

Graduate Catalog
2010-11



Castleton, Vermont 05735
www.castleton.edu

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

Editor's Note

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

Castleton State College reserves the right to make changes in the course offerings, degree requirements, charges, regulations, and procedures contained herein as educational and financial considerations require. (October 2009)

Nondiscrimination Statement

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

Castleton 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 Lyn Sawyer, Equal Opportunity Officer, Woodruff Hall, 802-468-1208; or the Vermont State Colleges Office of the Chancellor in Waterbury; or the Vermont Office of the Attorney General; or the Equal Opportunity Employment Commission in Washington, D.C. Please contact the Equal Opportunity Officer if auxiliary aid or service is needed to apply for admission or employment.

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Location

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

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



History

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

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

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

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

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

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

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

Today Castleton has a total enrollment of over 1900 students. There were more new students at Castleton in the fall of 2003 than in any previous year. The college offers more than 30 undergraduate programs as well as master's degrees in education and forensic psychology. First-year students benefit from the First-Year Seminar program and Soundings, which offers the best in music, drama, dance, and contemporary thought for the campus. The college is deeply involved in the region through community service efforts and internships and through its education, social work, and nursing programs.

Although so much has changed in more than 200 years, Castleton retains its historic commitment to students and to Vermont.

Mission

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

College Faculty

Castleton is primarily a teaching institution whose faculty is dedicated to the preeminence of student learning in the life of the college. Castleton faculty comprise a community of scholar-teachers whose academic and artistic endeavors enlarge and enrich the lives of their students, their colleagues, and the college. Ninety-four percent of the faculty hold doctoral or appropriate terminal degrees in their fields of academic specialty. In addition, all full-time faculty in the Graduate Program hold doctoral degrees. Excellence in teaching requires that professors continue to learn, to reexamine established canons of thought and belief, and to expand the frontiers of knowledge through continued study, scholarship, and research. The chief beneficiary of faculty

scholarship is the Castleton student, whose classroom experience is heightened by the excitement of the professor's own pursuit of knowledge.

Graduate Academic Experience

The Castleton graduate program in education is designed primarily to meet the needs of education practitioners and those seeking initial licensure. The program offers advanced course work that draws upon the strengths of the faculty, who have extensive experience as classroom teachers, principals, or superintendents. The education and psychology programs encourage a close working relationship between faculty members and students as well as collegial relationships among students. Diverse learning methods are employed during the academic experience including small group interaction, lecture, independent study, research and group projects. Students are encouraged to utilize all of Castleton's resources and services in attainment of their academic goals.

Admissions

Admission to Castleton's graduate programs is selective. Application materials may be obtained from the Admissions Office, which may be reached at (802) 468-1213. Applicants with a bachelor's degree from a regionally accredited institution who show evidence of potential for the successful completion of a graduate program may seek admission to one of Castleton's Master of Arts programs. Admission to the Certificate of Advanced Graduate Studies program requires completion of a master's degree from a regionally accredited institution and evidence of potential for completion of an advanced graduate program.

In addition, each applicant pursuing initial licensure as a teacher must possess an undergraduate liberal arts or science degree from an accredited institution. Please consult the Education Department's Graduate Handbook for a list of acceptable undergraduate majors. If the applicant does not have the appropriate degree or major, then additional liberal arts or science course work will be required.

Admissions Status

Students will be notified of the status of their application throughout the process. The applicant will receive written notification of the admission decision, granting admission, denial of admission or wait listing. While these are the only options for applicants to the forensic psychology program, the option of provisional admission is possible for some applicants to the education programs. Students who decide not to attend the forensic program after being admitted must go through the

application process again in any subsequent year and pay the required application fees.

Registration

New graduate students will be notified by the Admissions Office of the date. At this time, new students in the education programs will meet with a faculty advisor, discuss their program requirements, and register for their first semester courses.

After admission a student may petition for transfer of graduate credits previously earned at other institutions. (See Transfer of Courses)

New York State Agreement

Castleton State College has a special tuition agreement with New York State teachers in the contiguous counties of Essex, Rensselaer, Warren, and Washington. In order to qualify, teachers must hold at least a bachelor's degree and be employed as full-time teachers within one of these four contiguous counties. Prior to registration these students must complete a New York State Agreement form and submit it to the Student Service Center at the time of registration. If teachers meet these qualifications, they are charged 150% of in-state tuition.

Vermont State Teachers - Out of State Residence

Teachers or principals who reside in another state but are employed in a Vermont school system are entitled to Vermont resident tuition rates. To verify their eligibility, students must present a letter from either the superintendent of the school system or the principal of the school in which he/she is employed as a full-time teacher. This letter must be presented at the time of registration.

International Students

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

International students who meet the admission requirements of the college will be required to submit a deposit in U. S. dollars equivalent to one year's tuition and fees upon receipt of acceptance and prior to the issuance of the Form I-20. This deposit will be held by Castleton in the student's name and will be applied toward the first-year expenses.

Each spring, after registration for the coming fall semester, each international student must pay a deposit to the Student Services Center of an amount equivalent to the following year's tuition and fees. That payment will be due by May 1. Failure to meet this requirement will result in cancellation of the student's registration for the fall semester, and the Registrar's Office will notify immigration officials of such action. The international student policy regarding financial arrangements does not apply to Canadian citizens.

Finances

Tuition and Fees

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

For the purpose of determining residency status, students desiring Vermont residency status must meet the criteria set forth in the Vermont State Colleges residency policy printed below. Castleton also offers a tuition reduction for teachers from contiguous New York State counties and in-state tuition for Vermont schoolteachers and principals who live out-of-state (see below).

Tuition charges are set each year by the Vermont State Colleges Board of Trustees. All fees for graduate students are assessed on a per credit basis up to 12 credits. Matriculated graduate students taking between 12 and 18 credits are assessed at a flat rate.

Information on tuition, fees, registration, dropping and adding courses, and refunds is on our web site.

In-State Residency Requirement Policy

Purpose: The Vermont State Colleges charges different tuition rates to in- and out-of-state students. Therefore, criteria to determine in-state residency are required.

The following requirements must be met by a student prior to being granted resident status for the purpose of admission, tuition and other VSC charges:

1. The applicant shall be domiciled in Vermont, said domicile having been continuous for one year immediately prior to the date of application unless the student has been in the Armed Services, Peace Corps, or other recognized national service organization, and has retained Vermont as

his/her permanent address during the period of absence, and has returned to Vermont immediately following discharge from these services. Changes in residency status shall become effective for the semester following the date of reclassification. Domicile shall mean a person's true fixed and permanent home, to which he/she intends to return when absent. A residence established for the purpose of attending an educational institution or qualifying for resident status for tuition purposes shall not of itself constitute domicile. Domicile shall not be dependent upon the applicant's marital status.

2. The applicant must demonstrate such attachment to the community as would be typical of a permanent resident of his or her age and education.

3. Receipt of significant financial support from the applicant's family will create a reputable presumption that the applicant's domicile is with his or her family.

4. An applicant becoming a student at an institution of higher learning in Vermont within one year of first moving to the state shall have created a reputable presumption of residence in Vermont for the purpose of attending an educational institution.

5. A student who is eligible for tuition purposes to enroll as a resident student in another state shall not be enrolled as a —Vermont Resident.

6. A student enrolling at the Vermont State Colleges shall be classified by the College's Director of Admissions as a resident or a non-resident for tuition purposes. The decision by the officer shall be based upon information furnished by the student and other relevant information. The officer authorized to require such written documents, affidavits, verifications or other evidence as he/she deems necessary.

7. The burden of proof shall, in all cases, rest upon the student claiming to be a Vermont resident.

8. A student with resident status will lose that status if he/she, at any time, fails to meet the above requirements. In this event, resident tuition and other charges shall continue in effect only until the end of the academic year.

9. The decision of the College's Director of Admissions on the classification of a student as a resident or non-resident may be appealed in writing to the College Business Manager. Further appeal of a student's residency classification may be made in writing to the Office of the Chancellor. The decision of the Office of the Chancellor shall be final.

Payment Options

Tuition Payments by School Districts

If a school district is covering the cost of a student's tuition, or tuition and fees, a purchase order signed by the school district and the student must be presented to the Student Services Center at the time of registration. The School Employee Payment Form is available upon request from the Student Services Center or available on-line for download.

Payments Through Financial Aid

Any student who is eligible to receive Financial Aid needs to submit a completed payment form to the Student Services Center at the time of registration. Any amount not covered by Financial Aid is due at the time of registration.

Financial Aid

Students applying for federal financial aid must complete the Free Application for Federal Student Aid (FAFSA) each year. You may apply on-line at www.fafsa.ed.gov. The Castleton College Title IV code is 003683. Matriculated graduate students who are enrolled at least half-time (four credits during a regular semester or summer period) are eligible to apply for assistance through the Federal Perkins Loan, the Federal Direct Loan (Subsidized/Unsubsidized) and the Federal Work Study programs. You are encouraged to apply as early as possible. We will consider anyone who applies by April 1st to be an on-time applicant. This deadline applies only to the Federal Perkins Loan program. Should you have questions about the financial aid application process please contact Student Services at 802.468.6070 or email them at studentservices@castleton.edu.

Veterans' Affairs

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

Payment in Full

If none of the above apply, payment in full must accompany registration. Master-Card, Visa, and Discover are accepted.

Payments may be made in person at the Student Services Center, or they may be mailed in with the student's registration form.

Academic Policies

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

Academic Status, Advising, and Progress Toward Degree

Matriculation

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

Full-Time and Part-Time Status

For financial aid purposes, a matriculated graduate student enrolled for nine or more credits per semester has full-time status. Students enrolled for fewer than nine credits are considered to be studying part-time. For purposes of tuition and fees, graduate students are considered full-time at 12 credits.

Continuous Progress

Continuous progress is required in order to maintain one's status as a matriculated student. A student in the education programs can maintain continuous progress by taking at least one course during an academic year (summer, fall or spring semester).

Leave of Absence

If, for some reason, a graduate student in education chooses not to enroll for three (3) consecutive semesters (fall, spring, and summer), or if a graduate student in psychology chooses not to enroll for any semester (except summer) after being admitted, a leave of absence request, specifying the time frame desired, should be addressed to the dean of education. Approval of the leave is not official until it is acknowledged, in writing, by either the director of graduate studies or an academic dean. A student's intent to return should also be confirmed in a letter to the dean of education. A leave of absence does not change the five-year program completion requirement.

Note: A student receiving financial aid should contact the Student Services Center to determine the consequences of a Leave of Absence or Resignation.

Resignation

A matriculated student may resign from Castleton. The resignation is not official until a letter is received and acknowledged by the Dean of Education. Grades of "W" will be issued for resignations received after the first two weeks of the semester and prior to the nine-week point. Resignations after the first nine weeks will result in the assignment of earned grades. Students forced to resign due to circumstances beyond their control may petition an academic dean for an exception to this policy.

Advisors

All matriculated graduate students are assigned faculty advisors at the time of admission to the graduate program. These assignments are made on the basis of the student's major area of study. As the title implies, advisors assist graduate students in developing an appropriate program of study. It is the graduate student's responsibility to contact the advisor on a regular basis to assure progress toward completion of a degree. Students are permitted to change advisors. An official Change of Advisor Form should be completed and submitted to the Student Services Center.

Transfer of Courses

Transfer of Courses from other Graduate Programs

After admission to the program a matriculated graduate student may petition to transfer graduate credits from other colleges and universities into his/her program.

- MAE candidates may request transfer of up to nine credits only.

- Woodruff Institute Candidates may request transfer of school law (2 credits) and school finance (2 credits) only.

All credits approved for transfer must be graduate credits earned at an accredited institution within the previous five (5) years. Courses taken at Castleton prior to admittance to the graduate program are considered transfer courses. Only courses in which the student received a grade of “B” (3.0) or better will be accepted for transfer. Pass/Fail courses and courses taken for credit/no credit are not acceptable for transfer. However, course exemptions can be made with the permission of the instructor, program director, and director of graduate studies, and we reserve the right to ask students to take a course exemption exam. Course(s) completed as part of another degree program will not be accepted for transfer. In addition, students may request permission to take graduate courses at other institutions while they are matriculated at Castleton. To do so, the student must complete the Prior Approval of Graduate Course Transfer Form before registering for the course. In both cases, official transcripts must be submitted to the Student Services Center for evaluation and transfer of graduate credits.

Registration

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

Registration for graduate courses can be completed by mail, by FAX (802-468-5237), or in person at the Student Services Center in Woodruff Hall.

Late Registration

A student may be able to register on or after the first day of classes with permission of the instructor and the payment of a late registration fee. Check the current Course Offerings Bulletin for late registration details.

Dropping or Adding Courses

Students may change their schedule only through the use of a DROP/ADD Form available at the Student Services Center. The dates and fees for changing a schedule depend on whether the course is being dropped or added. There is a limited amount of time during the beginning of the semester for either of these processes. The DROP/ADD Form must be filled out, signed by the instructor of each course dropped or added, and returned to the Student Services Center in order to be official.

Full semester courses may be added only during the first two weeks of the semester. For summer courses or those meeting on atypical schedules, adding can occur only during the times indicated in the Course Offerings Bulletin for that semester or summer session.

Any full semester courses may be dropped without academic penalty during the first two weeks of a regular semester course. After that time, a course may be dropped through the ninth week of the semester after payment of a fee, however, no adjustment to the student's tuition account will occur after the first two weeks. Less than full semester courses may be dropped prior to the completion of 60% of the courses upon payment of a fee. Courses dropped after the normal drop/add period will carry a "W" on the transcript. Courses may not be dropped after completion of 60% of the course. Students receiving financial aid should consult the Student Services Center before dropping or adding courses that change the total number of credits they are carrying for the semester.

Refunds

If a student withdraws completely from Castleton or drops courses prior to the two week deadline, this action may result in an adjustment of tuition, and where applicable, room, board, and certain other fees. The adjustment will be prorated based on the period of attendance as explained in the adjustment/refund policies in effect at the time. Adjustment/refund policies necessary to assure compliance with federal legislation will be put in place as required. Charges and fees other than those specifically covered by these policies are not subject to adjustment or refund.

Note: Ceasing to attend classes does not constitute withdrawal from the College or dropping of classes. In order to be eligible for a refund, a student must follow the proper procedure for withdrawing or dropping courses as described above.

Grades and Academic Standards in the Graduate Programs

Grade reports are issued twice during fall and spring semesters, after the midterm point and following the end of the semester. Mid-semester grades are not permanently recorded. Grades issued at the end of

the semester become the official record of a student's work at Castleton. All grades for summer courses are issued at the end of the summer.

In the Castleton State College graduate programs, a grade of "A" indicates outstanding performance, a grade of "B" indicates good performance, and a grade of "C" indicates unsatisfactory performance. A grade of "C-" constitutes a failure and carries a point value of zero. A graduate student must maintain an overall average of 3.0 in all graduate courses to continue in the graduate programs at Castleton.

The following timelines for academic probation and dismissal apply to all of the graduate programs:

Graduate students whose cumulative grade point average is less than 3.0 will be placed on probation. Graduate students who are on probation and complete the next term with less than a 3.0 term grade point average are subject to dismissal.

Any student in Education seeking initial licensure must achieve a grade of "B" or higher in all courses in the education program.

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

Grade	Point Value
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	0.0

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

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

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

I — Incomplete applies to work of acceptable quality in a course when the full requirements have not been completed because of illness or other serious reasons. It is never applied to failing work and should never be assigned unless a specific agreement to do so has been reached, between instructor and student, prior to the end of the semester. When an instructor submits a grade of “I” for a student, he/she must also submit a default grade (the grade that the student would receive in the course if no further work and/or final exams were completed. An Incomplete must be removed by completing the outstanding work. Receipt of a grade of Incomplete requires the student to complete the course during the next semester (fall or spring), except for thesis courses, which must be completed within the next four semesters. Incompletes not completed within that time period will be converted to the default grade. If no default grade was received, the student receives an “F” The grade of “I” will not be used in calculating the GPA. Grades of Incomplete must be changed no later than April 1 to be counted toward spring graduation and no later than November 1 to be counted toward winter graduation. It is the student’s responsibility to see that replacement grades are reported to the Student Services Center prior to the deadline date.

NG — Used at mid-semester to indicate that it is not possible to assign a grade at that time.

NP — Used to signify that a student has failed an “ungraded” course. No course credit will be given.

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

Audited Courses

Students who do not wish to receive credit may audit courses in which space is available. Those auditing a course are not required to take examinations or prepare assignments. In place of the grade, transcripts will show “AU.” So that those wishing to take courses for credit may be given priority, auditors will be permitted to register only during the add period at the beginning of the semester. To audit courses, students must indicate their intentions on their registration cards or their DROP/ADD forms by designating “AU” as the grade option. All students auditing graduate

courses must have earned a Bachelor's degree from an accredited institution. Students are charged for audited courses at half the tuition rate that applies to courses taken for credit, plus appropriate fees.

Experimental Offerings

Scheduled courses offered on an experimental basis without immediate plans for future continuation or inclusion in the formal curriculum are considered Experimental Offerings. These courses supply special educational needs or take advantage of unusual educational opportunities. Such courses are limited to a maximum of 3 credits, not to exceed 4 credits for laboratory courses. Experimental offerings are numbered EDU 5720 or EDU 6710.

Field Experience/Practicum

The following guideline identifies the general number of practicum/field experience hours expected for a specified credit award:

40 hours per week for 15 weeks = 12 credits
30 hours per week for 15 weeks = 9 credits
20 hours per week for 15 weeks = 6 credits
10 hours per week for 15 weeks = 3 credits

Attendance

Students are expected to attend every class meeting of courses for which they are registered. Students have an obligation to contribute to the overall quality of the academic experience by participating in the work of their classes. The individual instructor may set specific attendance regulations for each course.

Examinations

Most graduate courses have final projects rather than final exams. Those that have examinations hold them at the regular class time during exam week. In the event that a student misses or cannot make an exam time or a project due date, examinations or assignments may be rescheduled at the discretion of the instructor.

Program Completion, Degree Application and Graduation

The graduate program, including all courses and exit requirements, must be completed within five years of the initial course taken as a matriculated graduate student.

One year prior to completion of a graduate program, the student must complete and submit an Application for Degree to the Student Services Center. Students expecting to graduate in May must submit the Application for Degree to the Student Services Center, on or before May 1

prior to the academic year in which the degree is expected. Students expecting to graduate in December should submit the form on or before December 1 prior to the academic year in which the degree is expected.

The final responsibility for fulfilling the requirements for any degree granted by Castleton State College rests with the student. To assist students and their advisors, the Student Services Center will prepare a degree audit during the semester immediately after the student submits an Application for Degree.

Students may complete all their program requirements at the end of the spring, summer, or fall semesters. Degrees, however, are awarded only in the fall and spring. Commencement is held only at the end of the spring semester.

If, at the completion of a program, a graduate student needs written confirmation of degree completion, a letter may be requested from the Student Services Center.

Graduate students are encouraged to join Commencement activities in May. Academic robes and hoods are required and may be ordered through the College Store. This order must be placed by the beginning of December. During the Commencement ceremony, graduate students are awarded degrees and master's recipients are hooded with appropriate graduate regalia.

Academic Honesty

As a community of scholars the administration, faculty, and students at Castleton expect all to maintain the highest integrity in scholarly work. All tests, papers and various other projects must be the work of the individual or group assigned. Any work that is not original must be properly credited. Any violation of the standards for academic honesty will be considered cheating. Penalties range from failure on a test or paper to failure in the course or dismissal from Castleton. Any penalties levied by an instructor may be appealed within seven (7) days to an academic dean.

Infractions of Academic Honesty

The following are prohibited by Castleton State College's Policy on Academic Honesty:

A. Plagiarizing the work of others as defined: "Plagiarism consists of offering as one's own work the words, ideas, or arguments of another person, without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgement and when the ideas or arguments of

another are paraphrased in such a way as to lead the reader to believe that they originated with the writer.”

B. Buying or commissioning term papers, essays, or comparable documents and/or submitting the work of another as one’s own.

C. Submitting work that had previously been prepared for another course in fulfillment of the requirements of a subsequent course, except when the student has obtained the explicit prior permission of the current instructor to do so.

D. Communicating during an examination session with the intent of copying or supplying information to another student.

E. Receiving aid in taking examinations through such means as crib sheets or supplementary notes, excepting sources permitted by the instructor.

F. Soliciting, obtaining, or providing an examination or portions thereof either prior or subsequent to an examination session except as authorized by the instructor.

G. Substituting for another student at an examination session.

H. Knowingly assisting any person committing an act of academic dishonesty.

I. Altering, changing, or forging college academic records, for either oneself or another.

J. Infringing the rights of other students to fair and equal access to college library materials and comparable academic resources.

K. Degrading, erasing, or in any way tampering with the computer assignments or computer files of others.

L. Attempting to prevent other users from having access to the college’s computers, computer terminals or other resources, or degrading the performance of computer equipment.

The above list is intended to illustrate the types of behaviors that are considered academically dishonest at Castleton. It is only a partial list; other behaviors may, in fact, violate the basic principles of academic honesty. Any student who is unsure whether a particular behavior is permissible under Castleton’s policy on academic honesty should consult either the instructor of the course for which the work is being done, the student’s faculty advisor, or an academic dean.

Family Educational Rights and Privacy Act (FERPA)

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

In addition, Castleton will not release personally identifiable records of students to any individual agency or organization without the prior written consent of the student, except as provided by the law.

The college has a policy of disclosing educational records to Castleton and Vermont State College officials with a legitimate educational interest without prior consent. Castleton will maintain directory information which includes the student's name, campus and home address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school attended, and current class schedule. This information will be available, at the discretion of college officials, unless the student notifies the College in writing that any or all of this information should not be released.

Students who wish to restrict access to directory information may do so by completing a Confidentiality Statement each semester at the Student Services Center.

A complete statement of the Castleton policy regarding the Family Educational Rights and Privacy Act is available from the Student Services Center.

Student Handbook

The Student Handbook, available online, details the policies and procedures governing such issues as sexual harassment, nondiscrimination, and complaint resolution.

Services and Facilities

The Calvin Coolidge Library

The library is central to the intellectual and cultural life of the College. It provides information and services to the academic community in support of teaching and research. The collection contains over 750,000 items in a variety of formats. The library is a selective U.S. Government Documents Depository, providing access to federal information for all of southern Vermont. Library electronic systems take advantage of full internet access and a wireless network to provide researchers with opportunities to use a rapidly expanding variety of resources. For material not held in the Castleton Library, interlibrary loan service is generally fast and efficient. Librarians regularly offer instruction in research methods and tools in introductory and upper-level courses. Castleton is a member of the New England Library Information Network (NELINET) and Online Catalog Library Center (OCLC).

Notably, the library has an integrated online system that is networked with other libraries in the state and region. The library home page is available at <http://www.castleton.edu/library>. The library's home page also serves as gateway to a number of subscription databases, many of which include full text for cited articles.

Students have access to a variety of media and media services. Students may borrow videos and DVDs, but may also view them in the library in individual viewing carrels, or in a group study room. The campus Media Center provides videotaping/editing equipment and instruction, and helps students use various media-including data projectors, laptops, and digital cameras-to create professional quality presentations.

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

Information Technology Services

Lab Computers and Software

There are approximately 225 computers on campus for student use. The largest general access lab, the Academic Computing Center (ACC), is overseen by IT Services. There are also a dozen smaller labs managed by individual academic departments. A wide variety of software is available.

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

Other Academic Labs

- Business Administration
- Chemistry
- Communication
- Library
- Modern Foreign Languages
- Music

- Natural Science
- Nursing
- Physics
- Psychology
- Sociology/Social Work/Criminal Justice

Internet Access and Email

Access to the Internet is available from all labs, classrooms, and residence hall rooms. Wireless access is available in all residence halls and campus common areas. Accounts to access Castleton's online services, including the GroupWise email system, Blackboard portal and VSC Web Services are created shortly after students register.

Transcript Requests

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

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

Career Services Center

A credential file service and information on career openings through bi-weekly job listings are available at the Career Services Center in the Campus Center. Also available for graduate students are resource materials on interviewing, job searches, résumé writing, and career planning. Evening hours may be arranged in advance if students wish to meet with a counselor. Although most services are free to students, there is a nominal fee for the credential file service.

Testing Service

The Praxis Series (Professional Assessments for Beginning Teachers) is administered on campus several times a year. Contact Judith Carruthers (802-468-1339) for more information. Fees and Registration are available on-line at www.ets.org.

Counseling and Health Services

A college counselor is on staff to assist students with personal issues and concerns. A nurse practitioner is also on hand to treat minor illness, provide first aid and some diagnostic testing. Most of these services are available through the Wellness Center in the Student Center and are free to students. Some evening hours may be scheduled during fall or spring semester for counseling services. Call (802) 468-1346 for further information.

Student Identification

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

Parking

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

Graduate Programs in the Education Department

Department Theme and Portrait of a Teacher

Through its graduate education programs, Castleton educators seek to create teachers and leaders who reflect the following portrait:

Someone who listens first, who reflects before assuming, who inquires before teaching and while teaching, who is passionate about learning, and strives for deep understanding. Someone who advocates and fosters social justice, civility and the democratic process. Someone who honors time for all of us to grow.

Furthermore, we seek to build communities of reflective teacher-learners by providing rich common experiences that foster discoveries, connections

and applications. We invite you to join our community of learners as we strive to more closely approximate the Portrait described above.

Goals and Objectives

Program goals include:

- theoretical understanding of the basic principles of American Education, as influenced by international education, in historical, philosophical, social, and economic contexts;
- effective practice in teaching, leadership, and research in schools.

Objectives include graduate level achievement in the core courses.

Objectives in Foundations of Education include the ability to:

- demonstrate knowledge of the purpose of education;
- describe the historical, philosophical, social and economic foundations of education;
- demonstrate an understanding of the importance of international education and its relationship to American education;
- relate the purposes of education to global, national, state, and local issues;
- use knowledge of the foundations of education to reflect on the future of educational practices;
- develop and articulate a personal philosophy of education.
- relate the purposes of education to equity and social justice

Objectives in Educational Research include the ability to:

- to interpret and apply educational research;
- incorporate educational research in oral and written reports;
- incorporate research-based concepts and practices into classroom applications.

Objectives in Curriculum include the ability to:

- evaluate, modify, and develop curricula based on an historic review of educational models and theories;
- evaluate, modify, and develop models of teaching conducive to effective learning environments that accommodate differences among students;
- incorporate appropriate technology in curriculum development and instruction for the twenty-first century.

Objectives in evaluations in Graduate Seminar include the ability to:

- recognize the importance of contemporary forces, policies and issues which affect national and international education;

- create a professional learning community;
- retain the knowledge, develop the skills and embrace the dispositions described in state and national leadership standards.

Objectives in Educational Leadership include the ability to:

- create a professional learning community;
- retain the knowledge, develop the skills and embrace the dispositions described in state and national leadership standards.

Licensure and Degree Options

Post Baccalaureate Program-ACT II

- Licensure in
 - Elementary Education (K-6)
 - Social Studies (7-12)
 - Mathematics (7-12)
 - English (7-12)
 - Science (7-12)
 - Spanish (K-12)
 - Art (K-12)

Master of Arts degrees in:

Curriculum and Instruction
 Language Arts and Reading (starting fall 2011)
 Special Education

- Initial licensure (K-8, 7-21 yrs., or K-21 yrs.)
- Endorsement (for those who hold initial licensure)
 - Special Educator
 - Consulting Teacher
 - Language Based Learning Difficulties in Adolescents

Master of Arts in Educational Leadership (MAEL)

- Woodruff Institute
- Endorsement Principal
 - Director of Special Education

Certificate of Advanced Graduate Studies (CAGS)

Woodruff Institute

- Endorsement Principal
Director of Special Education

Specific Admissions Requirements for the Masters Programs in Education

Applicants for the programs leading to any of the graduate programs (download form at

<http://www.castleton.edu/FieldBasedMasters/1011gradapp.pdf>) must submit the following items in order to be considered for admission:

1. A completed admissions application, and an application fee, mailed to the Ad-missions Office, Castleton State College, Castleton, Vermont, 05735.
2. A written statement of no more than two single-spaced pages which addresses the following questions:
 - a) what are the applicant's personal and professional goals, and how will earning an advanced degree support them;
 - b) what the applicant hopes to learn during his/her graduate studies;
 - c) what contributions the applicant's presence will bring to Castleton's graduate program.
3. A current résumé.
4. Three letters of reference that speak to the applicant's scholarship and potential to be an exemplary teacher and/or educational leader.
5. Official transcripts of all college work, both graduate and undergraduate, sent directly from the issuing institution to the Castleton State College Admissions Office. Admission to the program may be granted if the applicant has an undergraduate G.P.A. of at least 3.0 on a four point scale and shows an aptitude for graduate studies as reflected in references, writing ability, and personal objectives. When appropriate, scores on the GRE, SAT, or ACT, students may be substituted for Praxis I.
6. Applicants to the course of study leading to initial licensure must provide the official test results of the Praxis I Pre-professional Skills Test in Reading, Mathematics, and Writing. The minimum test score required for admission to the licensure program will be the passing score as determined by the State of Vermont.
7. A personal interview may be required before an admission decision is rendered. Woodruff Institute applicants and applicants to the post

baccalaureate will be required to interview for acceptance into either of these programs.

Provisional Admission

Provisional admission may be granted if the applicant shows potential for graduate studies but fails to meet one of the stated criteria for admission. In some instances, provisional admission may be due to a routine logistical issue such as official transcripts replacing unofficial ones. In these cases the College reserves the right to revoke a provisional admission should the final submissions differ from what was expected.

In some cases, the Graduate Admissions Committee may have concerns about a student's ability to complete their program successfully. In these instances, students will be required to take two courses: EDU 6550, Foundations and Current Issues in Education, and one three-credit elective approved by the student's faculty advisor. Courses must be completed within two semesters of the date of provisional admission and passed with a grade of "B" or better. If these conditions are met, the applicant will be reconsidered for full admission to the program. If these conditions are not met, the student may be dismissed from the program. The Graduate Admissions Committee may admit students provisionally and require completion of other tasks such as submission of exam scores or completion of liberal arts classes that will be needed for licensure.

Call Admissions for deadlines for the ACT II and Woodruff programs

Program Plans

Student in any of the graduate programs must complete a Program Plan, with his or her advisor, within their first two semesters as a matriculated student. This initial plan commits the student to a course of study leading toward graduation. A final audit of this plan is required one year prior to graduation. Changes to this plan must be made in consultation with the student's advisor and must be approved by the Dean of Education. In the summer or during vacations, faculty advisors may not be available. At these times students should contact the Graduate Education Staff Assistant (ext. 6041) to arrange to meet with the Dean of Education (ext. 1344) to create a preliminary plan of study.

The Program Plan must be signed by student and advisor prior to submitting it to the Education Department Office. The Education

Department Staff Assistant will then forward the Program Plan to the Dean of Education for approval. If approved by Dean of Education, the Program Plan will be submitted to the Student Services Center for approval and included in the student's permanent record. A Program Plan is not official until all the above mentioned parties have signed the Program Plan. The Student Services Center will distribute copies of the Program Plan to the student, the advisor, the Dean of Education, and the Education Department. Students should keep a personal file of all program forms, program adjustments, transcripts that have been submitted, and maintain contact with the Student Services Center throughout their graduate program.

ACT II Post-baccalaureate Program

ACT II is a one-year intensive, standards-based teacher licensure program preparing college graduates to make a difference in today's schools. The program is offered to students who have completed appropriate liberal arts and science, or other professional bachelor's degrees, from an accredited college or university. Called ACT II because it offers the opportunity to change careers, this post-baccalaureate program provides an intensive education in the skills and knowledge of a classroom teacher. Students earn 36 graduate credits and a recommendation for licensure. These 36 graduate credits are paid for at the lower undergraduate rate. A student who completes ACT II will have earned three-quarters of the credits required for a Master of Arts in Education and may apply for admission to the Castleton graduate program. Application deadline falls with the first week of February. Check college website for the exact date.

Licensure may be granted in the following areas:

- Art (pre K-12)
- Elementary Education (K-6)
- Music (pre K-12)
- Spanish (pre K-12)*
- Theatre Arts (pre K-12) **
- Secondary Education (7-12) English
- Secondary Education (7-12), Math
- Secondary Education (7-12), Science
- Secondary Education (7-12), Social Science

Students who successfully complete the following 36 credits with a GPA of 3.0, earn "B" or better in student teaching, and pass Praxis I and II

will be recommended for elementary, secondary of K-12 licensure. ACT II works in close association with area schools, including Otter Valley Union High School, the West Rutland School, and the Neshobe School.

Summer:

The Theoretical Basis for Education 10 cr

EDU 6550 Foundations and Current Issues in Education (3 cr)

EDU 5080 Child and Adolescent Development;
Exceptionality and Learning (4 cr)

EDU 5090 Curriculum, Instruction and Assessment (3 cr)

Fall:

Theory into Practice 11 cr

EDU 5050 Developmental Literacy (3 cr) or

EDU 5370 Reading and Writing in the Content Areas

EDU 6420 Models – Classroom and School Practices,
Elementary (4 cr) or

EDU 5270 Models – Classroom and School Practices Secondary

EDU 6090 Pedagogical Content Knowledge (4 cr)

Spring:

The Professional Semester 15 cr

EDU 6851 Student Teaching I (6 cr)

EDU 6852 Student Teaching II (6 cr)

EDU 5740 Student Teaching Seminar (3 cr)

Total program credits: 36

To be recommended for licensure, candidates must successfully complete these 36 credits and fulfill the Vermont Department of Education teacher licensure requirements.

*Spanish licensure candidates will be required to take Teaching Spanish as a Foreign Language in Pre K-12 Schools (SPA 4020, 3 cr)

**Theatre licensure candidates will also be required to take Theatre in Education (THA 4410, 3 cr)

TEACHER LICENSURE REQUIREMENTS

To be recommended for initial licensure, all teacher candidates must meet the following requirements:

- A. Candidates for licensure must have an undergraduate degree in the liberal arts or sciences. Candidates without an undergraduate degree in liberal arts or science must complete approved courses that will provide them with an equivalent of a liberal arts major.
- B. Candidates must complete their program of studies and graduate from Castleton State College.
- C. All students must have completed a minimum of 14 weeks of supervised student teaching with a grade of at least B in each section of student teaching.
- D. All students must have a cumulative GPA of 3.0 in their Castleton State College courses.
- E. Candidates must exemplify in conduct and attitude the maturity, judgment, ethical standards, and dedication expected in the teaching profession.
- F. Applicants to the graduate program in Education, initial licensure, must earn a passing score (as determined by the State of Vermont) on the Praxis I Pre-professional Skills test in Reading, Mathematics, and Writing or the equivalent
- G. Applicants for elementary student teaching must earn a passing score (as determined by the State of Vermont) on the Praxis II exam, Elementary Education Content Knowledge.
- H. Applicants for secondary student teaching must pass one or more Praxis II exams in their content area(s), as determined by the state of Vermont.
- I. Candidates must receive a pass on the initial licensure portfolio.

Master of Arts in Education (Curriculum & Instruction)

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

The following 15-18 credits are required of all candidates for the Master of Arts in Education program in Curriculum & Instruction. This degree is intended for candidates who already have initial licensure. Candidates who are not planning to obtain a teaching license may also obtain this degree.

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

Additionally, the candidate chooses a combination of electives in education and the liberal arts relevant to their educational interests:

Electives 18-21 cr.

Minimum credits required for degree 36 cr

Within the first 12 credits of the MAE (C&I, non-licensure) program, each student is required to take EDU-6550, Foundations and Current Issues in Education. EDU-6740, Graduate Seminar, may be taken only after completing a minimum of 28 credits, usually during the penultimate semester. In that semester, it is also expected that a student will submit a proposal for a 3credit or 6 credit thesis.

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

A cohort-based approach to the MAE in Curriculum & Instruction is offered for licensed teachers.

**Master of Arts in Education (Curriculum & Instruction)
for successful ACT II candidates**

Students who obtain initial elementary or secondary licensure through the post-baccalaureate program can earn a Master of Arts degree in Curriculum & Instruction by taking the following additional graduate level courses.

EDU 6740 Graduate Seminar (3cr)
EDU 6920 Educational Research (3cr)

The candidate must earn 6 additional graduate credits relevant to curriculum & instruction or by taking electives and/or writing a 3- or 6-credit thesis.

Total:

48 cr

Master of Arts in Education with an emphasis in Language Arts and Reading (available fall 2011)

A Master of Arts in Education (Language Arts and Reading) will be introduced in fall 2011. Students will explore the current research, observe language arts programs in classrooms, and conduct research. This individualized program will emphasize interpreting research in reading and writing and promotes excellence in teaching practices in the public schools.

Master of Arts in Education (Special Education)

Master of Arts in Education with an emphasis on Special Education is a course of study designed for educators who wish to strengthen their understanding of

- Candidates may earn initial licensure in special education as either an independent course of study or in combination with initial licensure in elementary education.
- Candidates may be licensed to teach either elementary special education (K-8), high school special education (7-12), or K-21 yrs.
- Candidates who hold initial licensure as special educator and who have two years of experience as a teacher of special education may earn endorsement as a Consulting Teacher of special education through the special education program. (36 credits)
- Candidates who hold initial licensure as a special educator and who have experience teaching adolescents may earn a Masters of Arts in special education with a graduate emphasis in Language Based Learning Differences in Adolescence.
- Candidates may earn a Master of Educational Leadership as Director of Special Education through participation in the Woodruff Institute.

Initial Licensure: Special Educator

Level I Licensure K-21 years

Core Courses

EDU 6550 Foundations and Current Issues in Education	3 cr
EDU 6920 Educational Research	3 cr
EDU 6740 Graduate Seminar	3 cr
EDU 7960 Thesis	3-6 cr

Special Ed Courses

EDU 5150 Survey of Exceptional Children and Youth	3 cr
PSY 6130 Learning Theory and Human Development	3 cr
EDU 5220 Learning and Attention Differences: High Incidence	3 cr
EDU 6460 Cognitive and Emotional Disabilities: Low Incidence	3 cr
EDU 5155 Curriculum in Special Education	3 cr
EDU 6331 Assessment in Special Education	3 cr
EDU 6220 Special Education and the Law	3 cr
EDU 5158 Behavioral Challenges: Social/Academic Success for ALL	3 cr
EDU 5740 Student Teaching Seminar	3 cr
EDU 6851 Student Teaching I	6 cr
EDU 6852 Student Teaching II	6 cr

Credits for Degree: 48-54

Endorsement Option 1

Special Educator Endorsement: K-8 or *Grade 7-21 yrs

Post Baccalaureate Licensure Program 36 cr

Graduate students who hold initial licensure in either elementary or secondary education through the post baccalaureate program. This course of study adds a second area of endorsement to initial licensure.

Special Ed Courses

EDU 5220 Learning and Attention Differences: High Incidence	3 cr
EDU 6460 Cognitive & Emotional Disabilities:	

Low Incidence	3 cr
EDU 6463 Collaboration in Special Education	3 cr
EDU 5155 Curriculum in Special Education	3 cr
EDU 6331 Assessment in Special Education	3 cr
EDU 6220 Special Education and the Law	3 cr

Credits for Degree: 48

Endorsement Option 2:

Special Educator Endorsement : K-8 or *Grade 7-21 yrs

Core Courses

EDU 6550 Foundations and Current Issues in Education	3 cr
EDU 6920 Educational Research	3 cr
EDU 6740 Graduate Seminar	3 cr
EDU 7960 Thesis	3-6 cr

Special Education Courses

EDU 5150 Survey of Exceptional Children and Youth	3 cr
EDU 5220 Learning and Attention Differences: High Incidence	3 cr
EDU 6460 Cognitive & Emotional Disabilities: Low Incidence	3 cr
EDU 5155 Curriculum in Special Education	3 cr
EDU 6331 Assessment in Special Education	3 cr
EDU 6220 Special Education and the Law	3 cr
EDU 6880 Graduate Practicum	3 cr

Credits for Degree: 36-42

Endorsement Option 3:

Students complete the first eighteen credits through the Vermont Department of Education Higher Education Collaborative program.

Higher Education Collaborative Licensure Courses 18 cr

Core Courses

EDU 6550 Foundations and Current Issues in Education	3 cr
EDU 6920 Educational Research	3 cr
EDU 6740 Graduate Seminar	3 cr
EDU 7960 Thesis	3-6 cr

Additional Special Education Courses

EDU xxxx Elective Course

3-9 cr

Credits for Degree:

36

**Master of Arts in Education (Special Education) for successful
ACT II candidates**

Students who obtain initial elementary or secondary licensure through the post-baccalaureate program can earn a Master of Arts degree in Special Education by taking the following additional graduate level courses.

EDU 5155 Curriculum in Special Education (3cr)

EDU 5220 Learning and Attention Differences (3cr)

EDU 6220 Special Education and the Law (3cr)

EDU 6331 Assessment in Special Education (3cr)

EDU 6460 Cognitive and Emotional Disabilities (3cr)

EDU 6463 Collaboration in Special Education (3cr)

EDU 7010 Graduate Examination (0cr)

The Woodruff Institute for School Leadership

The Woodruff Institute for School Leadership provides principal licensure programming for Vermont and New York State students aspiring to become licensed principals and special education directors.

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

Aspiring leaders will become familiar with the Council of State School Officers' Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC Standards). The concept of promoting the success of all students is central to the ISLLC view of leadership. The Woodruff Institute is based on these standards as well as this core value. As an introductory exercise, students will appraise their knowledge, dispositions and ability to perform according to the ISLLC

standards. Students will also experience several Critical Friends Group (CFG) protocols designed to help leaders and faculty collectively transform their practice. Woodruff courses are called dialogues because Woodruff students engage in an ongoing professional exchange as they build collegial relationships that we hope will sustain them throughout their professional life as school leaders.

Woodruff candidates complete a 400-hour internship in the school in which they work. Each Woodruff Candidate focuses his or her internship on a document called a Mediated Achievement Plan (MAP). This plan guides the candidate as they transition from being a direct service provider (a teacher) to a leader whose work is often mediated through others. The MAP serves as a laboratory for leadership, professional learning community and school change. The MAP is supported by a second document called a School Assessment Profile (SAP). This SAP is a multi-dimensional study of the candidate's institution. Aspects include school culture, socio-economic factors, curriculum, instruction and assessment plans, historical documents, legal and financial documents, policies etc. The SAP grows each semester as different elements of schools are examined.

The Woodruff Institute for School Leaders offers Vermont principal and/or special education endorsement at the CAGS or Masters level. Although designed as a cohort-based program in which students experience a supportive professional learning community, candidates may begin the program at other times by taking three courses that are open-enrollment courses. These "jump start" students join the next cohort and are accepted provisionally based on their performance and on a complete review of their application materials. Open enrollment courses include Managing Change: School Law (EDU 6402), The Professional Community: Supervision, Evaluation and Professional Development (EDU 6610) and Managing Change: School Finance (EDU 6403).

Principal and/or special education director licensure may be obtained via the Woodruff Institute for School Leaders. Those licensed leaders wishing to expand their understanding of school leadership may do so through customized programs sponsored by the Castleton Center for Schools. To inquire about CCS activities call 468-1234.

Certificate of Advanced Graduate Studies

The Woodruff Institute Principal Endorsement or Special Education Director CAGS program mirrors the MAEL program with the following exceptions.

1. Master's degree from an accredited college or university is a prerequisite for CAGS.
2. CAGS candidates will be required to take an additional Dialogue titled "Advanced Educational Research" (EDU 7920).
3. Woodruff CAGS students will be required to strengthen the research foundation for their Mediated Achievement Plan (MAP). On leadership topics, MAEL students will be expected to reference the professional literature that has been assigned by instructors. CAGS students will be expected to research considerably beyond the assigned literature. Similarly, MAEL students are assigned the task of researching and using a limited number of citations that are specific to the content of their MAP (such as mathematics or full-service schools). CAGS students will be required to extend their research beyond these base requirements. Although no specific number of references will be required, the extent of the research expectation will be akin to a master's level thesis.

Education Course Descriptions

EDU 5020 LITERATURE FOR CHILDREN 3 cr
(required for LAR-Reading Teacher Endorsement)

EDU 5050 LITERATURE AND READING IN THE CLASSROOM 3 cr
The course provides students with an introduction to the best of children's books that are available today. In addition, they will have the opportunity to concentrate on ways to use literature with children. Another strand of the course will emphasize the development of teachers and children as writers and authors.

EDU 5050 DEVELOPING LITERACY K-6: MULTIPLE PERSPECTIVES 3 cr
Students will engage in a thoughtful study of theorists and principles associated with three models of reading and Vermont's Writing Assessment and Writing Portfolio Guidelines. In the process, students will understand how to design a balanced literacy program that incorporates interdisciplinary themes, authentic on-going assessment tools, and meaningful materials and experiences that foster both skill and strategies development.

EDU 5055 LANGUAGE BASED LEARNING DIFFICULTIES

IN ADOLESCENCE: A CONCEPTUAL MODEL 3 cr

This first course lays the foundation for the study of language based learning difficulties, a 25 credit structured sequence. Course emphasis will be an introduction to a Language Based Learning Model that integrates psycholinguistics, the field of language arts, information processing, and is grounded in contextual factors, both personal and environmental. This will be a one-week, intensive, campus based course with all students and faculty present.

EDU 5060 DIAGNOSIS AND ANALYSIS OF READING 3 cr

Students will be expected to study current theories and principles associated with literacy development, to learn how to analyze reading difficulties with appropriate forms of formal and informal diagnostic measures, and to develop a variety of remediation strategies and techniques. In a field component for this course, each student will be required to work weekly out in a public school to complete an actual written case study. Lab fee \$20. Prerequisite: EDU 5050 and 5220. Recommended: EDU 6860/7810 Field Experience in the spring to complete remediation for this case study. Fall only course.

EDU 5065 ADOLESCENCE: LANGUAGE, COGNITION AND
SOCIAL- EMOTIONAL DEVELOPMENT 4 cr

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

EDU 5075 LITERACY: INTERACTION OF LANGUAGE AND
LEARNING IN THE MIDDLE AND
UPPER GRADES 4 cr

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

EDU 5145 ISSUES IN SCIENCE EDUCATION 3 cr

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

EDU 5150 SURVEY OF EXCEPTIONAL CHILDREN
AND YOUNG ADULTS

3 cr

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

EDU 5155 CURRICULUM IN SPECIAL EDUCATION

3 cr

Special educators will apply the principles of Universal Design for Learning (UDL) and will differentiate instruction by using effective strategies to promote student learning in elementary and secondary schools. The course focus is special education students with high incidence disabilities. Emphases are collaborative decision making between special and regular educators, research based practices, and current theory in curriculum planning, modification, and evaluation. Thirty field hours are required. Prerequisite: EDU 5150, Fall

EDU 5158 BEHAVIOR CHALLENGES: SOCIAL AND
ACADEMIC SUCCESS FOR ALL

3 cr

The course focus is utilizing positive strategies to reduce problem behavior, increase academic achievement and improve social behaviors across all environments. Students will develop knowledge and skills to prevent problem behavior and to intervene appropriately in crisis situations. The goal is to establish safe, positive classroom and school climates that enhance acceptance of students with behavioral challenges and increase self-management skills and self-esteem. Prerequisite: EDU 5150, Spring

EDU 5210 LITERATURE FOR YOUNG ADULTS

3 cr

This course is designed to help middle and secondary school teachers introduce literature to their students. Guest speakers will present their

expertise in using young adult literature. Class discussions will center on current and classic literature for youth.

EDU 5080 CHILD AND ADOLESCENT DEVELOPMENT:
EXCEPTIONALITY AND LEARNING

4 cr

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

EDU 5090 CURRICULUM, INSTRUCTION,
AND ASSESSMENT

3 cr

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

EDU 5225 LEARNING AND ATTENTION DIFFICULTIES:
HIGH INCIDENCE CHALLENGES

3 cr

This course focuses on students with learning disabilities, attention deficit hyperactive disorders, and mild/moderate emotional and behavior disorders. Students address characteristics of students, collaborative practice, and strategies used in regular classrooms and in resource rooms. Emphasis is on diagnosis and remediation of literacy difficulties across academic areas, and utilizing assistive technology to accommodate these challenges. The field component of this course is 15 hours based on licensing area. Prerequisite: EDU 5150. Spring

EDU 5270 MODELS OF SECONDARY TEACHING

4 cr

This course introduces the student to an array of approaches to secondary school teaching that could be used to help transform the public schools for the twenty-first century. The course will provide the teacher, curriculum engineer, and administrators with approaches to teaching that create innovative environments for learning. Students will be asked to analyze,

compare and contrast these teaching models and determine what instructional purpose they serve for the redesign of schooling for the future. Recommended: EDU 6560.

EDU 5320 TECHNOLOGY IN EDUCATION

3 cr

Students will study and use different applications of computers that enhance a student's ability to learn and to express ideas. Topics will include integrated software packages, subject specific applications, multidisciplinary integration and an introduction to multimedia. Lab fee: \$25.

EDU 5370 READING AND WRITING IN THE
CONTENT AREAS

3 cr

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

EDU 5420 WRITING WORKSHOP FOR TEACHERS

3 cr

Teachers who begin to think of themselves as writers and who engage in a study of their own writing process will learn innovative ways to promote an interest in writing and writing to learn in their classrooms. The participants will use writing to discover and probe the complexity of their thinking and discuss ways to translate what they are learning to their own students. Recommended: EDU 5050, EDU 5370 or equivalent.

EDU 5245 Brain Compatible Teaching and Learning

3 cr

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

EDU 5345 Communication Skills for Educators

3 cr

This course is designed for educators who are interested in improving their interpersonal skills with students as well as adults in their professional and

personal lives. Training covers communication, assertiveness, increased self-understanding, with special emphasis on problem solving and conflict resolution skills. Every effort is made to help class members improve their interpersonal effectiveness through practical and concrete skills.

EDU 5465 ASSESSMENT IN SCIENCE EDUCATION 3 cr

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

EDU 5510 TRANSFORMATIVE SCHOOL LEADERSHIP:
Introducing the Mediated Achievement
Plan (MAP)

In this dialogue, future educational leaders will learn to promote the success of all students by using a Mediated Achievement Plan (MAP). This planning process is school based, collaboratively developed, implemented, revised and sustained. Additionally, aspiring leaders will become familiar with the Interstate School Leaders Licensure Consortium Standards (ISLLC), the Vermont Standards for School Administrators, and the Council for Special Education Administrators (CASE) Standards. The Woodruff Institute is based on these standards as well as the core values that they represent. Prerequisites: acceptance into the Woodruff Institute.

EDU 5520 TEACHER LEADERSHIP 3 cr

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

EDU 5530 RECULTURING THE MEANING OF LEARNING
IN YOUR SCHOOL

3 cr

As part of a larger “Learning Community,” aspiring Woodruff School Leaders take part in the Vermont Summer Leadership Academy. Candidates will have an opportunity to talk with principals and special education directors about the nature of their work and to learn with national educational leaders. The Woodruff Cohort will use current research related to educational change to make informed decisions and plan for effective learning environments. Prerequisites: enrollment in the Woodruff Institute and successful completion of previous cohort courses.

EDU 5540 CREATING A VISION OF
AN INCLUSIVE SCHOOL

3 cr

This course will focus on developing an inclusive school vision, creating and supporting collaborative teams, and designing school wide support systems for all students. Particular focus will be given to the barriers and strategies used to support students who are not experiencing success in school and the role of “special education” and its interface with the “regular” school program. Prerequisites: enrollment in the Woodruff Institute and successful completion of previous cohort courses.

EDU 5560 LEADING WITH INTEGRITY

3 cr

Leading with Integrity develops educational leaders who promote the success of all students by utilizing ethical principles. Students will study various ethical frameworks and the role of personal reflection in the life of school leaders. Principles of advocacy and fairness will be explored as future leaders grapple with limited budgets, high-stakes testing, and students with special needs. Prerequisites: enrollment in the Woodruff Institute and successful completion of previous cohort courses.

EDU 5710 SPECIAL TOPICS IN EDUCATION

3 cr

EDU 5740 STUDENT TEACHING SEMINAR

3 cr

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

EDU 5910/6930/7910 INDEPENDENT STUDY

1-3 cr

Hours by arrangement; by permission only.

EDU 5925 APPLICATION: ACTION RESEARCH I

3 cr

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

EDU 6010 SUPERVISION AND STAFF DEVELOPMENT

3 cr

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

EDU 6022 ESTABLISHING A CULTURE OF CARE AND HIGH
PERFORMANCE FOR ALL STUDENTS:
CURRICULUM, INSTRUCTION,
AND ASSESSMENT

3 cr

This course develops an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional programs conducive to student learning and professional growth. The focus is on planning, implementing, and evaluating educational programs that promote student achievement. Students will analyze standards-based curriculum efforts within and among schools utilizing models of Universal Design, Differentiation Instruction, and theories and principles of learning. Curriculum design, instruction, and assessment will focus on the technology, telecommunications, and information systems that enhance them. Developing strategies for post-school outcomes will be explored. Prerequisites: enrollment in the Woodruff Institute and successful completion of previous cohort courses.

EDU 6055 EVALUATION AND INTERVENTION WITH
ADOLESCENTS WITH LEARNING
DIFFICULTIES

3 cr

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

EDU 6065 THE IMPACT OF INFORMATION PROCESSING
DIFFICULTIES ON LANGUAGE BASED
LEARNING

4 cr

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

EDU 6075 SPECIAL TOPICS: LANGUAGE BASED LEARNING
DIFFICULTIES IN ACADEMIC CONTENT
AREAS

4 cr

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

EDU 6085 LEADERSHIP: EVALUATING, DEVELOPING, AND
COORDINATING ACADEMIC AND SYSTEMIC
SUPPORT FOR ADOLESCENTS WITH LLD

3 cr

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

EDU 6090 Pedagogical Content Knowledge

4 cr

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

EDU 6130 EDUCATION OF THE MILDLY HANDICAPPED

IN THE REGULAR CLASSROOM

3 cr

This course is designed for administrators and regular and special educators, who must share in the responsibility of educating the mildly handicapped. Course content will include the identification, assessment and educational programming adaptations for the “mainstreamed” child. Legislative impact of PL 94-142 and the teacher’s role in writing the I.E.P will be presented. Recommended: EDU 5150.

EDU 6140 SCHOOL LAW

3 cr

This course is a first course in law and its relationship to individuals operating within the educational context. A study of the legal principles reflected in selected cases involving decision making, power, rights and responsibilities from varied perspectives of student, teacher, administration, and public will be included. Recommended: EDU 6550 and EDU 6920.

EDU 6220 SPECIAL EDUCATION AND THE LAW

3 cr

This dialogue will review the social and political contexts of special education law, review current practices in schools, and explore the rights of students with special needs and the corresponding responsibilities of schools and school districts. The course will emphasize how schools and school districts can avoid unnecessary litigation by serving special needs students according to legal mandates. Prerequisite: All previous Woodruff Institute courses (see program) if taken as part of the Woodruff Institute.

EDU 6331 ASSESSMENT FOR INSTRUCTIONAL PLANNING IN SPECIAL EDUCATION

3 cr

Assessment is the cornerstone of instructional practice in special education, providing the necessary information to identify appropriate services for students with learning challenges. This course provides participants with an introduction to the evaluation planning process, standardized and authentic measures for assessing student strengths and needs, and the use of assessment data to inform individual education plans. Thirty hours of fieldwork are required. Prerequisite: EDU 5150, Fall.

EDU 6402 MANAGING CHANGE: SCHOOL AND SPECIAL EDUCATION LAW

3-4 cr

American schools operate within a complex legal framework. In this dialogue, students will be introduced to the basic principles of school law and special education law. Candidates will expand their knowledge of school law and special education law as it pertains to students, teachers,

and schools. Students will explore how the legal system functions within schools and school districts and how it is used to protect student and teacher rights and to improve student opportunities. Prerequisites: enrollment in the Woodruff Institute and successful completion of previous cohort courses, or permission of the instructor.

EDU 6403	MANAGING CHANGE: SCHOOL AND SPECIAL EDUCATION FINANCE	3 cr
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Aspiring principals and special education directors will learn how to create and manage a school budget that supports the school's priorities and students' needs. Student will learn how to procure and manage Federal and State grants and complete required state reporting systems including Service Plans, Expenditure Reports, and Medicaid Health Services. Using their School Assessment Profile (SAP), students will examine their school and supervisory budgets and make comparisons with similar school districts. Prerequisites: Enrollment in the Woodruff Institute and successful completion of previous cohort courses, or permission of the instructor.

EDU 6404	MANAGING CHANGE: SPECIAL EDUCATION FINANCE	3 cr
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In this dialogue, facets of school, program and district budgeting will be discussed with particular emphasis on special education finance. Students will examine their school, program and district budgets as part of their Mediated Achievement Plan. School Finance will address policy issues and legal mandates. The impact of special education legal decisions on school finance policy will be explored.

EDU 6410 PUBLIC SCHOOL FINANCE 3 cr

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

EDU 6420 MODELS OF ELEMENTARY TEACHING 4 cr

This course introduces the student to an array of approaches to elementary teaching that could be used to help transform the public schools for the

twenty-first century. The course will provide the teacher, curriculum engineer, and administrators with approaches to teaching that create innovative environments for learning. Students will be asked to analyze, compare and contrast these teaching models and determine what instructional purpose they serve for the redesign of schooling for the future. Recommended: EDU 6560.

EDU 6460 LEARNING IMPAIRMENTS 3 cr
Best practices in the education of learners with conceptual challenges will be studied. Inclusion, assessment, and instructional planning as well as federal regulations, legal and ethical considerations will be covered. This course provides guidelines for the systematic instruction for learners with moderate and multiple challenges.

EDU 6463 COLLABORATION IN SPECIAL EDUCATION 3 cr
A course designed to provide students with skills in the area of collaborative teaming and collaborative assessment/teaching in order to promote best inclusionary practices for the inclusion of students with special needs in the regular classroom.

EDU 6466 ASSESSMENT IN SPECIAL EDUCATION II 3 cr
This advanced course in assessment moves from general procedures used in identification of student needs and definition of individual program plans to broader applications of assessment. Topics include the use of curriculum based measurement to inform individual, class-wide, and school-wide progress, functional behavior assessment and developing behavior intervention plans, and portfolio assessment as authentic measures for students with mild and moderate challenges and as alternative assessment for students with significant and profound challenges. Thirty hours of field work are required. Prerequisites: EDU 5150, EDU 5220, EDU 6460, EDU 6331.

EDU 6468 COGNITIVE AND EMOTIONAL DISABILITIES:
LOW INCIDENCE CHALLENGES 3 cr
This course focuses on students with severe and multiple disabilities, autism, moderate-severe learning impairments, sensory disabilities, and severe emotional and behavioral disabilities. Topics are characteristics of the disabilities, and strategies for improving academic and social skills in regular classroom, in resource rooms, and separate class-rooms. Intervention and assessment in functional academics are blended with life-skills and adaptive technology. The 15 hour field placement targets the candidates licensing area. Prerequisite: EDU 5150, Fall.

EDU 6530 THE LARGER CONTEXT: COMMUNITY,
POLICY AND PARTNERSHIPS 2 cr

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

EDU 6550 FOUNDATIONS AND CURRENT ISSUES
IN EDUCATION 3 cr

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

EDU 6560 CURRICULUM DEVELOPMENT 3 cr

In this course students will study curriculum development concerning state requirements contained in the Vermont Public School Approval Standards. New innovations in curricular design will be explored with the aid of area resource people. The findings of recent research and reports on teaching and learning will also be studied. The impact of such social issues as the back-to-basics movement, child abuse and sexual abuse, alcohol and drug use, and changes in federal government priorities will be discussed. Each student will complete a multi-grade curriculum development project in a field of his or her choice (e.g. language arts, science, math, social studies, health, vocational education, the fine arts). Recommended: EDU 6550 and EDU 6920

EDU 6610 SUPERVISION, EVALUATION AND
PROFESSIONAL DEVELOPMENT 3 cr

This course focuses on the most important resources that schools have their professional and support staff. Three facets supervision, evaluation, and professional development will be explored. This dialogue will focus on the cooperative supervision, evaluation, and professional development

for both regular and special education staff. Prerequisites: enrollment in the Woodruff Institute and successful completion of previous cohort courses, or permission of the instructor.

EDU 6650 EXHIBITION, PORTFOLIO, AND PROGRAM
EVALUATION

1 cr

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

EDU 6670 SPECIAL EDUCATION LAW II

3 cr

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

EDU 6710 PROVIDING LEADERSHIP IN MANAGING
CURRICULUM, INSTRUCTION, AND
ASSESSMENT

3 cr

This course will insure that participants will learn that the development and design of curriculum are tools to ensure that we can define what students need to know and be able to do. Participants will also learn about researched-based instructional practices and the assessment of student learning. Curriculum, instruction, and assessment are interrelated factors in the teaching and learning process. Together, they represent a cycle with assessment informing both the instruction and the curriculum components.

To implement this cycle effectively, participants will acquire knowledge about systemic change and the factors that must be present to allow change to happen and be sustained over time.

EDU 6740 GRADUATE SEMINAR 3 cr
Designed to integrate the aspects of public education represented in the various emphases in the master's program, the course will include presentations in each area. The major portion of class, however, will be the development, presentation, and analysis of relevant educational issues by the seminar participants. Students are also required to write a major paper that explores educational philosophy, theory, foundations or current issues in their fields of study. The major paper functions to demonstrate the student's competence as a consumer and/or generator of educational research and requires full setting forth of both the procedures and findings of the research and a discussion of the implications of the findings and their relationship to other knowledge in the field. Offered spring and summer sessions. Recommended: Completion of EDU 6550, EDU 6920, and at least 28 credit hours toward master's program. Approval of Dean of Education is required.

EDU 6790 MASTER'S THESIS 3-6 cr
By permission only

EDU 6810 INTERNSHIP IN EDUCATION 3-6 cr

EDU 6815 INTERNSHIP AND MEDIATED ACHIEVEMENT
PLAN MAP (2 CREDITS PER SEMESTER) 8 cr
(2 credits each fall and spring semesters, 8 credits total)

The Woodruff Internship is the laboratory in which aspiring principals and special education directors will be able to develop into leaders with support from school personnel, college supervisors, theoretical readings, and their cohort. Students have the opportunity to work with their school-based mentor (principal or special education director) for a minimum of 20 hours each semester focusing on role responsibilities and management. Additionally, aspiring leaders will create a Mediated Achievement Plan (MAP) focusing on one aspect of school improvement and linked to student achievement. This MAP will require 80 hours a semester and will reconcile theory and practice, requiring students to continually reflect and revise their implementation plans. This MAP is an opportunity to practice creating, managing and sustaining change. This course incorporates a total of a 100-hour practicum each fall and spring semester. Prerequisite:

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

EDU 6851 STUDENT TEACHING I 6 cr
Prerequisite: Admission to graduate education program for initial licensure and permission of director of field experiences. To obtain permission students must have completed a developmental psychology course (PSY 6130), a graduate-level reading course (EDU 5050, 5060, or 5370), and 60 hours of field work obtained through the appropriate Models of Teaching course (EDU 5270 or 6420). Students must also have passed the applicable Praxis I and II examinations. Taken concurrently with EDU 6852 and EDU 5710.

EDU 6852 STUDENT TEACHING II 6 cr
Extension of Student Teaching. Corequisites: EDU 5710 and 6851

EDU 6860/7810 FIELD EXPERIENCE 1-5 cr
An opportunity to apply background in theory and course work to the public school setting, the Field Experience is proposed, planned and undertaken in close association with the candidate's advisor to a maximum of 5 credits per semester. By permission only. Recommended: EDU 6550 and EDU 6920

EDU 6880 GRADUATE PRACTICUM 1-9 cr
The practicum provides graduate students with the opportunity to accomplish extensive work in a specific area. The practicum may be used for advanced clinical work in reading or special education, or an internship in educational administration. Hours by arrangement. By permission only. Recommended: EDU 6550 and EDU 6920

EDU 6920 EDUCATIONAL RESEARCH 3 cr
Designed to develop attitudes and skills to permit in-service teachers to become intelligent consumers of research literature, the course will deal with the selection, evaluation, and delineation of a problem, use of the library for review of relevant literature, interpretation and reporting of research results and other research tools of practical use. Offered fall and summer sessions.

EDU 7010 PROFESSIONAL RESERCH SYMPOSIUM 3 cr
By permission of Dean of Education.

EDU 7020 PROFESSIONAL PAPER: CAGS 2 cr

By permission only

EDU 7920 ADVANCED EDUCATIONAL RESEARCH 3 cr

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

EDU 7960 MASTER'S THESIS 3-6 cr

By permission only

EDU 8010 COMPREHENSIVE EXAMINATION: CAGS 0 cr

By permission of director of graduate studies

PSY 6130 LEARNING THEORY AND HUMAN DEVELOPMENT 3cr

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

SED 5275 ORGANIC CHEMISTRY AND BIOLOGY 6 cr

The biological significance of the “impacts” 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). This course is open only to VSI students.

SED 5435 GEOLOGY AND INORGANIC CHEMISTRY 6 cr

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, 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. This course is open only to VSI students.

SED 5565 PHYSICS AND ASTRONOMY

6 cr

This course covers selected topics in physics and astronomy suitable for elementary school teachers. The course uses extraterrestrial impacts as its main story line. 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. This course is open only to VSI students.

SED 5690 THE NATURE AND HISTORY OF SCIENCE

3 cr

In this course the unique process of scientific reasoning and investigation through historical examples is studied. We also discuss the impact of scientific discoveries on society as well as the distinctions between science and pseudoscience, and science and religion. This course is open only to VSI students.

SED 5910 INDEPENDENT STUDY: SCIENCE RESEARCH

3 cr

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. This course is open only to VSI students.