in public agencies, schools, and higher education institutions. It seeks to provide professionals with an understanding of and beginning proficiency in counseling theory and skills. Students in the counseling program can specialize in the following two areas:

School Guidance Counseling
Clinical Mental Health Counseling

- College Counseling Strand
- Substance Abuse Strand

Students in the counseling program are required to complete the following:

- a core of required courses totaling 42 credits;
- additional specialization course work in the area of interest/specialization;
- a 3-credit elective course;
- a documented personal growth experience; and
- an 800-hour internship (600-hour internship for school counseling students) in a local agency, school, or college together with an accompanying 3-credit internship seminar.
- 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 afternoon or evenings, on weekends, and in the summer. Electives may be taken at JSC or at other approved institutions. The student's Plan of Study will address how these elective requirements will be met. Students generally require three to four years to complete the master's degree; all students are required to complete their programs in five years. Selected courses are open to non-degree students on a space-available basis.

EXTENSION PROGRAMS

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

The JSC counseling program has engaged with outside training organizations to make academic credit available for students who participate in those training opportunities. We currently have affiliations with the New England Institute of Addiction Studies and the Vermont Vocational Rehabilitation for these purposes. Negotiations are underway with other organizations as well.

ADMISSION

Admission to the counseling program is a two-phase process. Candidates must meet general admission standards that allow enrollment in graduate courses. Applicants for the counseling programs are asked to address the following questions as the admission writing sample:

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

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

Successful applicants to the Johnson State College counseling program should be able to demonstrate a history of significant work and life experience. Minimally, this should be at least two years of post-undergraduate work experience. Students who have completed their undergraduate work at Johnson State 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 must have:

- completed, with a B average or above, at least 36 of the 42 core course credits;
- filed a plan of study with the graduate office identifying elective course work and potential internship sites;
- submitted a written proposal to meet the personal growth experience requirement. (Students should begin meeting this requirement before the candidacy review occurs.)

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 the time of advancement to candidacy, a student has not sufficiently demonstrated, in the professional judgment of the faculty, the personal capacity to carry on the work of a counselor in agency or public school work, that student will be dismissed from the program.

PERSONAL GROWTH EXPERIENCE

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

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

this requirement include individual therapy, group therapy, personal awareness or growth workshops, self-help or support groups, and training workshops where growth is the focus.

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

INTERNSHIP

The internship, which requires application of classroom knowledge, is the final, important chapter of the student's professional counseling development. Students must have advanced to candidacy and have completed 36 of the 42 core course credits before embarking on the internship. The 800-hour (600-hour internship for school counseling students) internship, which is worth nine credits, is typically a September-to-May learning experience.

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

LEARNING OUTCOMES

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

MASTER OF ARTS IN COUNSELING

M.A. IN COUNSELING

Students in the counseling program must complete the requirements outlined below.

CORE PROGRAM

The skills and theory emphasized in these courses are critical for any professional counselor, regardless of context. The following courses should be taken as sequentially as possible:

Courses		Credits
CSL-5010	Counseling Theories	3
CSL-5011	Career Counseling	3
CSL-5030	Laboratory Experience I	3
CSL-5910	Research Methods	3
CSL-5020	Counseling in Groups	3
CSL-5110	Counseling and Addictive Behaviors	3
CSL-5120	Family Counseling	3
CSL-5130	Psychopathology	3
CSL-5140	Legal and Ethical Issues in Counseling	3
CSL-5211	Lifespan Development	3
CSL-5212	Social & Cultural Foundations	3
CSL-6820	Internship	9
CSL-6720	Internship Seminar	3
CSL-6632	Evaluation and Measurement	3
CSL ----	Elective	3

Additional Requirements

Personal Growth Experience

A Comprehensive Examination and Oral Exit Interview

• School Counseling Specialization

CSL-5810	Fieldwork in School Counseling	3
CSL-5220	Organization and Administration of Guidance	3
CSL- ----	Elective	

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 school counseling internships.

• Clinical Mental Health Counseling Specialization

College Counseling Strand

OR

Substance Abuse Strand

CSL-5160	Psychopharmacology	3
CSL-6050	Laboratory Experience II: Treatment Modalities	3
CSL-5830	Practicum in Counseling	3
Total for M.A. in Counseling		60

School Counseling K-12 Praxis & Portfolio: Students pursuing the school counseling licensure will be required to develop a portfolio including materials that offer information about themselves, their knowledge, skills, and professional accomplishments. In addition to the

COUNSELING (CSL)

CSL-5010 COUNSELING THEORIES

3 CREDITS

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

CSL-5011 CAREER COUNSELING

3 CREDITS

This course assists the student to develop a personal approach to career counseling. This involves 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 for assisting clients in the career development process across the life span; and becoming familiar with tests and computerized support services available to assist clients in the career development process.

CSL-5020 COUNSELING IN GROUPS

3 CREDITS

Individual vs. group strategies as a means of working with people, and theory of group development and dynamics, as well as intervention and practice strategies, are discussed. The course also gives students experience in a small group process.

CSL-5030 LABORATORY EXPERIENCE I

3 CREDITS

Students have an opportunity, in a supervised and controlled setting, to develop counseling skills which will, eventually, be utilized in work settings. Students use each other as clients and as supervisor and observers in this process. Formal approaches to skill development (e.g. Ivey's micro-counseling approach) serve as the basis for initial skill training.

CSL-5040 ADVANCED TECHNIQUES IN COUNSELING

3 CREDITS

Prerequisite: CSL-5010, CSL-5030, CSL-5211

This course will explore the practical applications and theoretical underpinnings of several significant techniques used within the field of counseling. We will probe techniques pertinent to child counseling, family dynamics, and the integration of behavioral and cognitive approaches to psychodynamic psychology.

CSL-5110 COUNSELING AND ADDICTIVE BEHAVIORS

3 CREDITS

Prerequisite: Permission of instructor

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

CSL-5120 FAMILY COUNSELING 3 CREDITS

Prerequisite: CSL-5010, CSL-5030

This course focuses on developing systems intervention skills for working with family systems. 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 for in-class application of skills.

CSL-5130 PSYCHOPATHOLOGY 3 CREDITS

Prerequisite: CSL-5010

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

CSL-5140 LEGAL AND ETHICAL ISSUES 3 CREDITS

Prerequisite: CSL-5010, CSL-5030

This course is designed to help students understand the legal and ethical issues they 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. The use of the ACA code, as well as other codes of ethics, will be used to assist students in developing ethical decision-making skills. Students are also introduced to the laws governing the counseling profession, including the distinction between legal, ethical, and clinical issues.

CSL-5160 PSYCHOPHARMACOLOGY 3 CREDITS

Prerequisite: CSL-5010, CSL5130

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 and properties of specific drug groups, as well as of practical uses and abuse potential for these drugs. (This course is not required for school counseling students)

CSL-5211 LIFESPAN DEVELOPMENT 3 CREDITS

The purpose of this course is to examine the major theories of human development. Exploration of cognitive, psychological, social, emotional, and moral dimensions of development in infancy, childhood, adolescence, adulthood and the elderly are discussed. Students will be introduced to essential concepts, controversies, and research in the field, and they will practice observational methods. A comprehensive understanding of human development across the lifespan will provide participants with a developmental framework for the counseling process.

CSL-5212 SOCIAL AND CULTURAL FOUNDATIONS 3 CREDITS

Prerequisite: CSL-5211

This course is designed to examine 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. A contemporary body of literature will be explored

including racial and ethnic identity models and competencies for multicultural counseling. Students will explore their personal cultural development and political socialization. This course will provide a setting for self-awareness, knowledge of diverse perspectives, and preparation for multicultural counseling skills.

CSL-5220 ORGANIZATION AND ADMINISTRATION OF GUIDANCE 3 CREDITS

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

CSL-5810 FIELDWORK 3 CREDITS

Prerequisite: CSL-5010, 5030 and 5211

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 school level, 60 hours at the middle school level, and 60 hours at the high school level. The student will "shadow" a professional counselor in each setting.

CSL-5830 PRACTICUM IN COUNSELING 3 CREDITS

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

CSL-5910 RESEARCH METHODS 3 CREDITS

This course emphasizes report writing, analysis, and proposal development. Students learn to use the library as a research tool. Statistical analysis and applications of data are explored.

CSL-6010 ALTERNATIVE COUNSELING: THE LANGUAGE OF ASTROLOGY 3 CREDITS

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

CSL-6020 DEATH, DYING, AND GRIEVING 3 CREDITS

This intensive, residential course will provide the student with an experiential and theoretical base for looking at issues related to death, dying, and grief recovery. The course will focus on working with people who are dealing with losses in their lives. The course will help students examine their own attitudes, values, and experiences of death and loss as a means of becoming more effective counselors.

CSL-6050 LABORATORY EXPERIENCE II: TREATMENT MODALITIES 3 CREDITS

Prerequisite: CSL-5010, CSL-5030

In this course, students build on and extend skills developed in CSL-5030. Practice and training is given in a variety of treatment modalities, and applied to a diverse range of client

situations and presenting issues. Students are encouraged to apply treatment modalities appropriate to the therapeutic context.

CSL-6110 COUNSELING CHILDREN 3 CREDITS

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, multi-culturalism, 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 & community) working in conjunction with clinical as well as educational goals toward optimal health.

CSL-6632 EVALUATION AND MEASUREMENT 3 CREDITS

Prerequisite: CSL-5910

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

CSL-6710 TOPICAL SEMINARS 3 CREDITS

This course is designed to help 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, and Expressive Art Therapy.

CSL-6720 INTERNSHIP SEMINAR 3 CREDITS

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

CSL-6820 INTERNSHIP 9 CREDITS

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

CSL-6910 INDEPENDENT STUDY 1-3 CREDITS

This course number is used to designate counseling independent studies which allow students to pursue intensive study in a specific area of mental health issues not addressed in-depth within program curriculum.

MASTER OF FINE ARTS IN STUDIO ARTS

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

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

ADMISSION TO THE PROGRAM

Applicants to the M.F.A. program must hold a bachelor's degree from an accredited college or university and must apply for acceptance as master's degree students through the Office of Admissions at Johnson State College. The Office of Admissions will review completed application portfolios in collaboration with M.F.A. faculty and Vermont Studio Center staff. Applications should be submitted to the JSC Admissions Office by February 15 for a one month residency that needs to be scheduled between May and November.

ADVISING AND EVALUATION

M.F.A. students work closely with an advisor from the JSC studio arts faculty to plan an overall approach to meeting degree requirements, and to navigate any special challenges that arise. Because of the nature of graduate work in the arts, program session credits at the Vermont Studio Center are offered on a pass/fail basis only.

PROGRAM REQUIREMENTS

Although M.F.A. students have a program structure that differs significantly from traditional Johnson State College programs, it is important and helpful that

students are aware of the College's policies, opportunities, and other general information included here. Also, because much time as an M.F.A. student is spent at the Vermont Studio Center, it is equally important to be familiar with the Studio Center's handbook, available through their office.

Vermont Studio Center Residency Sessions 36 Credits (Six 6-credit sessions)

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

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

Taking fewer than two program sessions a year also requires special permission.

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

M.F.A Components During VSC Residencies

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

Week #1 - Meet at 1 p.m. Lounge Area of Studio Center Dining Hall. Introduce new students, share news, concerns, special notices, events in the region, etc. Generally there are no studio visits this week, but visits for the following weeks are scheduled. Meet with returning students to complete out-of-residency requirements either week one or week four.

Week #2 - Optional. Students must do at least one of the two optional studio visits, in addition to the final critique each program session.

Week #3 - Optional. Sign-up during week #1 for half-hour visits.

Week #4 - Group critique at the Visual Arts Center, JSC campus. This critique is not optional, and students bring three to five pieces. Guests may be invited to these critiques **ONLY** with the permission of faculty and participating students. Occasionally it is necessary for the group critique to move to see a student's installation elsewhere, but for the most part, all students need to take their work out of their studios and install it at the Visual Arts Center.

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

Up to two residencies can be completed at places other than the Vermont Studio Center, to meet the particular needs of the student's work. The first three residencies must be completed in Johnson, chosen from the May through November sessions. Thereafter, with approval of the student's advisors and the academic dean, students can select programs from around the world that are equivalent in nature or students can

select sessions at the Studio Center from the December through April sessions. To receive credit from non-VSC residencies, or December through April residencies, students need to document work done during the alternative month with 20 images, a one-page narrative, and the name and phone number of a contact reference at the alternative program.

Independent Studio Work

Six 2-credit Packets

Students will complete two independent, out-of-residency terms. All students will be expected to set up a working studio while away from Johnson in their community of residence. Students will mail documentation of new work to the Johnson State College faculty serving as M.F.A. program advisors.

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

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

ALL DOCUMENTATION PACKETS MUST BE POST-MARKED OR HAND DELIVERED ON OR BY EACH DUE DATE. MISSED DEADLINES RESULT IN FAILURE. LATE DOCUMENTATION PACKETS WILL BE RETURNED UNOPENED.

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

1. 20 IMAGES OF NEW WORK

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

High quality documentation is crucial to the success of the out-of-residency component. Students should always project images before sending them - just holding slides up to a light is insufficient. Images must be in JPEG form.

2. IMAGE IDENTIFICATION SHEET

One page listing the images, numbered 1 through 20, giving title, dimensions (height X width X depth), date and medium. While "untitled" is a popular name for works, it may not make it clear when discussing work which of the many "untitled" students are referring to.

3. ARTIST'S STATEMENT

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

4. UPDATED BIO

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

5. UPDATED RESUME

Add what is new, clean up what is old.

OPTIONAL LETTER

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

Evaluations are conducted in person or as a scheduled conference call to the student's home studio. All conference calls will be scheduled in Eastern Standard Time. Students project a duplicate set of images during the hour-long conference call, so students and faculty are all looking at the same work. Students should be viewing their images during the phone conference. Preparation for these conferences is time consuming. JSC faculty project the images and read all the documentation. Reviews are pre-planned jointly, following extensive discussion until consensus is reached. Reviews discuss any number of issues, including the technique or content of the work, must-see shows or must-read books, slide-taking technique, etc. Between the office mechanics of receiving and processing packets, viewing, and scheduling conferences, students should expect to wait approximately three weeks for reviews.

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

Faculty prepare for an in-person review in the same way that they do for the phone reviews, and then they meet with the student to view the images together.

The discussion is informal, but thorough, regarding progress. Expectations may change in the last packets to reflect focus towards thesis exhibition.

Johnson State keeps a file for each student, with all the images and paperwork that the student sends in as part of their documentation. From time to time, while in residency at the Vermont Studio Center, students have requested to “borrow back” slides or discs kept on file at Johnson to be able to share with visiting critics or fellow students. We have found retrieving and refiling slides to be difficult, time consuming, and uncertain, so we must ask everyone to bring their own copies of images and not ask to borrow back any. After graduation, students may have all images returned to them with the exception of those sent with the original application for admission and those of the M.F.A. exhibition, which will remain on record at the college.

Seminar in Contemporary Art Issues

6 Credits

Students are required to enroll in two art history seminars (each worth 3 credits) during the M.F.A. program. Seminars at Johnson State College include at least one out-of-residency research project, for which students will investigate aspects of contemporary art in consultation with the faculty art historian. Students are expected to attend every class meeting, in its entirety of each seminar; failure to do so will result in no credit. Students should be prepared to discuss any assigned texts. Students accepted into the program whose undergraduate transcripts do not include course work in 20th century art history and contemporary theory, may be asked to show proficiency in these areas before enrolling in the seminars. The out-of-residency project will afford students the opportunity to use cultural institutions in and near their hometowns in order to research their projects.

M.F.A. Thesis Exhibition

6 Credits

At the completion of 36 credits of residency sessions, 12 credits of out-of-residency packets, and 6 credits of contemporary art independent study, students will present an exhibition of new work in Johnson at the Julian Scott Memorial Gallery at JSC or the Red

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

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

Students, with advisors, will schedule a gallery talk to occur during their show, usually just before the opening reception. Students must also produce a set of 20 images of work from their thesis exhibition along with a one-page artist's statement and submit the images within one month after their exhibition. Acceptance by M.F.A. program faculty of this M.F.A. thesis exhibition, artist's statement, images, and a gallery talk will earn the remaining six credits toward graduation.

REQUIRED: This gallery talk is not a critique with JSC faculty; it is a discourse on the conceptual, ideological, and formal issues as evidenced by your M.F.A. exhibition. Gallery talks will be scheduled to accommodate undergraduate attendance. Exhibition opening receptions are optional. The best attendance has proved to be Thursdays between 3-5 p.m. While faculty may be present at the openings, this is not the optimal time for discussing work. Gallery talks are much more conducive to in-depth dialogue. Faculty are also happy

to meet with the students for an informal review of the exhibition. The student should contact faculty if such a meeting is desired.

We have a collection of videos of some thesis talks. You may view them in the JSC library; simply ask for them at the front desk.

COMMUNICATION, ADVISING, AND EVALUATION

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

E-mail has proven to be the best venue for speedy communication—for quick questions or setting up appointments. We strongly encourage students to get online if they are not there yet.

CONNECTIONS WITH OTHER M.F.A. STUDENTS

Informal meetings between M.F.A. students, as well as regular correspondence between students during the out-of-residency periods, is encouraged, as it is beneficial to all. It has been found to be very vital to students to have an ongoing dynamic with other Studio Center participants as well.

GRADUATION

Prior to registering for the last six credits (M.F.A. Thesis Exhibition), students must file an Application for Degree with the Registrar's Office. A degree audit will be conducted using the approved plan of study for the M.F.A. degree as the basis of the audit. The student will be contacted directly if any discrepancies during the audit are discovered. Students are allowed a maximum of five years from beginning the program to finishing the degree requirements.

LEAVE OF ABSENCE

Students in good academic standing who wish to interrupt their studies, for a period not to exceed one

year, may request a leave of absence. Students on a leave of absence will not need to reapply for admission. Students may apply for a leave of absence by submitting an Exit Notification/Leave of Absence form or by writing a letter stating reasons for the request and submitting it to the registrar. The leave is not official until the request is approved by the academic dean. If a student takes more than the allotted time for a leave of absence, he/she must reapply to the program.

PART-TIME FACULTY POSITION

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

REGISTRATION

Registration forms are sent to students from the Graduate Office before the start of the studio sessions and at the beginning of the fall and spring semesters at the college. Full payment or deferred payment forms must accompany the registration form. Johnson faculty will work only with students whose registrations are current.

HEALTH AND ACCIDENT INSURANCE

Health insurance is mandatory for all full-time undergraduate and graduate students not otherwise covered. A student, or his or her parents in the case of minors, must present written proof certifying that he or she is covered by insurance to be exempted from the college insurance. The appropriate forms may be obtained from the Business Office and must be submitted one month before the first day of classes.

IDENTIFICATION CARDS

Each student is initially issued an identification card free of charge. There is a fee of \$25 to replace a lost identification card. The card is used as a library card for borrowing books, as well as entrance to the SHAPE

facility and to entertainment on-campus. Cards are obtained at the Office of Public Safety in the Dewey building.

PARKING ON CAMPUS

In order to park legally on JSC premises, students must obtain a commuting student parking permit (\$50 charge) from the Office of Public Safety. It is best to do this while arranging for a student I.D.

ACCESS TO FACILITIES

M.F.A. students are encouraged to make use of the Library and Learning Center, the Academic Computing Center, and the College Bookstore; and to visit the Dibden Center for the Arts, including the Julian Scott Memorial Gallery. Public hours at the S.H.A.P.E. facility are also a time when students may use the indoor, Olympic-sized pool, and the health and fitness equipment.

OUTCOME EXPECTATIONS FOR STUDENTS GRADUATING WITH A MASTER OF FINE ARTS IN STUDIO ARTS:

We expect graduating students to:

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

- Know how to assemble a professional portfolio.
- Understand the mechanics of setting up a safe and functioning professional studio.
- Know how to do a professional exhibition of their art, write about their art and speak about their art at a public event.

M.F.A IN STUDIO ARTS

Required Courses

ART 5211 Studio Center Residency I	6 credits
ART 5212 Studio Center Residency II	6 credits
ART 5213 Studio Center Residency III	6 credits
ART 5214 Studio Center Residency IV	6 credits
ART 5215 Studio Center Residency V	6 credits
ART 5216 Studio Center Residency VI	6 credits
ART 5311 Contemporary Arts Seminar I	3 credits
ART 5312 Contemporary Arts Seminar II	3 credits
ART 5831 Independent Studio Work I	2 credits
ART 5832 Independent Studio Work II	2 credits
ART 5833 Independent Studio Work III	2 credits
ART 5834 Independent Studio Work IV	2 credits
ART 5835 Independent Studio Work V	2 credits
ART 5836 Independent Studio Work VI	2 credits
ART 5911 M.F.A. Thesis Preparation	3 credits
ART 5912 M.F.A. Thesis Exhibition	3 credits
ART 5900 M.F.A. Continuous Registration	0***
TOTAL	60 credits

***Students not registering for any credits in a given semester must pay a \$150 Continuous Registration Fee, or apply for an official leave of absence. Students not registered by the semester deadline will automatically be charged the non-refundable Continuous Registration Fee.

MASTER OF FINE ARTS IN STUDIO ARTS ESTIMATED PROGRAM COSTS
2008-2009 Graduate Tuition

Per credit rates:

Vermont Resident: \$390/cr

Non-Resident: \$842/cr

NEBHE*: \$584/cr

Estimated Costs based on 2008-2009 rates

	Vermont Resident	Out-of-State	NEBHE	
Year 1	\$7,500	7,500	7,500	Two month studio sessions at \$3,750 each (comprehensive charge, including room and board).
	4,416	6,612	6,612	JSC studio session tuition 12 credits
	2,340	5,052	3,504	Independent Study - 6 credits
	1,170	2,526	1,752	Contemporary Art Seminar -3 credits
	15,426	21,690	19,368	Total Year 1
Year 2	15,426	21,690	19,368	Total Year 2 Same as Year 1, 21 credits. Studio sessions and JSC tuition
Year 3	14,256	19,164	17,616	Total Year 3 18 credits studio sessions and JSC tuition, same as year 1 and 2. Independent study replaced by 6 credit Master's Exhibition tuition. No seminar.
	45,108	62,544	56,352	Total Estimated program costs to student for 60 credit degree program over three years

* Eligible non-residents receive a tuition discount (\$198/cr discount for eligible graduate students).

Additional costs for program completion not included on this schedule, include travel and art supply expenses, postage, shipping, etc.

Admission, Costs, Financial Aid, and Student Services

APPLICATION PROCESS

Applications are processed and reviewed as soon as they are complete, so that notification of a decision can reach the applicant at the earliest possible date. As part of the application procedure, candidates for the Johnson State College Graduate Program are advised to schedule an on-campus interview as a necessary step after a completed application is submitted. *Students applying for the JSC Graduate Counseling or Studio Arts programs should also see specific admission requirements outlined in those sections of this catalogue.*

APPLICATION CREDENTIALS INCLUDE:

- the Johnson State College Application for Graduate Admission, including a \$37 application fee;
- an official transcript of an undergraduate degree granted by a regionally or nationally accredited institution;
- three letters of recommendation; and
- a writing sample (Counseling applicants must respond to four specific questions; please see page 27).

APPLICATION FORMS CAN BE OBTAINED BY WRITING TO:

Office of Graduate Admissions, Johnson State College, 337 College Hill, Johnson, VT 05656, by calling (800) 635-2356, or by downloading the application from the JSC website at www.jsc.edu.

INTERNATIONAL STUDENTS

Students from other countries may apply for acceptance into graduate degree programs at the college. To be considered for admission, international students should complete the Johnson State College International Application for Graduate Admission.

Foreign Academic Credentials: Applicants with foreign academic credentials must provide academic records in the original language as well as a certified English translation. Applicants need to provide all official college/university transcripts. Students must have their college/university academic transcripts evaluated by an official foreign credential evaluation service. Students

are responsible for paying for the credential evaluation and translation fees. A list of credential evaluation services can be found at: www.edupass.org

English Language Proficiency

All non-native English speakers must provide evidence that they have attained a proficiency in the English language satisfactory to our admissions requirements and to our ability to serve them through our current ESL support services. Non-native speakers seeking admission to Johnson State College may demonstrate their proficiency by taking the Test of English as a Foreign Language (TOEFL). Official TOEFL scores must be submitted to Johnson State College from the Educational Testing Service; a photocopy of TOEFL scores will not be accepted. Our institutional code for the TOEFL is 3766.

International students who score 79-80 (Internet-based test), 550 (paper-based test) or better on the TOEFL are generally accepted to Johnson State College. Exceptions to the TOEFL score requirement may be made for students who have had the opportunity to use spoken and written English for a sustained period of time either through life experiences, or through post secondary education. As part of the admissions process, the English proficiencies of non-native English speakers will be assessed. ESL (English as a Second Language) coursework and academic support will be prescribed for each student as needed. The ESL Skills Coordinator will review each student's credentials to determine whether to waive required ESL coursework and specialized academic support.

Financial Documentation

All international students must demonstrate that funds exist at least for their first year of study and, barring unforeseen circumstances, that adequate funding

will be available from the same or equally dependable sources for subsequent years. Students may be supported by parents, relatives, business persons, or other benefactors.

In order to verify their financial resources, international applicants must complete the financial documentation form included in the International Application for Admission and supply official financial documents, on official letterhead or with an official seal, in support of the form.

Appropriate documents for financial verification include:

- Official proof of personal or family savings
- Bank-issued certified letters stating available funds
- Official bank statements
- Bank books
- Official tax documents

Students supported by their government or a sponsoring agency must submit an official copy of their sponsorship award letter. Students supported by private funds must complete the Foreign Student Certification of Finances form and submit supporting documents demonstrating that sufficient funds are available to cover expenses for their study in the United States. If support is to come from a sponsor within the United States, the sponsor should complete INS form I-134 (Affidavit of Support) available at www.uscis.gov

Outside Sources of Funding

Johnson State College encourages international students to seek financial assistance through outside sources and sponsors. For more information about financial aid for foreign students, please visit the following websets: eduPASS – www.edupass.org; International Education Financial Aid – www.iefaf.org; and NAFSA – www.nafsa.org

While at JSC, international students interested in Curricular Practical Training (CPT) or Optional Practical Training (OPT) should plan in advance with their academic advisor and college officials.

TRANSFER OF CREDITS

A maximum of 12 credits may be transferred to the JSC graduate programs from another accredited graduate program; provided that the credits were completed within five years of beginning graduate work at Johnson State College and that they are accepted as a part of the plan of study. This time limit may be extended by the Graduate Committee upon the recommendation of a degree program’s graduate coordinator.

In order to be eligible for the transfer of credits from other institutions, a student must be a matriculated student at Johnson State College. Matriculated (degree-seeking) students at Johnson State who wish to take courses at other institutions and have credits transferred to Johnson State must obtain prior written approval from the registrar. Transfer credits will not be accepted from non-matriculated students. Students desiring to take courses from other accredited institutions must obtain approval from their advisor prior to registering for these courses. The acceptance of transfer credits by the College does not diminish the students’ responsibility to know the material taught in the Johnson State College courses.

Transfer within the Vermont State Colleges system: Graduate-level credits earned at any VSC degree-granting institution are fully transferable to JSC. JSC will determine the extent to which transferred credits will satisfy specific program requirements.

COSTS

Listed below are the tuition and fees for the 2008-2009 academic year. MFA students should reference the MFA section of this catalogue for specific costs relative to residency.

	Vermont Resident	Non-Resident	NEBHE
Full-time/ part-time graduate	\$390/credit	\$842/credit	\$584/credit
Independent Study Fee	\$30/credit	\$30/credit	\$30/credit

ADMISSION, COSTS, FINANCIAL AID, AND STUDENT SERVICES

Students 65 years of age or over will have their tuition waived, if non-degree seeking. If more than 50 percent of their credits in a given semester are for independent study, they will also pay a flat fee for each three-credit study. They will also be charged any additional course fees.

Canadian citizens pay the tuition rate of 150% of the in-state graduate tuition rate.

Tuition adjustments are made on the basis of the courses on record after the second week of the semester. All costs are subject to change without notice.

FEES

- **Application for a Degree Fee:** A fee of \$67 is assessed each degree candidate to offset the cost of commencement. This fee must be paid whether an individual attends commencement or not.
- **Independent Study Fee:** Students enrolled in independent studies are assessed a \$30/credit fee.
- **Course Fees:** Certain courses require fees to cover special materials or studio or instructional costs. Such fees will be billed after the add/drop period. Course fees are listed in each semester's course bulletin.
- **Deferment Processing Fee:** All students with a deferring payment of an outstanding balance not covered by financial aid are required to pay a processing fee each semester to cover administrative costs of deferment.
- **Student Identification Card Replacement Fee:** Each student is issued an identification card free of charge. However, a fee of \$25 is charged for replacement cards.
- **Late Payment Service Charge:** A penalty fee is assessed for late payments. Students who have not made payment arrangements to the Business Office by the stipulated due date will be assessed a \$100 late fee. Upon withdrawal or graduation, overdue balances may also be subject to collection charges.

HEALTH AND ACCIDENT INSURANCE

Health Insurance is mandatory for all full-time undergraduate and graduate students not otherwise covered. A student (or his or her parents in the case of minors) must present written proof certifying that

he or she is covered by insurance to be exempted from the College insurance. The appropriate forms may be obtained from the Business Office and must be submitted one month before the first day of classes.

AUTOMOBILE REGISTRATIONS

Any student operating a motor vehicle on college property must register the vehicle with the Office of Public Safety. A \$50 permit fee is required.

IN-STATE RESIDENCY REQUIREMENTS FOR TUITION AND FEES

To qualify as a Vermont resident for purposes of tuition and other VSC charges, a student must meet criteria established by the Board of Trustees. The policy of the Board is as follows:

- 1) The applicant shall be domiciled in Vermont, said domicile having been continuous for one year immediately prior to the date of application unless the student has been in the Armed Services, Peace Corps, or other recognized national service organization, and has retained Vermont as his/her permanent address during the period of absence, and has returned to Vermont immediately following discharge from these services. Changes in residency status shall become effective for the semester following the date of reclassification.
Domicile shall mean a person's true, fixed and permanent home, to which he or she intends to return when absent. A residence established for the purpose of attending an educational institution or qualifying for resident status for tuition purposes shall not of itself constitute domicile. Domicile shall not be dependent upon the applicant's marital status.
- 2) The applicant must demonstrate such attachment to the community as would be typical of a permanent resident of his or her age and education.
- 3) Receipt of significant financial support from the application's family will create a rebuttable presumption that the applicant's domicile is with his or her family.
- 4) An applicant becoming a student at an institution of higher learning in Vermont within one year of first moving to the state shall have created a rebuttable presumption of residence in Vermont for the purpose of attending an educational institution.

- 5) A student who is eligible for tuition purposes to enroll as a resident student in another state shall not be enrolled as a "Vermont resident."
- 6) The College's Director of Admissions shall classify a student enrolling at the Vermont State Colleges, as a resident or non-resident for tuition purposes. The decision by the director shall be based upon information furnished by the student and other relevant information. The director is authorized to require such written documents, affidavits, verifications or other evidence, as he or she deems necessary.
- 7) The burden of proof shall, in all cases, rest upon the student claiming to be a Vermont resident and shall be met upon a presentation of clear and concurring evidence.
- 8) A student with resident status will lose that status if he/she, at any time, fails to meet the above requirements. In this event, resident tuition and other charges shall continue in effect only until the end of the academic year.

A student wishing to declare a change in his or her residence of record must complete a residency application and submit it to the dean of administration for a decision. Appeal of residency decisions by the dean of administration may be made in writing to the Office of the Chancellor, Vermont State Colleges. The decision of the Office of the Chancellor shall be final.

FINANCIAL AID

Financial aid for graduate students at Johnson State College is awarded on the basis of demonstrated financial need, subject to the availability of funds. Financial need is the difference between the student's established educational expenses and the resources that the student should have available to meet these costs. Need is determined on the basis of information submitted on the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. Continued eligibility, once students are in attendance, depends upon students meeting the general criteria listed below, documenting need for each academic year and remaining in good academic standing.

Financial Aid Eligibility

To be eligible to receive financial aid, a graduate student must:

- be enrolled at least halftime per semester, halftime enrollment is defined as 4.5 graduate level credits;
- be a U.S. citizen or permanent resident;
- generally be enrolled in a program leading to a degree or certificate;
- be in good standing and maintaining satisfactory academic progress;
- not owe a refund or repayment on any previously received Title IV financial aid funds;
- not be in default on previously received national direct/defense (Perkins) or guaranteed (Stafford) student loans, and
- be registered with Selective Service (for males 18 years of age or older and born after January 1, 1960, if not currently a member of the U.S. Armed Forces).

Satisfactory Academic Progress

Johnson State College matriculated undergraduate and graduate students must progress at a rate that ensures completion of their degree programs within a reasonable time frame in order to maintain eligibility for financial aid. Beginning with the first semester of enrollment at JSC, a student is required to successfully complete credit hours totaling at least 67% of the credit hours attempted at Johnson State College. For financial aid eligibility, total credit hours attempted, including transfer credits, cannot exceed 150% of graduation requirements.

Graduate students must maintain a minimum 3.0 cumulative GPA. Each student's progress will be measured at the end of each academic year to ensure adherence to this policy.

Any student not meeting the time progression standard or the minimum GPA requirements described above will be placed on financial aid probation for a one-year period. During this probationary period, the student will maintain financial aid eligibility. In the event the student regains satisfactory academic progress as defined above within the student's probationary period, the student will be removed from financial aid probation. If, at the end of the probationary period, the student does not meet the required credit hour standard or cumulative grade point average standard, the student's eligibility for further financial aid will

ADMISSION, COSTS, FINANCIAL AID, AND STUDENT SERVICES

be withdrawn until the student has met the required standard(s).

Students whose aid has been withdrawn for not maintaining satisfactory academic progress according to the policy stated above may appeal their loss of aid in writing to the Financial Aid Office. Forms for this appeal are available from the Financial Aid Office.

Summary of the Financial Aid Satisfactory Academic Progress Standard:

Time Progression Requirement:

67% of all credit hours attempted at Johnson State College must be successfully completed/earned (B- or better)

Cumulative Grade Point Average (GPA)

Graduate students must maintain a minimum cumulative GPA of 3.0

Application Deadlines

Graduate students must be accepted to JSC before a financial aid award will be offered; students should not wait until they have applied for admission or have been admitted to apply for financial aid.

Recommended filing dates are:

- May 1 (fall)
- November 1 (spring)
- February 15 for MFA applicants

JSC may require that additional information such as tax returns, W-2's and proof of untaxed income be submitted prior to processing a financial aid application.

To avoid delays in processing, respond promptly to all requests for additional information.

Financial Aid for Summer College

Generally, a FAFSA must be received by the federal processor by April 1 for consideration of summer aid. Students must also complete a JSC Application for Summer Aid which is available in the Financial Aid Office. Refer to the summer course bulletin for further information on financial aid procedures or call the Financial Aid Office.

Graduate Aid Programs at Johnson State College

Although some students may receive federal work-study funds or assistantships, the primary source of financial assistance for graduate students at Johnson State is in the form of loans for tuition (and living expenses, if necessary.)

• Federal Stafford Loans

The Federal Family Education Loan programs provide low interest loans through the federal government. Subsidized Stafford Loans are those for which the government pays the interest while a student is enrolled at least half-time and the interest rate is 6.0%. Unsubsidized Stafford Loans are those which are not based on need, and the student is responsible for paying the interest which accrues during in-school and deferment periods the interest rate is 6.8%. Six months after graduating or falling below at-least half-time enrollment, the borrower begins repayment.

• Federal Work-Study (FWS)

This program is designed to assist students who must earn part of their educational costs by working part-time. The amount a student can earn under FWS is determined on the basis of need and the amount of funds available. Generally, FWS funds are awarded to graduate students only if the needs of the undergraduates have been met and funds remain. The FWS program encourages community service work and work related to a student's course of study.

• Graduate Assistantships

The college currently offers a number of graduate assistantships each academic year. Past assistantships have included coordinator of community services, and residence hall advisors. A stipend and partial tuition remission are provided. Information about these assistantships is available from the Dean of Student's Office and the Graduate Office.

• Additional Sources of Financial Assistance

Graduate students are encouraged to explore other sources of financial assistance through private scholarships, Graduate Plus Loans, Vocational Rehabilitation (contact area Vocational Rehabilitation Offices) and Veterans Educational Benefits.

VETERANS BENEFITS

Students eligible to receive veterans education benefits must contact the Registrar's Office and arrange to have their enrollment certified with the Veterans Administration. The amount of monthly checks is determined by full- or part-time enrollment status. In order to receive maximum benefits, students must be enrolled full-time in at least 9 credits during a regular semester. Those enrolled in fewer than 9 credits receive proportionately smaller benefits.

Enrolling in independent study (research, field work, internship), music, or health and physical education courses may affect the amount of monthly checks. Students contemplating enrolling in these courses should call the VA to determine exactly how benefits will be affected. VA regulations exempt some internship experiences from reduction in benefits. Veterans enrolling in an internship should consult the Registrar's Office to determine whether their internships comply with these special regulations.

To be considered for maximum benefit payments, the internship must comply with these special VA criteria in addition to meeting regular Johnson State College requirements:

- Each approved field experience must have a college faculty member as an assigned instructor and must be supervised by the college.

- The planned program of activities must be controlled by the college.
- Meetings must be regularly scheduled on at least a weekly basis to provide for interaction between the instructor and the student. (Class attendance is defined as any regularly scheduled meeting with the instructor, regardless of location.)
- Appropriate assignments must be required.
- The grading system must be the same as that used for in-residence courses at the college.
- Required preparation and training time per credit hour must be at least as great as normally required for other courses offered at the college.
- The field experience approved by the College must be required for graduation.
- The field experience must be measured in the same unit (semester credits) as other courses.

The student veteran is responsible for seeing that the internship contract form explicitly indicates how each of these criteria is met.

Questions?

Contact the JSC Financial Aid Office at 1-800-635-2356 or by email: jscfinancialaid@jsc.edu

PAYMENT PROCEDURES

BUSINESS OFFICE CLEARANCE

All students must obtain clearance from the Business Office. All students who have paid or have an approved payment deferral prior to the start of classes are considered to be cleared.

Clearance by the Business Office means that all semester charges and any previously due balances are:

- paid in full;
- covered by financial aid grants and loans,
- deferred for payment covering any unpaid

portion of the bill;

- covered by a Tuition Pay monthly payment plan for tuition and fees sufficient to cover semester charges; or
- covered by any combination of the above.

MONTHLY PAYMENT PLAN

A 10-month payment plan is available through Tuition Pay. Students using the Tuition Pay monthly payment plan will be issued clearance upon confirmation of plan participation. The plan enables the student

ADMISSION, COSTS, FINANCIAL AID, AND STUDENT SERVICES

or parent to pay all or part of the annual charges in ten equal installments, starting July 1. Participation in the plan may start after July 1, but a down payment will need to be made with payment completed in fewer installments. Call 1-800-635-0120 for more information.

PAYMENT DEFERRAL

To receive a payment deferral, a student must complete a deferred payment contract. A remittance worksheet/deferred payment contract is included with each semester's bill and returned for processing to the Business Office prior to the payment due date. In order to defer part or all of the bill, a student needs to meet one of the following qualifications:

- be a veteran receiving veteran's benefits,
- be a Social Security recipient;
- have financial aid pending; or
- have any federal loans pending

PAYMENT DUE DATES

Students are billed prior to the start of each semester. Payment is due as specified on the bill or in an accompanying brochure. A late fee is charged to all students if full payment has not been made or an approved deferred payment contract is not on file by the payment due date. Students owing money from prior semesters will not be permitted to clear the Business Office or register for class until the bill is paid. Current semester bills that are not paid in full by the end of the semester will result in withholding of academic credit and transcripts, and possible administrative dismissal until satisfactory settlement has been made.

Students can expect to receive supplemental billings during a semester for such items as residence hall charges or parking fines.

APPLICATION OF FINANCIAL AID AWARDS

Financial aid that has been reported to the Business Office is credited as follows:

- Federal Stafford Loans will be credited to a student's account after promissory notes have been signed.
- Students who anticipate receiving financial assistance from sources other than the college are reminded that they should

make arrangements to have payments forwarded to the Business Office as early as possible. Confirmation of other sources of financial assistance should be included with the payment deferral form.

- Paychecks are issued to students for work study and other campus employment once a student obtains a job and begins submitting time sheets. Anticipated employment earnings cannot be used as a credit against a student's account.
- Students residing off campus and expecting a refund of financial aid funds for living expenses will not receive those refunds until after the end of the fourth week of the semester.

REFUND POLICY

Please note: For the purpose of refunds, dropping all courses or not attending all courses will be considered an exit from the college.

Tuition, Fees, Room and Board: If a student exits or is dismissed during the first seven calendar days of the semester, the student will be credited 100% of the charges for tuition, student activity fee, and room and board. After the first seven days and before the end of the 60% point of the semester, students who are exiting will be credited tuition, student activity fee, room and board on a pro-rata basis. The pro-rata calculation will use the number of calendar days completed divided by the number of total calendar days included for the full semester. After the 60% point of the semester, there is no adjustment for tuition, fees, or room. Meal plans will continue to be pro-rated until the end of the semester.

TUITION ADJUSTMENTS

Any adjustments in tuition charges will be based upon the courses on record at the end of the second week of the semester. No tuition refund will be given for any half-semester course dropped after the second week of the semester. There will be no refunds for drops made during the mid-semester add/drop period. There are no refunds for approved late withdrawals.

The student or parent may appeal the refund policy as applied if individual circumstances warrant exceptions to the policy. Appeals may be forwarded to the dean of administration.

ADJUSTMENTS TO FINANCIAL AID AWARDS

Financial aid awards may need to be adjusted if a student exits the college during a semester. Federal regulations will be used for the return of Title IV funds for students eligible for federal financial aid. Federal regulations will also be used for the return of institutional aid. Other aid, such as state grants and outside scholarships will be returned as specified by the grantor. If a student stops attending all classes and does not complete an Exit Notification at that time, any Title IV funds received by that student may be adjusted or cancelled. The student may then be responsible for his or her bill. If Title IV money needs to be returned, it will be returned in the following sequence :

- Federal Unsubsidized Loan
- Federal Subsidized Loan
- Other Title IV Aid Programs

Employment through the Federal Work Study Program is terminated on the date the student withdraws. Awards from sources other than the College and Title IV funding are adjusted according to the source agency's own policy.

ADMINISTRATIVE DISMISSAL

Students with outstanding overdue balances on their accounts and who have not responded to Business Office inquiries for payment, or who have indicated a refusal to pay that balance, are subject to administrative dismissal from the college. Dismissed students must cease attending all classes immediately, will not receive any credit for work done during that semester, and will still remain liable for the unpaid balance.

Students dismissed for academic or disciplinary reasons are liable for all tuition, room charges, and fees for that term.

STUDENT SERVICES

Academic Computing Center

The Academic Computing Center, located on the second floor of the Library and Learning Center, serves as the "hub" of academic computing at JSC. It is fully staffed and equipped with 40 Pentium workstations, all of which provide Internet and e-mail access. In addition, the college supports five other dedicated computer labs, two for science and mathematics, one for behavioral sciences and education, one for business and hospitality and tourism management, a MIDI lab for the fine and performing arts, as well as a digital imaging and video-editing systems for student use.

Counseling Center

The Counseling Center is a campus resource designed to facilitate the emotional and intellectual development of students. The Counseling Center offers JSC students a safe and confidential place for self-exploration and personal growth experiences. Counseling Center staff listen, provide support, and help students make the most of their educational experience while helping students form a personal connection to the learning community. Individual, couples, and group counseling are available. Services also include referrals to community resources, presentations/workshops,

campus-wide mental-health screenings, and mental health crisis assistance.

Child Development Center (CDC)

The CDC, a licensed pre-school/child care facility for children ages two through seven years, is an early childhood laboratory school for the college. The CDC is accredited through the National Association for the Education of Young children. It serves the families of the campus community and surrounding towns. College students from all departments can be involved with the CDC through volunteer programs and course work, as classroom aides through Federal Work-Study, internships, and as parents.

CAMPUS LIFE

The college apartments, located at the north end of campus, provide one-, two-, and three-bedroom accommodations for qualified graduate students. Applications outlining eligibility criteria for the college apartments are available in the Business Office.

ADMISSION, COSTS, FINANCIAL AID, AND STUDENT SERVICES

Meal Contracts

ARAMARK Food Service Corporation provides high-quality food service to the Johnson State College campus. Students are invited to take advantage of the numerous dining options, such as vegetarian and vegan options, soups, and salads, in addition to traditional meals.

STUDENT ACTIVITIES

Center for Service Learning

Since 1987, the Center for Service Learning has been an integral part of engaging students in the JSC community and beyond. The Center, also known as the “SERVE Office,” offers numerous opportunities for organized service experiences, led by student leaders, that meet actual community needs.

Different social issues are selected by student leaders each year to focus on. Working in pairs, students plan direct service and educational events that benefit both the community and the understanding of the students involved in the service. Examples include:

Hunger and Homelessness: Groups worked to fund-raise for a local homeless shelter, collected and delivered Thanksgiving food baskets, held a hunger banquet on campus, worked at the local food bank, put up an art display on the meaning of “home” to Vermont children, hosted speakers on affordable housing, and led a Break Away trip to Maine to work in a homeless shelter.

The Environment: Prior to a Break Away trip to Biscayne Bay in Florida to work on restoration, these student leaders took students to the ECHO Museum in Burlington, attended an environmental slide show in Montpelier, did trail work in Lamoille County, and recruited volunteers for the ELF Program where college students teach elementary school children about the environment.

Global Issues: Every three years, a global issue is picked to focus on. During the school years of 2004-2007, students are working on raising their own and others’ understanding of the impact of landmines, particularly in Southeast Asia. In doing so, students have attended a landmine action conference at Smith College, created and presented a landmine awareness slide show for local colleges, high schools, and

elementary schools, and helped fundraise, support, and carry out a Break Away trip to Vietnam with our our partner organization, Clear Path International in Dorset, Vermont.

Break Away: Our alternative break program is designed to promote service on the regional, nation, and international levels during scheduled school breaks. These trips are designed to have students leading other students in heightening social awareness and creating life long active citizens; where community becomes a priority in values and life choices.

Mentoring: Student volunteers are matched with local school children or youth. The goal is to form one-on-one relationships to give each child or young adult a friend and role model, as well as someone who can share recreational, cultural, and educational experiences.

America Reads: This is a national program designed to help children develop a love of reading. Reading partners receive a literacy training and then work with individual children or small groups (K-4) to provide opportunities for one-on-one practice and activities which inspire young kids to read well by sharing the joy and power of reading.

SNAP: This program, in partnership with Smuggler’s Notch, pairs student volunteers with special needs children and adults to ski or snowboard.

Americorps Student Leadership Corps (Education Award Only): JSC offers an Americorps Education Award program. Americorps members work with students, faculty, administration, and local communities to build volunteer and service learning programs on the campus. At the end of their service, members receive an education stipend according to numbers of hours served.

If eligible, student leaders and America Reads volunteers, can receive federal work study.

Athletics and Recreation

The recreation facilities and opportunities on campus and in the local area are extensive. Our Student Health and Physical Education (SHAPE) complex includes a 25-yard, six-lane pool, a squash court, two racquetball courts, two gymnasiums, an extensive weight

room, an aerobic fitness area, a climbing wall, and an athletic training facility staffed by a professional and student trainer. The outdoor recreation facilities include three athletic fields, and 10 kilometers of trails used by skiers in the winter and hikers and joggers in the summer. JSC's scenic and rural location provides many opportunities for camping, hiking, fishing, kayaking and canoeing. The College is served by three major ski areas: Smugglers' Notch, Stowe, and Jay Peak.

STUDENTS' RIGHTS

Nondiscrimination

Qualified students are recruited for, admitted to and participate in all college programs without discrimination on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, or disability. Johnson State College will provide reasonable accommodations to create equal opportunity for students with known disabilities. Please contact the JSC Learning Specialist in Academic Support Services (802-635-1264) if auxiliary aid or service is needed to apply for admission. Additionally, Johnson State College is committed to creating and maintaining an environment for work and study in which all members of the college community are free from all forms of sexual harassment. Johnson State College complies with state and federal laws related to equal opportunity and non-discrimination. Any questions or complaints about potential or perceived discrimination in violation of any state or federal law should be directed to Jo Ann Lamore, Assistant Academic Dean, Martinetti Hall (802-635-1243); or the Vermont State Colleges Office of the Chancellor in Waterbury; or the Vermont Office of the Attorney General; or the Equal Opportunity Employment Commission in Washington D.C. Please contact Bonnie Fairbanks, Director of Human Resources, if accommodations are needed to apply for admission of employment.

U.S. Department of Education Requirements

The United States Department of Education requires that annual statistics on campus crimes and students' continuation rates be made available to students and their families. Please contact the Admissions Office for this information.

Notification of Rights Under FERPA for Post-Secondary Institutions

The Family Educational Rights and Privacy Act ("FERPA") affords students certain rights with respect to their education records. These rights include:

- 1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. The college will provide the student with copies of education records or otherwise make the record available to the student, if the student, for instance, lives outside of commuting distance of the school. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the college to amend records that they believe are inaccurate. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an at-

ADMISSION, COSTS, FINANCIAL AID, AND STUDENT SERVICES

torney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The college shall disclose directory information, including but not limited to name, hometown, college mailing address and e-mail address, unless the student does not desire to have any or all of such directory information disclosed and notifies the dean of students to this effect in writing within 15 days of the commencement of the academic semester.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C., 20202-4605

E-mail: FERPA@ed.gov
(include telephone and fax numbers in e-mail)
Telephone: (202) 260-3887
Fax: (202) 260-9001

CAMPUS FACILITIES

The Library and Learning Center

The LLC houses the library, the Department of Humanities and the Department of Writing and Literature, an open-access computer lab, a math and science computer lab, a language laboratory and a multimedia classroom. The library holds 100,000 volumes in open stacks, including bound periodicals, pamphlets and other unbound materials, phonograph recordings and a large collection of microfilms. The library's collections of art books and children's literature are well known for their depth and range. The library is linked to the Online Computer Library Center, a national bibliographic service that provides cataloguing and interlibrary loan access to over 12 million bibliographic records for location and verification of books, serials and non-print materials. A student ID card is required for book borrowing.

The LLC also houses the Ellsworth International Rooms, which includes artifacts and memorabilia collected by Professor Emeritus Robert A. Ellsworth over the length of his career as a diplomat and scholar. The rooms also includes a collection of Professor Ellsworth's books dealing with history and political science and materials felt to be of significance to the study of history or political science, donated by friends of the Ellsworth Trust.

Carter Gymnasium/SHAPE Facility

This facility houses the health and physical education faculty, two basketball courts, a squash court and two racquetball courts, an extensive weight room and athletic training room, a climbing wall, an aerobics center, classroom facilities, a human performance laboratory and a six-lane, 25-yard swimming pool.

Dewey Campus Center

The Center houses the Office of the Dean of Students, the Advising and Career Center, Academic Support Services, Upward Bound, the JSC Bookstore, the Public Safety Office, and the Center for Service Learning (CSL). It also contains three classrooms and a small convenience store.

Dibden Center for the Arts

The Dibden Center for the Arts contains a 450-seat theater with a proscenium stage, a removable dance floor, and choral and orchestra risers. The center houses the music and theater faculty, studios, practice rooms, classrooms and a piano laboratory, as well as the Julian Scott Memorial Art Gallery.

Martinetti Hall

This building, the main administration building, houses the Offices of the President, Academic Dean,

Dean of Administration and Registrar, the Admissions, Financial Aid, Alumni and Development, and Business Offices, Marketing and Printing Services, the Graduate Office, and the External Degree Program, along with the department of Business/Economics and a Business/Hospitality/Tourism management computer laboratory.

McClelland Hall

The oldest building on campus, McClelland houses the Department of Education, the Department of Behavioral Sciences and the behavioral sciences computer lab, the dance studio, and the Child Development Center, which provides day care and pre-school activities for community children.

Stearns Hall

Stearns Hall houses the dining hall, the Women's Center, the JSC Radio Station, the Student Government Association, the Stearns Cinema, the Stage Space, a TV lounge, a game room, the Café, the campus post office, the Fireplace lounge, and a student conference room.

Visual Arts Center

The VAC houses the college's visual arts programs, with drawing, painting, printmaking, photography, sculpture, ceramics and woodworking studios, as well as a gallery for exhibiting works in progress and student projects, and faculty offices.

ADMINISTRATIVE SERVICES

Development and Alumni Relations

This office, in coordination with the Alumni Council, plans and directs all of the activities relating to the alumni association, including class reunions and the Fall Alumni/Family Day, admissions recruiting and fund raising. They also publish Johnson Views, which is distributed to alumni, parents and friends of the college. This office also supports the work of the Fund for Johnson State College, an advisory board to the president on philanthropy and community and corporate relations. A major part of each year's fund appeal is dedicated to scholarships for undergraduates.

Physical Plant Department

The Physical Plant Department is responsible for providing maintenance, custodial, and janitorial services to all buildings and grounds of the campus. In addition, the department is responsible for establishing and maintaining all utilities, building systems, and grounds. This department is also responsible for initiating, planning and executing all construction and campus renovations, with the exception of IT services.

Department of Public Safety

The Office of Public Safety is here for the safety of all students, faculty, and staff at Johnson State College. All Public Safety officers are trained and experienced in providing outstanding support to the Johnson State College community. We are fortunate to be living in a rural setting with less crime than other colleges; however, we are not crime-free. It is the Public Safety

Office's role to provide a safe environment for the entire community. In order to achieve this goal, it is vital that the community work together to prevent crime through education, cooperation, and by using safe practices and reporting anything that is suspicious or unusual to the office of public safety. A wide variety of safety and security training programs are available through the residence life staff and the Counseling Center. Information on current JSC policies relevant to criminal actions, campus law enforcement, training programs, policies, and campus crime statistics can be found on the Johnson State College Web site.

Automobile Registrations

All students who operate a motor vehicle on college property must register that vehicle with the Public Safety Office. Students will need to bring a copy of their motor vehicle registration to obtain a permit. Permits are issued at \$50. For more information, please contact Public Safety at 802-635-1205, or visit the Johnson State College Web site.

Student Identification Cards

Each student is issued an identification card free of charge through the Public Safety Office. Replacement cost for lost or stolen IDs is \$25. Students need the ID card to borrow books from the Library, use the SHAPE facility, and attend entertainment events at the Dibden Center for the Arts. A student ID in a student's hometown or at local ski areas may also entitle students to discounts.

GRADUATE PROGRAM FACULTY

Brighton, Kenneth L. *Professor*

Ph.D., Curriculum and Instruction, Indiana State University

Specializations: Middle level education, elementary mathematics and science methods, adolescent development, student teaching supervision & placement

Calza, Susan. *Professor, Graduate Coordinator*

M.F.A., Sculpture, University of Illinois, Champaign-Urbana

Specializations: sculpture, performance art, and video

DiGiulio, Robert C. *Professor*

Ph.D., Socio-education, University of Connecticut, D.Ed., University of South Africa

Specializations: Learning theory, classroom management, education

Dolci, Elizabeth D., *Professor*

Post-doctoral, Cell Biology, Yale University

Ph.D. Environmental Health Sciences, The University of Michigan

M.S. Environmental Health Science, The University of Michigan

Fink, David. *Professor, Graduate Coordinator*

Ed.D., Counselor Education, University of Maine, Orono

Haigh, Jean. *Assistant Professor*

M.A., Education, Castleton State College

Licensed Special Education Administrator

Specializations: Special education and developmental disabilities

Hutchinson, David R. *Professor*

Ph.D., Counselor Education, State University of New York at Buffalo

Leslie, Kenneth. *Professor, Graduate Coordinator*

M.F.A., Painting and Printmaking, University of Pennsylvania

Specializations: Painting, drawing, and artist's books

Martin, Mary. *Assistant Professor*

M.A., Art History and Criticism, Webster University

Specializations: 20th century art, African art, legal issues in art

Mireault, Gina C. *Professor*

Ph.D., Developmental Psychology, University of Vermont

Specializations: Childhood bereavement, stress and coping processes in children and adolescents

Pellerin, John. *Associate Professor*

Ph.D., Purdue University

Specializations: Chemistry, physics

Ritscher-Winters, Regina L. *Assistant Professor, Ed.D.,*

Learning and Teaching, Harvard Graduate School of Education.

Specialization: The role hands-on activities play in thinking, knowing and meaning-making

Webber, Eleanor M. *Professor*

Ph.D., Counseling Psychology, State University of New York at Buffalo

Specialization: Personality theory, abnormal behavior, career counseling, interdisciplinary studies

Witte-Townsend, Darlene L. *Professor, Graduate Coordinator*

Ph.D., Elementary Education, University of Alberta

Specializations: Literacy, child development, and qualitative research methodologies

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