

## MASTER OF ARTS IN EDUCATION

---

---

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

### Core Courses

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

### SPECIALIZATION REQUIREMENTS

---

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

### FINAL PROJECT

---

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

#### Comprehensive Examinations

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

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

#### Thesis

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

#### Action Research Project

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

#### Presentation

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

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

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

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

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

### LEARNING OUTCOMES

---

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

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

A final project that may include a:

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

### TEACHER LICENSURE PROGRAMS

---

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

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

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

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

### Advancement to Candidacy for Licensure in the Education Program

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

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

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

## Internship

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

## Professional Portfolio

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

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

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

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

## Licensure

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

## LEARNING OUTCOMES

---

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

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

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

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

**Additional Requirement**

An Examination or Final Project

**TOTAL** **41**

**Assessments**

Multiple formats for assessment of these outcomes will be used:

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

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

---

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

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

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

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

---

This program provides innovative and contextual learning experiences through which graduate students and in-service teachers can become prepared for teaching at the middle school level (grades 5-9). A major emphasis of the program is on collaborative efforts and work in middle schools. Successful completion of this program may result in recommendation for middle level licensure. For licensure recommendation, in a minimum of one of the core content areas appropriate to middle school curriculum, a student must possess 21 credits, or for two content area endorsement, a minimum of 18 credits in each area. A transcript analysis is also required to determine whether previous content area course work fulfills these requirements. If not, the student must complete additional undergraduate content area course work in order to be recommended for licensure. Core content areas are: English/language arts, science, history/social sciences, mathematics.

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

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

## MASTER OF ARTS IN EDUCATION

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

### M.A. IN EDUCATION – CURRICULUM & INSTRUCTION

#### Additional Requirement

An Examination or Final Project			
<b>TOTAL</b>		<b>39</b>	

### M.A. IN EDUCATION – SECONDARY LICENSURE

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

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

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

#### Additional Requirement

An Examination or Final Project			
<b>TOTAL</b>		<b>39</b>	

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

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

#### Additional Requirement

An Examination or Final Project			
<b>TOTAL</b>		<b>12</b>	

#### Literacy Strand

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

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

**TOTAL (including core courses) 36**

Students will complete an endorsement portfolio.

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

**Content Specialist Strand**

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

**Individual Strand**

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

**M.A. IN EDUCATION – GIFTED AND TALENTED**

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

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

**M.A. IN EDUCATION – SPECIAL EDUCATION**

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

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

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

# MASTER OF ARTS IN EDUCATION

---

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

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

## M.A. IN EDUCATION – APPLIED BEHAVIOR ANALYSIS

---

The concentration in Applied Behavior Analysis (ABA) is offered off campus primarily for employees of participating human service organizations. It is designed to prepare educators to implement behavioral strategies that will support children, youth, and adults in a wide array of environments. Through course work and hands-on internship experiences, students learn to work collaboratively with residential and vocational staff, teachers, families, psychologists, psychiatrists, regulatory agencies, and community support personnel. They learn to build skills, reduce challenging behaviors, and improve the quality of life for children and youth. In addition, students who successfully complete all of the course work and internship requirements will be prepared to sit for the Certification Examination of the National Behavior Analyst Certification Board. This national certification will expand the graduate's employment options as a behavioral consultant or behavior specialist in a community, school, vocational, or residential program.

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

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

\*Enrollment requires permission of the program coordinator.

Students choose one of the following strands.

### Children's Mental Health Strand

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

### Autism Strand

EDU-6380	Introduction to Autism	3
<b>TOTAL</b>		<b>39</b>

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

---

**M.A. IN SCIENCE EDUCATION**


---

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

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

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

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

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

### CERTIFICATE OF ADVANCED GRADUATE STUDIES

---

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

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

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

# Course Descriptions

---

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

---

---

## EDUCATION (EDU)

---

---

EDU-5010 YOUNG ADOLESCENT DEVELOPMENT 3 CREDITS

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

EDU-5020 LITERATURE FOR CHILDREN 3 CREDITS

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

EDU-5040 ADOLESCENT DEVELOPMENT 3 CREDITS

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

EDU-5060 DIAGNOSIS & ANALYSIS OF READING DIFFICULTIES 3 CREDITS

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

EDU-5130 CLASSROOM MANAGEMENT 3 CREDITS

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

EDU-5160 MIDDLE SCHOOL ORGANIZATION 3 CREDITS

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

### EDU-5170 TEACHING STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES

3 CREDITS

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

### EDU-5180 ENGAGED IN CREATIVE TEACHING AND LEARNING

3 CREDITS

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

### EDU-5210 LITERATURE FOR YOUTH

3 CREDITS

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

### EDU-5220 LEARNING DISABILITIES

3 CREDITS

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

### EDU-5240 SPEECH AND LANGUAGE DISORDERS

3 CREDITS

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

### EDU-5250 LITERACY DEVELOPMENT IN THE CONTENT AREAS

3 CREDITS

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

### EDU-5270 MODELS OF SECONDARY TEACHING

3 CREDITS

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

## EDU-5280 DIFFERENTIATING INSTRUCTION 3 CREDITS

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

## EDU-5310 TEACHING THE LANGUAGE ARTS 3 CREDITS

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

## EDU-5320 TECHNOLOGY IN EDUCATION 3 CREDITS

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

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

3 CREDITS

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

## EDU-5350 CHILD DEVELOPMENT 3 CREDITS

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

## EDU-5410 HEALTH AND PHYSICAL EDUCATION 2 CREDITS

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

## EDU-5710 SPECIAL TOPICS (VARIABLE CREDIT)

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

## EDU-5910 INDEPENDENT STUDY 1-6 CREDITS

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

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

## EDU-6210 ADMINISTRATION OF READING PROGRAMS 3 CREDITS

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

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

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

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

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

## EDU-6330 SPECIAL EDUCATION ASSESSMENT 3 CREDITS

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

## EDU-6340 SOCIAL AND EMOTIONAL COMPONENTS OF GIFTEDNESS 3 CREDITS

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

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

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

## EDU-6410 MANAGEMENT OF FINANCIAL RESOURCES 3 CREDITS

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

## EDU-6465 SPECIAL EDUCATION METHODS AND MATERIALS 3 CREDITS

Prerequisite: EDU-6220 or equivalent.

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

EDU-6540 ADVANCED STUDIES IN LEARNING THEORY 3 CREDITS

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

EDU-6550 FOUNDATIONS AND ISSUES 3 CREDITS

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

EDU-6560 CURRICULUM DEVELOPMENT 3 CREDITS

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

EDU-6730 CONSULTATION IN SPECIAL EDUCATION 3 CREDITS

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

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

Prerequisite: Permission of the instructor

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

EDU-6820 MIDDLE LEVEL INTERNSHIP 6 CREDITS

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

EDU-6830 SECONDARY INTERNSHIP 6 CREDITS

A full semester of student teaching in a secondary environment within the content area specialty of the student. Students are expected to maintain the public school calendar, keep a reflective journal, and demonstrate a level of teaching competence generally expected of a first-year teacher.

EDU-6850 ELEMENTARY INTERNSHIP 6 CREDITS

A full semester of student teaching in an elementary classroom with frequent seminars that focus on improving the student's classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate a level of competence generally expected of a first-year teacher.

EDU-6920 EDUCATION RESEARCH 3 CREDITS

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

EDU-7960 THESIS 6 CREDITS

The substantial research and writing of an original work by the candidate, under the supervision of members of the thesis committee. This work should make a contribution to knowledge with a specialty in education. The thesis may be of a quantitative, qualitative, or historical design. Thesis preparation handbooks are available in the graduate office for the student pursuing credit through this optional project.

---

---

### EDU COURSES FOR ABA DEGREE OFFERED ONLY OFF CAMPUS

---

---

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

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

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

3 CREDITS

This course will provide the student with an introduction and overview of the basic concepts, principles and techniques of Applied Behavior Analysis (ABA). Upon successful completion of this course the student will be conversant with the vocabulary of Applied Behavior Analysis, understand how environmental events influence human behavior, know how to measure behavior in applied settings and begin to learn how to structure learning environments to increase pro-social behaviors or decrease maladaptive behaviors.

This course will address the following BACB Content areas:

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

45 hours

EDU-5811 CLINICAL INTERNSHIP I 3 CREDITS

Prerequisites: EDU 5371, and EDU-6372 or 6390

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

5812 CLINICAL INTERNSHIPS II  
See EDU-5811

3 CREDITS

EDU-6150 RESEARCH METHODS IN APPLIED BEHAVIOR ANALYSIS 3 CREDITS

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

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

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

3 CREDITS

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

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

3 CREDITS

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

EDU-6365 FUNDAMENTAL CLINICAL SKILLS FOR COMMUNITY-BASED PRACTITIONERS

3 CREDITS

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

## EDU-6370 CHILD AND ADOLESCENT ASSESSMENT AND DIAGNOSIS 3 CREDITS

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

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

Prerequisite: EDU-5371.

This course will first review the basic concepts and principles of Applied Behavior Analysis presented in ABA 1 (EDU-5371) and then progress to advanced ABA theory and methods. Students will be expected to read and critique research studies and related articles and begin to apply ABA principles in the natural environment to increase pro-social behaviors and/or reduce maladaptive or interfering behaviors. More specifically, students will conduct a functional behavioral assessment, design and implement a direct and daily data collection system and will develop, implement, and evaluate an individualized behavior change procedure for at least one individual.

This course will address the following BACB Content areas:

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

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

Prerequisite: EDU-6372.

A portion of this course will be spent exploring issues of ethics and standards of professional practice in Applied Behavioral Analysis. Legal, cultural, and social issues will also be explored. In addition, students will be expected to apply behavior change concepts and procedures as part of their final project for both this class and for their final Master's Action Project. A review and exploration of ethics as they pertain to the broader field and to the identified intervention, behavioral assessment and selection of intervention will be part of the Master's Action Project and outcome strategies, and support of systems in which behavioral changes are to occur.

This course will address the following BACB Content Areas

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

## EDU-6380 INTRODUCTION TO AUTISM 3 CREDITS

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

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

There exists a wealth of validated peer-reviewed studies which support the efficacy of Applied Behavior Analysis methods to teach, improve or sustain socially significant behaviors in virtually every domain for children and youth with Autism Spectrum Disorders (ASD) and other developmental disabilities. This course will examine ABA instructional methods often used to teach children and youth with ASD and other developmental disabilities. Emphasis will be placed upon Skinner's model of verbal behavior and the development of direct instructional techniques, including data collection systems, reinforcement therapy and assessment of reinforcer preferences, shaping and chaining techniques, prompting and prompt fading, and Discrete Trial Learning (DTL).

This Course will address the following BACB Content areas:

11. Discretionary 45 hours

6813 CLINICAL INTERNSHIPS III 3 CREDITS

See EDU-5811

---

### SCIENCE EDUCATION (SED)

---

EDU-5145 ISSUES IN SCIENCE EDUCATION 3 CREDITS

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

EDU-5465 EDUCATIONAL ASSESSMENT IN SCIENCE EDUCATION 3 CREDITS

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

EDU-5520 TEACHER LEADERSHIP 3 CREDITS

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

EDU-5925 APPLICATION: ACTION RESEARCH 3 CREDITS

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

SED-5275 ORGANIC CHEMISTRY AND BIOLOGY 6 CREDITS

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

SED-5435 GEOLOGY AND INORGANIC CHEMISTRY 6 CREDITS

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

SED-5565 PHYSICS AND ASTRONOMY 6 CREDITS

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

SED-5690 THE NATURE AND HISTORY OF SCIENCE 3 CREDITS

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

SED-5910 INDEPENDENT STUDY: SCIENCE RESEARCH 3 CREDITS

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