This catalog becomes effective on August 23, 2012, and is in effect until superseded by a new issue.

This catalog is not a legally binding agreement between the College and its students, but is published for purposes of information only. Johnson State College reserves the right to make changes in course offerings, degree requirements, charges, regulations and procedures contained herein as educational and financial considerations require.
I’m pleased that you are considering study at Johnson State College. We are a community committed to the belief that higher education has the power to transform lives. Our faculty members take a personal interest in your success. Whether in the classroom or through one of our many service or extended-campus study opportunities, Johnson will offer you the chance to explore your interests, examine your values, and shape the future direction your life will take. You can count on us to help you along the way.

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

Welcome to our college community.

Barbara E. Murphy
President
Non-discrimination and prevention of harassment and related unprofessional conduct

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

JSC does not discriminate on the basis of the above protected categorizations in application processes for admissions or employment, in academic and residential programs, in employment practices and policies, in scholarship and loan programs, in athletic programs, and any other programs or facilities. JSC is an equal opportunity employer.

The above is taken from VSC Policy 311, which is available on-line at www.jsc.edu, VSC Policies and Procedures Manual. Any questions or complaints about potential or perceived discrimination, harassment or related unprofessional conduct in violation of any State or Federal law or VSC Policy 311 should be directed to Jo Ann Lamore, Assistant Academic Dean, at JSC, 802-635-1243. Please contact Academic Support Services, at 802-635-1264, if accommodations are needed to apply for admission; and Sharron Scott, Dean of Administration, at 802-635-1208, if accommodations are needed for employment.

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

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

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

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

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

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

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

THE MISSION OF THE VERMONT STATE COLLEGES SYSTEM

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

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

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

THE JOHNSON STATE COLLEGE MISSION

The Johnson State College community believes in the power of higher education to transform lives. We express this commitment through an education that crosses academic and other boundaries, wherever possible; creates opportunities for students to extend their classroom learning to the field, the laboratory, the studio, the community, and the local and wider world; recognizes the diverse starting points and goals of students; and sustains active participation, high standards, vigorous debate and mutual respect.
By enrolling for courses, students obligate themselves to abide by the policies set forth in this catalog and in other College publications.

**REGISTRATION**

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

**Class Attendance**

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

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

**Adding, Dropping, and Withdrawing from Courses**

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

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

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

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

**Auditing Courses**

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

**Extension Courses**

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

**Non-matriculated Students**

Students who have a bachelor’s degree but are not matriculated in one of the college’s graduate programs may enroll in open graduate courses after the design...
nated registration for matriculated graduate students (see JSC Website for specific dates).

Plan of Study
Matriculated students in each of the college’s graduate programs must have their Plan of Study accepted by their advisor and the Academic Dean before completing twelve graduate credits at JSC.

GRADING

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

Incompletes
A grade of Incomplete (I) will be given to work of satisfactory quality in a course when the full amount of required work has not been completed because of illness or other reasons beyond the control of the student. It cannot be used instead of the grade of F in situations involving a student’s lack of ability or negligence. The student has until the 7th week of the next regular semester (excluding the summer semester) to complete the work, although the instructor may impose a shorter deadline. This mid-semester deadline applies regardless of whether the student is enrolled during the semester. When the student completes the work, the Incomplete is replaced with the final grade. In assigning an Incomplete, the instructor is required to designate what grade should be recorded if the student fails to complete the work by the deadline. If the instructor fails to designate this default grade, the Registrar will assume the grade to be an F. The resulting grade will be calculated into the student’s cumulative average. The cumulative average will be reviewed at the end of each regular semester in conformance with the academic dismissal policy.

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

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

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

ACADEMIC HONESTY

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

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

GOOD ACADEMIC STANDING

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

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

Students who exit from the College may reapply by making formal application with the Admissions Office. All previous grades received will be used in making an admission decision. For refunds on tuition charges, please see refund policy on page 46.

GRADUATION

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

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

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

Requesting a Transcript
Official transcripts are available at no charge to students upon a written, signed request to the Registrar’s Office. Transcripts will not be released until all bills due the college are paid. Students requesting
a transcript toward the end of any semester should indicate whether they want it sent immediately or whether it should be held until final grades are recorded. In the latter case, transcripts will not be sent out until at least the third week following the end of the semester.

**EXITS AND LEAVES OF ABSENCE**

**Leave of Absence**

Students in good academic standing, who wish to interrupt their studies for a period not to exceed two consecutive regular semesters, may request a Leave of Absence. Students on a Leave of Absence do not need to reapply for admission and will be allowed to pre-register during the regular advance registration period.

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

**Exiting from the College**

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

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

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

Students who exit from the college may re-apply by making formal application with the Admissions Office. All previous grades received will be used in making an admission decision. For refunds on room, meal plan, and tuition charges, see the refund policy on page 48.

**Involuntary Exit**

In cases where the psychological or the emotional state of a student creates a clear and present danger to the well-being of the student or to other members of the college community, the Dean of Students or the College Counselor may carry out an involuntary exit of the student. An involuntary exit requires withdrawal from all courses. Students who fail to leave the campus as directed will be declared in trespass and civil authorities may be contacted.

Students exiting involuntarily who wish to re-enroll in the college must reapply for admission and may be admitted only with written permission of the Dean of Students. An interview with the Dean of Students may be required.

**APPEAL OF ACADEMIC POLICIES**

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

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

MASTER OF ARTS IN EDUCATION

- Curriculum & Instruction
  - Childhood Education Program
  - Middle Level Education Program
  - Secondary Education Program
  - Unified Arts Education Program
- Special Education
- Applied Behavioral Analysis (BCBA)
- Foundations of Education
- Science Education
Each Program of Study allows students to focus on their specialization, with additional opportunities for individualizing their plan of study to tailor to their specific areas of interest. Each program specifies the requisite courses and a recommended plan of study. Students will work with their advisor to create their plan of study and discuss requirements for licensure, endorsement, and/or graduation.

REQUIREMENTS

- Students who wish to enroll part time are recommended to take 6 credits per semester. Full-time students must take a minimum of 9 credits, including courses in the summer session.
- Students who receive a failing grade in any course will be considered for discontinuation in the program. Students receiving a failing grade will be asked to appeal to the JSC Education Department for probationary status to continue study.
- Individualized Plans of Study will be created with the assistance of a student's advisor. Once this plan of study has been approved, the Graduate Office reserves the right to pre-register students in their anticipated courses. It is the responsibility of the student to notify their advisor and the Graduate Office of any revisions to the original and subsequent plans of study.
- As part of the licensing process, all endorsement students will be assessed multiple times throughout their program on a professional skills and dispositions rubric. This rubric focuses on non-academic skills and dispositions necessary for being successful in the teaching profession. Elements on the rubric include communication and organizational skills, flexible thinking, and diversity competency.
- Each Program of Study specifies the final project requirements for earning the Masters of Arts degree. Students will be required to enroll in a Capstone Seminar their final semester where they will work with the instructor to complete and submit their final project.
- Graduate-level Education courses at Johnson State College can be characterized as upholding the following expectations.

- Graduate courses require students to read at a graduate level.
- Graduate courses require students to apply graduate-level academic study skills.
- Graduate courses require students to generate and demonstrate learning through graduate-level means.
- Graduate courses require students to employ a graduate-level professional demeanor.

A more detailed description of graduate expectations will be disseminated to all students at the beginning of their program.

ADMISSION

Admission to the Education Program is a two-phase process. Candidates must meet general admission standards that allow enrollment in graduate courses and they must be admitted by the department, through review of their application materials and an interview with the appropriate Program Director. Students applying to an Education Department graduate program must have maintained a minimum of a 3.0 in their most recent educational experience. As part of their application materials, students must also include a cover letter discussing their desire for graduate study and a professional essay (see each program requirement for the essay). Additionally, students must submit three letters of recommendation from professionals, such as former professors, instructors, or employers, who can attest to their readiness and appropriateness for their anticipated course of study.

THEORETICAL FRAMEWORK & LEARNING PURSUITS

Students in Education Department programs gain both an understanding of the discipline of education and a practical grasp of effective professional practice. Connecting these two realms provides a foundation for achieving the department’s objectives for each student, including the use of academic study in the formation of content-specific professional knowledge, the use of action research to design deliberative pedagogical
strategies, the use of critical theory to confidently serve as a progressive colleague and advocate, and the use of transformative learning in the pursuit of continuous personal growth. In order to support learning along these four strands, the program engages students in, and teaches them to use, related inquiry processes. Taken together, the four strands of learning and inquiry constitute a fifth, systemic approach of intentional practice. The program theme is Teach with Intention. Students who successfully complete the MA in Education will,
• use academic study to examine established constructs, historical developments, common misconceptions, enduring questions, and cross-disciplinary connections specific to their content area;
• use action research to design and assess original, inclusive, and engaging learning experiences that are meaningful and effective;
• use critical analysis grounded in social, political, ethical, and leadership perspectives to reframe educational endeavors toward more vibrant and just ends;
• use self-study grounded in an understanding of diverse world-views to rethink long-standing, conventional notions toward an open-minded, strengths-based perspective.

TEACHER EDUCATION PROGRAMS

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

Childhood Education Program (Kindergarten through 6th Grade)
• Elementary Education
Middle Grades Education Program (5th through 9th Grade)
• English Education
• Mathematics Education
• Science Education
• Social Studies Education
Secondary Education Program (7th through 12th Grade)
• English Education
• Mathematics Education
• Science Education
• Social Studies Education
Unified Arts Education Program
• Art Education (PK-12)
• Music Education (PK-12)
• Physical Education (PK-12)
• Theater Arts Education (PK-12)
• Dance Education (PK-12)

Additional Endorsements for Licensed Educators
• Special Educator (K-6, 7-12, or K-12)

APPLYING FOR A TEACHER EDUCATION PROGRAM

Students seeking to become a candidate for a Vermont Educator’s License through JSC must apply to enter the appropriate Teacher Education Program. A few of the preparation steps are listed below, others are detailed in the handbook.

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

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

FIELDWORK AND STUDENT TEACHER INTERNSHIP

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

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

THE LEVEL I LICENSURE PORTFOLIO

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

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

SPECIAL EDUCATOR SPECIALIST ENDORSEMENT

In order to earn an endorsement as a Special Educator the candidate must complete a professional portfolio to be approved by the Special Education Program Director.
The M.A. in Childhood Education prepares students for research-based professional work with children. Course and practicum experiences provide knowledge of the theories, research, standards, and practices that affect schools and informal educational settings. Learning is studied as a fundamental human endeavor involving culture and context, imagination and interaction, reason and reaction. Careful attention is given to the growth of children as individuals whose perceptions, interests, joys, strengths and challenges are formed within a community and through agency. JSC’s Childhood Education students are prepared to help children succeed in school and beyond by becoming knowledgeable professionals who are willing to advocate for excellence and equity.

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

Courses

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<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EDU-5011 Educational Studies</td>
<td>3</td>
<td>Fall</td>
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<td>EDU-6235 Char. of Diverse Learners</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>EDU 6630 The Critical Practitioner</td>
<td>3</td>
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<td>EDU-5021 Practicum I: Instructional Dynamics for the Elementary Educator</td>
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<tr>
<td>EDU-6330 Evaluation of Academic Characteristics</td>
<td>3</td>
<td>Summer</td>
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<tr>
<td>EDU-6095 Literacy Intervention and Assessment</td>
<td>3</td>
<td>Summer</td>
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<td>EDU-5039 Language, Culture &amp; Education</td>
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<tr>
<td>EDU-6011 Practicum II: Elementary Education Methods</td>
<td>4</td>
<td>Fall</td>
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<tr>
<td>EDU-6465 Strategies to Promote Inclusive Practice</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>EDU-6850 Internship</td>
<td>6</td>
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<tr>
<td>EDU-6970 Capstone</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

Educator’s endorsement 38 credits

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

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

Courses

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<td>EDU 6630 The Critical Practitioner</td>
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<td>EDU 5026 Practicum I: Partnering with the Adolescent Learner</td>
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<td>EDU Elective</td>
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<tr>
<td>EDU 5320 Education Technology</td>
<td>3</td>
<td>Summer</td>
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<tr>
<td>EDU 5041 Promoting Inventive Thinking</td>
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<td>EDU 6021 Practicum II: Implementing Content Specific Methods</td>
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<td>EDU 6830 Internship</td>
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<td>EDU 6970 Capstone</td>
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Educator’s endorsement 35 credits

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<tr>
<th>Course</th>
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<tr>
<td>EDU 5710 Special Topics in Foundations</td>
<td>3</td>
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# M.A. IN EDUCATION – CURRICULUM & INSTRUCTION IN THE UNIFIED ARTS:
- ART, MUSIC, DANCE, OR THEATER ARTS EDUCATION

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

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<tr>
<th>Courses</th>
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<tr>
<td>EDU 5011 Educational Studies</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>EDU 6235 Characteristics of Diverse Learners</td>
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<td>Fall</td>
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<tr>
<td>EDU The Critical Practitioner</td>
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<td>Spring</td>
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<td>EDU 5031 Practicum I: Instructional Dynamics for UA</td>
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<td>EDU 5320 Education Technology</td>
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<td>EDU 5041 Promoting Inventive Thinking</td>
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<td>EDU 6025 Practicum II: Art of Experience in Ed</td>
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<td>EDU 6845 Internship for Unified Arts Education</td>
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<td><strong>EDU 5710 Special Topics in Foundations</strong></td>
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# M.A. IN EDUCATION – SPECIAL EDUCATION

The Special Education Graduate Program is designed for licensed teachers seeking to earn their endorsement in Special Education. The program is based on a characteristics approach and focuses on students with both low/high incidence disabilities. The program of study provides students with philosophical, theoretical, and practical models of current special education policies and procedures. The program emphasizes hands-on internship experiences to provide opportunities for students to implement their learning in authentic settings and to further solidify the connection between research and practice. Students must have a relevant and valid Vermont State Teaching license, complete the course requirements, and participate in an 80-hour special education practicum to be considered for the endorsement. A transcript analysis is also required to determine whether previous content area course work fulfills these requirements. The Licensure Office or a designee will conduct the review. If necessary, the student will need to take additional content courses to be recommended for endorsement.

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<tr>
<th>Courses</th>
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<tr>
<td>EDU 5011 Educational Studies*</td>
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<tr>
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<td>EDU 6630 The Critical Practitioner</td>
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<tr>
<td>EDU 5371 Applied Behavioral Analysis I</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>EDU 6330 Evaluation of Academic Characteristics*</td>
<td>3</td>
<td>Summer</td>
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<tr>
<td>EDU 6095 Literacy Intervention: Assessment &amp; Strategies*</td>
<td>3</td>
<td>Summer</td>
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<tr>
<td>EDU 6465 Strategies to Promote Inclusive Practices*</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>EDU 6920 Education Research</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td><strong>EDU Special Education Elective</strong></td>
<td><strong>3</strong></td>
<td><strong>Spring</strong></td>
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M.A. IN EDUCATION – APPLIED BEHAVIOR ANALYSIS

The concentration in Applied Behavior Analysis (ABA) is designed to prepare students to implement behavioral strategies that will support children, youth, and adults in a variety of environments. Students learn to work corroboratively with residential and vocational staff, teachers, families, psychologists, psychiatrists, regulatory agencies, and community support personnel. They learn to build skills, reduce challenging behaviors, and improve the quality of life for children and youth through applied behavioral methods. In addition, students who successfully complete all of the course work will be prepared to apply for an internship and to sit for the Certification Examination of the National Behavior Analyst Certification Board. This national certification will expand the graduate’s employment options as a behavioral consultant or behavior specialist in a community, school, vocational, or residential program. Admittance into the ABA Program does not provide, nor guarantee placement into an internship experience.

Course | Cr. | Semester
--- | --- | ---
EDU 5011 Educational Studies | 3 | Fall
EDU 6235 Characteristics of Diverse Learners | 3 | Fall
EDU 6390 Instructional Methods in Applied Behavioral Analysis* | 3 | Spring
EDU 5371 Applied Behavior Analysis I* | 3 | Spring
EDU 6330 Evaluating Academic Characteristics | 3 | Summer
EDU 6372 Applied Behavior Analysis II* | 3 | Fall
EDU 6150 Research Methods in Applied Behavior Analysis* | 3 | Fall
EDU 6630 The Critical Practitioner | 3 | Spring
EDU 6373 Applied Behavior Analysis III* | 3 | Spring
EDU 6925 Ethical Considerations of ABA Principles* | 3 | Summer
EDU 6970 Capstone & EDU 8010 Final Project | 3 | Summer

*Courses needed for BACB licensure

M.A. IN EDUCATION – FOUNDATIONS OF EDUCATION

The Foundations of Education program is intended for individuals who want to pursue particular questions, ideas, or aims through graduate study in the field of education. The program blends core coursework with a series of topical seminars enabling students to create an individually designed theme to guide their study. A key emphasis in the program is the development of a critical perspective on the social, political, and structural arrangements of formal education and study of the ongoing quest to achieve both equity and excellence for all individuals in a civil democracy.

Students meet with their faculty adviser frequently to devise and revise their Plan of Study. All students complete a capstone project. A thesis option is available. An exit interview is required.

Courses | Cr. | Semester
--- | --- | ---
EDU 5011 Educational Studies | 3 | Fall
EDU 6235 Characteristics of Diverse Learners | 3 | Fall
EDU 6630 The Critical Practitioner | 3 | Spring
EDU 6630 Graduate Seminar 1 | 3 | Spring
EDU 6630 Graduate Seminar 2 | 3 | Summer
EDU Elective | 3 | Summer
EDU 6920 Education Research | 3 | Fall
EDU 6630 Graduate Seminar 3 | 3 | Fall
EDU 6630 Graduate Seminar 4 | 3 | Spring
EDU 6630 Graduate Seminar 5 | 3 | Spring
EDU 5710 Special Topics in Foundations | 3 | Summer
EDU 6970 Capstone | 3 | Summer
EDU 8010 Exit Interview | 0 | Summer

Master of Arts in Education | 36 credits
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 Castleton, Johnson or Lyndon State College for matriculation. Courses are open only to teachers enrolled in the program, and students in the program will move through the degree requirements 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 that they can serve as a resource and deliver professional development to their colleagues.

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

Course Descriptions EDU-5145 – SED-5910 (pages 26-27)

REQUIREMENTS FOR GRADUATE-LEVEL EDUCATOR’S ENDORSEMENT

Students who already have a bachelor’s degree can complete course work to become candidates for educator’s licensure through graduate coursework leading to the MA. Contact the Office of Graduate Programs at 802-635-1244 for additional information.

CERTIFICATE OF ADVANCED GRADUATE STUDIES

The Certificate of Graduate Studies (CAGS) at Johnson State College is a non-degree bearing option for those students interested in pursuing graduate study beyond a master’s degree. There is one CAGS program available at this time, and it is a self-designed option. Students create an individualized program with the support and approval of a faculty advisor, and choose courses and/or complete research with a focus in an area of interest to the student.
EDUCATION (EDU)

EDU-GTEW1: TEACHER EDUCATION WORKSHOP I   0 CREDITS
Participants are introduced to the teacher education licensure process and related professional topics. This workshop meets for one 2-hr session.

EDU-GTEW2: TEACHER EDUCATION WORKSHOP II   0 CREDITS
Participants review the teacher education licensure process and related professional topics, and apply for the first practicum. This workshop meets for one 2-hr session.

EDU-GTEW3: TEACHER EDUCATION WORKSHOP III   0 CREDITS
Participants review the teacher education licensure process and related professional topics, and apply for the second practicum. This workshop meets for one 2-hr session.

EDU-GTEW4: TEACHER EDUCATION WORKSHOP IV   0 CREDITS
Participants review the teacher education licensure process and related professional topics, and apply for an Internship/Student Teaching Placement. This workshop meets for one 3-hr session.

EDU-GTEW5: TEACHER EDUCATION WORKSHOP V   0 CREDITS
Participants review the teacher education licensure process and related professional topics, and apply for a Verification Check. This workshop meets for one 2-hr session.

EDU 5000: EDUCATOR PORTFOLIO TUTORIAL   1-3 CREDITS
This course provides participants with guidance through the development of the Level I Educator Licensure portfolio. It is designed for those who are reworking one or more entries of the portfolio. We review standards and regulation for educator licensure, examine each entry assignment, and use reflective practice and self-study to generate a coherent, grounded, and thorough demonstration of growth and preparation to be professional. Participants make a public presentation of their final portfolio. Course may be repeated. Instructor Permission Required.

EDU 5011: EDUCATIONAL STUDIES   3 CREDITS
This seminar serves as an introduction to graduate study in the discipline of education. Participants examine theories, research, and practice related to ideas about learning and education as a sociopolitical endeavor. We study the context of education in three specific realms: the ways that personal background and experiences influence who we are and will be as educators, the ways that educational policy and school law influence who we are and will be as educators, and the ways that particular learning environments influence who we are and will be as educators. A strong emphasis is placed on participants’ acquiring the writing, technolo-
gy, and introductory research skills necessary to sustain success in graduate-level coursework. 10-20 hours of fieldwork.

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. (Shared course in VSC)

EDU 5021: INSTRUCTIONAL DYNAMICS FOR THE ELEMENTARY EDUCATOR 4 CREDITS
Theory, research, and practice related to language, literacy, and literature for diverse learners are introduced in the context of an elementary classroom. Topics include language origins, speaking, prosody, reading, writing, spelling, phonemic awareness, phonics, vocabulary, morphology, comprehension, fluency, and supporting English Language Learners. Diagnosis, identification, and intervention for reading and writing skills are introduced. Using lesson study & professional learning communities, participants develop, teach, and assess integrated, standards-based lessons for inclusive settings. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester.

Prerequisites for Curriculum & Instruction: Successful completion of Praxis I; EDU-5020, Literature for Children or equivalent; EDU-GTEW1, Teacher Education Workshop I; EDU-GTEW2, Teacher Education Workshop II.

EDU 5026: PARTNERING WITH THE ADOLESCENT LEARNER TO PROMOTE STUDENT ENGAGEMENT 4 CREDITS
This course introduces participants to theory and research related to instruction for engagement and motivation of the adolescent learner. Participants apply this scholarship through a placement in a local secondary school: Using lesson study & professional learning communities, participants develop, teach, and assess content-area, standards-based lessons for inclusive settings. Specific topics of study include Cambourne’s Framework of Engagement, Partnering Pedagogy, assessment, classroom management, and lesson study. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester.

Prerequisites for Curriculum & Instruction: Successful completion of Praxis I; EDU-GTEW1, Teacher Education Workshop I; EDU-GTEW2, Teacher Education Workshop II.

EDU 5031: INSTRUCTIONAL DYNAMICS FOR THE UNIFIED ARTS 4 CREDITS
This course introduces participants to theories and research related to instruction with specific attention to the aims of an inclusive & integrated unified arts environment. Along with instructional strategies, topics include aesthetics, movement, play, critique, and other creative aims as they enhance engagement and support development. The course also addresses
literacy strategies for technical subjects. Using lesson study & professional learning communi-
ties, participants develop, teach, and assess integrated, standards-based lessons in an elemen-
tary classroom. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester.

Prerequisite for Curriculum & Instruction: Successful completion of Praxis I; EDU-GTEW1, Teacher Education Workshop I; EDU-GTEW2, Teacher Education Workshop II.

EDU 5035: LANGUAGE AND LITERACY DEVELOPMENT IN THE EARLY YEARS 3 CREDITS
This course addresses theory and research related to early language and literacy development. Topics include oral language and pre- and emergent literacy development from birth to age 8; methods and materials for teaching and assessing early literacy; typical and atypical language and literacy learning; linguistics and sociolinguistics; literature in early childhood; and, learning through play. These and related concepts are integrated as a basis for making appropriate instructional choices for all learners, including English Language Learners, in an inclusive classroom. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester.

EDU 5039: LANGUAGE, CULTURE, AND EDUCATION 3 CREDITS
This course addresses theory and research related to language and literacy development in the context of the family, community, and society. What is the purpose of language? How does language affect who we are, how we see ourselves, and who we become? What is the relation between language, culture and human development? How should society provide for the full involvement of English Language Learners, particularly those in the early-to-middle years? What happens within families as language use changes over generations? What role do literature and media play in children’s development? These are other questions are examined within the context of professional practice and political mandates. Recommendation for practitioners are examined. 10-20 hours of fieldwork.

EDU 5041: PROMOTING INVENTIVE THINKING: INTEGRATING MULTIMODAL LITERACY ACROSS THE CURRICULUM 3 CREDITS
This course examines theories and research related to literacy development and text analysis within secondary content areas. Topics include vocabulary and comprehension instruction, opportunities to write, interactive pedagogy, multiliteracies, technology, and the use and creation of multimodal texts.

EDU 5130: CLASSROOM MANAGEMENT 3 CREDITS
Advanced research, theories and practices of classroom management at preschool, elementary, middle school, and high school levels. (Shared course in VSC)

EDU-5160: MIDDLE LEVEL SCHOOL ORGANIZATION 3 CREDITS
This course focuses on the dynamics of contemporary middle level schools by examining the organizational features and practices which facilitate success-oriented learning environments for the young adolescent of the 21st century. (Shared course in VSC)

EDU-5210 LITERATURE FOR YOUNG ADULTS 3 CREDITS
A survey of literature for students in the middle school and secondary levels. Literary ele-
ments, 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. (Shared course in VSC)

EDU-5320: TECHNOLOGY IN EDUCATION 3 CREDITS
This course focuses on the use of media and technology in the classroom. Discussions will revolve around implications and the impact of technology on the learning process. (Shared course in VSC)

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

EDU-5910: INDEPENDENT STUDY 1-6 CREDITS
An opportunity to do intensive study in a specific area of education not otherwise addressed in the departmental curriculum is available through this course. Each student's project is designed with a faculty advisor, and must be approved by the graduate coordinator. (Shared course in VSC)

EDU-6011: INTEGRATING ELEMENTARY METHODS 4 CREDITS
This course examines theories and research related to curriculum development across time and through a variety of frameworks with specific attention to the elementary classroom. The course is structured as a practicum with a placement in an elementary school combined with a seminar for the study of methods and materials needed to teach literacy, mathematics, social studies, and science, with an emphasis on integrating core content areas with the arts, physi-
cal education, and technology through thematic units. Topics include unit planning employing Universal Design for Learning, integrated instruction, and assessment. Includes a full-day, full-semester placement in a partnership school, adhering to the calendar of the school: An application for the placement should be submitted during the prior semester.
Prerequisite: EDU-GTEW3, Teacher Education Workshop III

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 6021: IMPLEMENTING CONTENT SPECIFIC METHODS IN A SECONDARY CLASSROOM 4 CREDITS
This course examines theory and research related to curriculum development across time and through a variety of frameworks with specific attention to the secondary classroom. The course serves as a practicum for secondary education. As such, participants spend the majority of time working side-by-side with a licensed educator in a secondary school classroom. Participants construct curricular units in their content area employing Universal Design for Learning with an emphasis on instructional strategies and assessment methods. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester.
Prerequisite: EDU-GTEW3, Teacher Education Workshop III.

EDU 6025: THE ART OF EXPERIENCE IN EDUCATION: DESIGNING FOR ENGAGEMENT & ACCOMPLISHMENT THROUGH THE UNIFIED ARTS 4 CREDITS
This course examines theories and research related to curriculum development across time and through a variety of frameworks with specific attention to the role of experience and the unified arts. Topics include knowledge & understanding, processual & experiential learning, and engagement & motivation. A variety of designs are introduced and analyzed, such as theme-based, learner-centered, problem-oriented, and critical approaches, as well as inclusion, differentiation, multiculturalism, cooperative learning, backward design, and integration. Participants construct curricular units in their content area employing Universal Design for Learning with attention to technical literacy, diversity, and adaptation. This course provides a placement in a local school accompanied by a regular seminar: An application for the placement should be submitted during the prior semester.
Prerequisite: EDU-GTEW3, Teacher Education Workshop III

EDU-6030: MIDDLE LEVEL CURRICULUM: INSTRUCTION AND ASSESSMENT 4 CREDITS
Prerequisite: EDY-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 your adolescents. (Shared course in VSC)
EDU 6031: CLASSROOM STRATEGIES PRACTICUM 1-3 CREDITS
This course examines theories and research related to best practices for creating a professional classroom environment, instructional efficiency, activity transition, discipline and management, work routines for teachers, and problem solving. Under the guidance of a college supervisor, participants work with a classroom teacher to study and practice classroom strategies. This is a field-based course: Participants are placed in a classroom for a full semester and attend according to the school's calendar. The placement hours for each participant are determined in advance per credit load: An application for the placement should be submitted during the prior semester. The course may be repeated.

EDU-6080: DIRECTED FIELD STUDY 3-6 CREDITS
Working with a faculty member, students develop a field study in their chosen area of specialization. Extensive field work is required. The field study must be described in a written contract and be approved by the faculty advisor and the graduate coordinator.

EDU-6095: LITERACY INTERVENTION: ASSESSMENT AND STRATEGIES 3 CREDITS
Pre-requisite: Permission of instructor.
This course will examine theories on the development of literacy and the factors that contribute to reading difficulties. Students will learn to implement effective assessment, monitoring, and instructional techniques for working with students with literacy needs. Students will also explore the principles of curriculum-based measurement in relation to response to intervention. Students will be required to select, analyze, and incorporate current peer-reviewed research into their inquiry projects.

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.

EDU-6235: CHARACTERISTICS OF DIVERSE LEARNERS 3 CREDITS
Prerequisite: Permission of instructor
This course will examine the etiology of educational disabilities and the diverse characteristics of students with disabilities. The course will explore contemporary theories and sociological aspects of disabilities. The course will explore contemporary theories and sociological aspects of disabilities. Students will understand the impact of various disabilities on learning and social development and identify strategies to develop effective programming.

EDU-6330: EVALUATING ACADEMIC CHARACTERISTICS 3 CREDITS
Prerequisite: Permission of instructor
The purpose of this course is to examine theoretical and practical applications of diagnosing and assessing educational disabilities and academic strengths and limitations. Students will learn to use assessment procedures to identify students; strengths and limitations to assist in
developing appropriate accommodations and interventions. Students will develop skills to utilize data to develop effective goals for individual education plans. Experience in selecting, administering, scoring and interpreting formal standardized tests will be provided. Students will be required to select, analyze, and incorporate current peer-reviewed research into their inquiry projects.

EDU-6372: APPLIED BEHAVIOR ANALYSIS II:
ADVANCED CONCEPTS & PRINCIPLES/BEGINNING APPLICATIONS 3 CREDITS
Prerequisite: EDU-5371
This course will first review the basic concepts and principles of Applied Behavior Analysis presented in ABA I (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.

EDU-6373: APPLIED BEHAVIOR ANALYSIS III:
ADVANCED APPLICATIONS & ETHICS 3 CREDITS
Prerequisite: EDU-6372
A portion of this course will be spent exploring issues of ethics and standards of professional practice in Applied Behavior 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 their Master’s Action Project. A review and exploration of ethics as they pertain to the broader field and to the identified intervention, behavioral assessment and selection of intervention will be part of the Master’s Action Project and outcome strategies, and support of systems in which behavioral changes area to occur.

EDU-6390: INSTRUCTIONAL METHODS IN APPLIED BEHAVIORAL ANALYSIS 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 reinforce preferences, sharing and chaining techniques, prompting and prompt fading, and Discrete Trial Learning (DTL). This course will address the following BACB content areas:

EDU-6465: STRATEGIES TO PROMOTE OF INCLUSIVE PRACTICES 3 CREDITS
Prerequisite: EDU-6220 or equivalent.
This course addresses the strategies to promote inclusive practices in the classroom. The course will review basic remedial principles, specific teaching methods, principles of universal instruction, lesson planning, and IEP development for students with unique learning characteristics. The course will also address the causes of emotional problems in school-aged children. Students will review specific behavior and adjustment problems and study appropriate
Edu 6550: FOUNDATIONS AND ISSUES IN EDUCATION 3 CREDITS
Students investigate current issues and trends in education and examine those in light of educational philosophies and theories. (Shared course in VSC)

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. (Shared course in VSC)

Edu-6630: GRADUATE SEMINAR 1-6 CREDITS
The graduate seminar will allow students to fulfill learning goals that are of an independent nature. Students will participate in individual and class meetings, but individual accommodations for student needs will be considered. Students interests may include work on IRB submissions, thesis preparation, directed field studies, action research projects, literacy endorsement requirements and other program elements.

Edu-6730: SPECIAL EDUCATION PRACTICES AND PROCEDURES
The purpose of this course is to examine theoretical and practical methods for effective collaboration and consultation to assist in developing inclusive programming for students with diverse characteristics in schools. Students will learn various models of consultation and collaboration for working with colleagues, families, and community agencies. Students will explore the referral process, IEP procedures, and other special education responsibilities, including the development of an individualized education plan. This course has a required 40-hour practicum.

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. (Shared course in VSC)
EDU-6845: UNIFIED ARTS INTERNSHIP  
6 CREDITS
A full semester of student teaching for art, music or physical education with frequent seminars that focus on improving the student’s classroom teaching skills. Students are expected to maintain the public school calendar, keep a reflective journal, and demonstrate a level of competence generally expected of a first-year teacher.

EDU-6850: ELEMENTARY INTERNSHIP  
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. (Shared course with VSC)

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. (Shared course in VSC)

EDU-6925: ETHICAL CONSIDERATIONS IN ABA PRINCIPLES  
3 CREDITS
This course prepares students for the ethical and professional practice of applied behavior analysis. Students will learn about the foundations of professional and ethical behavior needed to ensure a high quality of practice in behavior analysis. Included will be discussions of evaluating behavior change, collaborating with other professionals, relationships with clients and colleagues, professional representation of oneself and the field of behavior analysis, dissemination of professional values, the Behavior Analyst Certification Guidelines for Responsible Conduct.

EDU 6970: GRADUATE CAPSTONE SEMINAR  
3 CREDITS
This course serves as a forum for completing a capstone project with a reflective review of one’s program of study. Each participant generates a guiding question and a framework for the capstone project that accommodates the program requirements and particular interests. Projects might include an action research inquiry project, a licensure portfolio analysis, a literature review, a philosophic analysis, a critique, etc. Participants must make a public presentation of their thesis unit and their learning.

Co-requisite for Curriculum & Instruction: Enrollment in EDU-6820, or EDU-6830, or EDU-6845, or EDU-6850; and, EDU-GTEW5-Teacher Education Workshop V.

EDU-7960: MASTER’S 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 credits through this optional project. (Shared course in VSC)

EDU-8010 FINAL PROJECT  
0 CREDITS
Exit Interview with Program Director.
### Course Descriptions

#### 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. (Shared course in VSC)

**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. (Shared course in VSC)

**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. (Shared course in VSC)

**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. (Shared course in VSC)

**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). (Shared course in VSC)

**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. (Shared course in VSC)

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. (Shared course in VSC)

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. (Shared course in VSC)

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

1) Clinical Mental Health Counseling
2) School Counseling
3) Addictions Counseling
4) College Counseling

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

• A core of required courses totaling 36 credits;
• Additional specialization course work in the area of interest/specialization;
• A documented personal growth experience;
• A 1000-hour internship (600-hour internship for school counseling students) in a local agency, school or college together with an accompanying 3-credit internship seminar; and
• A comprehensive exam and oral exit interview

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

Most courses are offered in the late afternoons or evenings, on weekends, and in the summer. There are occasionally on-line courses or on-line components to courses. Electives may be taken at JSC or at other approved institutions. The student’s Plan of Study will address how these elective requirements will be met. Students generally require three to four years to complete the master’s degree; all students are required to complete their programs within five years. Selected courses are open to non-degree students on a space-available basis.

EXTENSION COURSES

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

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

ADMISSION

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

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

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

Successful applicants to the Johnson State College counseling program should be able to demonstrate a history of significant work experience. Students who have completed their undergraduate work at Johnson State College will be encouraged to consider other graduate program options.

ADVANCEMENT TO CANDIDACY

Acceptance into the Graduate Counseling Program does not guarantee acceptance as a degree candidate. To be advanced to candidacy for the degree, students will be reviewed by faculty and must have demonstrated satisfactory progress at two stages of review:
• An initial progress review upon completion of CSL-5010, CSL-5030, and either CSL-5910 or CSL-6632;
• An advancement to candidacy review upon completion (with a B average or better) 36 core course credits.
• Students who have been granted advancement to candidacy are required to file a Plan of Study with the Graduate Office identifying elective course work and potential internship sites.

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

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

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

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

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

INTERNSHIP
The internship, which requires application of classroom knowledge, is the final, important chapter of the student’s professional counseling development. Students must have advanced to candidacy and have completed 36 of the 42 core course credits before embarking on the internship. The 1000-hour (600-hour internship for school counseling students) internship, which is worth nine credits is typically a September-to-May learning experience.

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

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

M.A. IN COUNSELING
Students in the Counseling Program must complete the requirements outlined below.

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>*CSL-5010 Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>CSL-5011 Career Counseling</td>
<td>3</td>
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<tr>
<td>*CSL-5030 Laboratory Experience I</td>
<td>3</td>
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<tr>
<td>CSL-5020 Counseling in Groups</td>
<td>3</td>
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<tr>
<td>CSL-5110 Counseling and Addictive Behaviors</td>
<td>3</td>
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<tr>
<td>CSL-5120 Family Counseling</td>
<td>3</td>
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<tr>
<td>CSL-5130 Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CSL-5140 Legal and Ethical Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL-5160 Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>CSL-5211 Lifespan Development</td>
<td>3</td>
</tr>
</tbody>
</table>
MASTER OF ARTS IN COUNSELING

CSL-5212 Social & Cultural Foundations 3
*CSL-6632 Evaluation and Measurement 3
CSL-6720 Internship Seminar 3
CSL-6820 Counseling Internship 9
CSL---- Elective 3

*Within the first three semesters of enrollment, students must complete CSL-5010, CSL-5030, clinical mental health track students also need CSL-5910, and/or CSL-6632; school counseling students must have CSL-6632, at which point the initial progress review will be conducted by faculty.

Additional Requirements
Personal Growth Experience
A Comprehensive Exam and Oral Exit Interview

SCHOOL COUNSELING SPECIALIZATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSL-5810</td>
<td>Fieldwork for School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL-5220</td>
<td>Comprehensive School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL----</td>
<td>Elective</td>
<td>3</td>
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</tbody>
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School Counseling K-12 Praxis & Portfolio: Students pursuing the school counseling endorsement will be required to develop a portfolio including materials that offer information about themselves, their knowledge, skills, and professional accomplishments. In addition to the portfolio development, they will be required to pass the general knowledge PRAXIS exam for licensure by the State of Vermont. Students should discuss these requirements with their advisors prior to beginning their school counseling internships.

CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>*CSL-5910</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSL-6050</td>
<td>Laboratory Experience II:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Treatment Modalities</td>
<td></td>
</tr>
<tr>
<td>CSL----</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Total</td>
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<td>60</td>
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</tbody>
</table>
COUNSELING (CSL)

CSL-5010 COUNSELING THEORIES  3 CREDITS
The purpose of this course is to introduce the new graduate student to a variety of theories and approaches to counseling and psychotherapy. A number of theorists will be studied, representing psychodynamic, humanistic/existentialist, behavioral, cognitive, and eclectic orientations to the counseling process. Students learn to examine and identify points of both divergence and convergence among the major theoretical perspectives, with an emphasis on applying theoretical ideas to practical client issues. Students also are encouraged to begin to develop a personal awareness of which theorists from which schools they find most compelling and consistent with their own belief systems.
*Counseling Theories must be completed within the first three semesters of enrollment

CSL-5011 CAREER COUNSELING  3 CREDITS
This course assists the student to develop a personal approach to career counseling. This involves studying career theories and developing a personal theory of career counseling; exploring one’s own process of life and career development utilizing a variety of approaches, including appropriate testing; learning a variety of strategies for assisting clients in the career development process across the life span; and becoming familiar with tests and computerized support services available to assist clients in the career development process.

CSL-5020 COUNSELING IN GROUPS  3 CREDITS
Individual vs. group strategies as a means of working with people, and theory of group development and dynamics, as well as intervention and practice strategies, are discussed. The course also gives students experience in a small group process.

CSL-5030 LABORATORY EXPERIENCE I  3 CREDITS
Students have an opportunity, in a supervised and controlled setting, to develop counseling skills which will, eventually, be utilized in work settings. Students use each other as clients and as supervisor and observers in this process. Formal approaches to skill development (e.g. Ivey’s micro-counseling approach) serve as the basis for initial skill training.
*Lab I must be completed within the first three semesters of enrollment.

CSL-5110 COUNSELING AND ADDICTIVE BEHAVIORS  3 CREDITS
Prerequisite: Permission of instructor
A survey of appropriate treatment strategies for working with a range of addictive behaviors, including chemical dependency, eating disorders, gambling, and sexual addiction.

CSL-5120 FAMILY COUNSELING  3 CREDITS
Prerequisite: CSL-5010, CSL-5030
This course focuses on developing systems intervention skills for working with family systems. Emphasis is on a developmental growth model in family counseling, providing students with a beginning understanding of applications in working with families. There is an opportunity for in-class application of skills.
CSL-5130 PSYCHOPATHOLOGY  
Prerequisite: CSL-5010
This course serves to provide the counseling student with a practical understanding of psychopathology. It surveys theories of psychopathology, especially conceptualizations of the etiology of mental disorders, and considers the diagnostic categories codified in the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-R). The major focus of the course, however, is on developing appropriate strategies for counseling the psychopathological client. Important among these strategies is learning to recognize when to refer clients for more intensive psychological evaluation and treatment.

CSL-5140 LEGAL AND ETHICAL ISSUES  
Prerequisite: CSL-5010, CSL-5030
This course is designed to help students understand the legal and ethical issues they will encounter as counselors. Students are challenged to examine major issues within the field through discussion and case presentations. Students become familiar with the ACA Code of Ethics and Standards of Practice. The use of the ACA code, as well as other codes of ethics, will be used to assist students in developing ethical decision-making skills. Students are also introduced to the laws governing the counseling profession, including the distinction between legal, ethical, and clinical issues.

CSL-5160 PSYCHOPHARMACOLOGY  
Prerequisite: CSL-5010, CSL-5130 or may be taken concurrently
This course is intended as a survey of licit and illicit drugs which may be encountered in the counseling workplace. The student will learn about the classification, psychoneurology, and properties of specific drug groups, as well as practical uses and abuse potential for these drugs.

CSL-5211 LIFESPAN DEVELOPMENT  
This course provides an overview of psychological change across the lifespan, from infancy to late adulthood. Cognitive and social-emotional development are the main foci on primary-source readings and discussions. The course attends to normative (not atypical) psychological change and growth and does not focus the origins of psychopathology.

CSL-5212 SOCIAL AND CULTURAL FOUNDATIONS  
Prerequisite: CSL-5211
This course is designed to examine multicultural factors and representations in counseling, including gender, ability, race, religion, ethnicity, age, class, and sexual orientation, as well as awareness of social and cultural diversity. A contemporary body of literature will be explored including racial and ethnic identity models and competencies for multicultural counseling. Students will explore their personal cultural development and political socialization. This course will provide a setting for self-awareness, knowledge of diverse perspectives, and preparation for multicultural counseling skills.
CSL-5220 COMPREHENSIVE SCHOOL COUNSELING 3 CREDITS
This course seeks to articulate the professional identity of the school counselor and to introduce a number of issues regarding the administration and organization of a guidance system at the elementary and secondary school levels. The focus is on preventive and developmental guidance.

CSL-5810 FIELDWORK FOR SCHOOL COUNSELING 3 CREDITS
Pre-requisite: CSL-5010, 5030 and 5211
Fieldwork is the first practicum required for licensure as a guidance counselor in Vermont. It is a 180-hour observational experience, including 60 hours at the elementary school level, 60 hours at the middle school level, and 60 hours at the high school level. The student will “shadow” a professional counselor in each setting.

CSL-5830 PRACTICUM IN COUNSELING (ELECTIVE) 1.5-3 CREDITS
Prerequisite: CSL-5010, CSL-5030
This 100-hour or 200-hour experience, for those preparing for careers in mental health and substance abuse counseling, is designed to give the student a first-hand look at counseling work in an area human services agency. As a first field experience, this is meant to be primarily observational.

CSL-5910 RESEARCH METHODS 3 CREDITS
This course introduces students to the important role of research to counseling and related fields. The course covers basic research design so that students can begin to understand the value, rationale, and limitations of various design strategies. Students learn to use online research databases as tools. The course emphasizes understanding research methodology and using APA-style writing mechanics in the context of designing a program evaluation. (CSL-5910 Research Methods or CSL-6632 Evaluation & Measurement must be completed within the first three semesters of enrollment for those in the Clinical Mental Health track.)

CSL-6010 ALTERNATIVE COUNSELING: THE LANGUAGE OF ASTROLOGY 3 CREDITS
Prerequisite: CSL-5010, CSL-5030
This course will examine the tools, techniques, and language of astrology as a symbolic framework for conceptualizing client issues. Students will learn methodological principles for constructing natal and synastric charts, and will explore the empirical and mythological assumptions underlying their interpretations. Issues of ethics and credibility will also be discussed.

CSL-6020 DEATH, DYING, AND GRIEVING (ELECTIVE) 3 CREDITS
This intensive, residential course will provide the student with an experiential and theoretical base for looking at issues related to death, dying, and grief recovery. The course will focus on working with people who are dealing with losses in their lives. The course will help students examine their own attitudes, values, and experiences of death and loss as a means of becoming more effective counselors.

CSL-6050 LABORATORY EXPERIENCE II: TREATMENT MODALITIES 3 CREDITS
Prerequisite: CSL-5010, CSL-5030
In this course, students build on and extend skills developed in CSL-5030. Practice and train-
ing is given in a variety of treatment modalities, and applied to a diverse range of client situations and presenting issues. Students are encouraged to apply treatment modalities appropriate to the therapeutic context.

CSL-6110 COUNSELING CHILDREN (ELECTIVE)  3 CREDITS
Prerequisite: CSL-5010, CSL-5030, CSL-5211 or permission of the instructor
This course provides the counseling student with a practical application and extension of learning and psychopathology theory with children and adolescents. Through exploration of self-concept, moral development, social skills, abuse, multi-culturalism, and wellness, it will present an introduction to the process of facilitating healthy social, emotional, and academic development. An emphasis will be placed upon the counselor’s role as a multi-faceted team member within a system (e.g., family, school, agency & community) working in conjunction with clinical as well as educational goals toward optimal health.

CSL-6632 EVALUATION AND MEASUREMENT  3 CREDITS
This course serves to provide students with a practical understanding of the principles of psychological and educational measurement. The course surveys important statistical concepts involved in measurement theory, including central tendency and variability, standard scores, reliability, and validity. Students review instruments used in the measurement of intelligence, achievement, attitudes, and personality.
*Evaluation and Measurement or CSL-5910 Research Methods must be completed within the first three semesters of enrollment.

CSL-6710 TOPICAL SEMINARS (ELECTIVE)  .5 - 3 CREDITS
This course is designed to help the counselor-in-training address the many diverse issues, concerns, and populations that may be encountered in the work setting. The topics addressed in this course may change from year to year or semester to semester to meet the ever-changing needs of our students and developments in the profession. Some examples of past Special Topics courses are: Holistic Counseling, Creative Therapies, Grant Writing, Body-Oriented Therapies, Expressive Art Therapy, [Play Therapy, Classroom Management Techniques, etc.]

CSL-6720 INTERNSHIP SEMINAR  1.5 - 3 CREDITS
Co-Requisites: CSL-6820
The internship seminar is completed in conjunction with the internship, with the student signing up for 1.5 credits of seminar each semester (fall and spring). This seminar provides counseling students with support and supervision during their internship. Students develop skills to assist them in carrying out the responsibilities of the professional counselor.

CSL-6820 INTERNSHIP  9 CREDITS
Pre-requisite: CSL-5010, CSL-5030, CSL-5140, and for the clinical mental health track only: CSL-6050
The internship is a supervised work experience in a setting appropriate to the student’s area of specialization. The internship is arranged with the assistance of the student’s advisor and is supervised on-site by the agency supervisor, who must have appropriate credentials. The advisor and on-site supervisor assess the student’s progress. Six-hundred hours are required, evenly divided between fall and spring semesters for school counselors. One thousand hours are required for all others. Typically, course work is completed before commencement of the internship.

CSL-6910 INDEPENDENT STUDY  1-4 CREDITS
This course number is used to designate counseling independent studies which allow students to pursue intensive study in a specific area of mental health issues not addressed in-depth within program curriculum.
MASTER OF FINE ARTS IN STUDIO ARTS

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

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

ADMISSION TO THE PROGRAM

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

ADVISING AND EVALUATION

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

PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

Independent Studio Work
Six 2-credit Packets

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

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

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

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

1. **20 IMAGES OF NEW WORK**
   
   New work means work completed since the last Studio Center residency or documentation packet. The 20 images need not be of 20 newly finished works, but rather document the range and depth of what is happening in the student's studio. Images can include works in progress, preparatory drawings, and no more than five details or multiple views of three-dimensional works. Choose images that will assist in giving the faculty a clear understanding of what is going on. Do not send more than 20 images. Credit during out-of-residency periods is dependent upon the quality and thoroughness of ongoing studio work and creative investigation.

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

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

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

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

5. **UPDATED RESUME**
   
   Add what is new, clean up what is old.

**OPTIONAL LETTER**

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

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

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

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

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

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

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

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

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

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

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

M.F.A. students work closely with JSC faculty to plan an overall approach to meeting degree requirements, and to navigate any special challenges that arise. An actual “Plan of Study” will be developed and approved. All credits will be evaluated on a Pass/No Pass basis, with attention paid to focus, risk-taking, resourcefulness, and effort.

Email has proven to be the best venue for speedy communication—for quick questions or setting up appointments.

CONNECTIONS WITH OTHER M.F.A. STUDENTS

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

GRADUATION

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

LEAVE OF ABSENCE

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

GRADUATE ASSISTANT POSITION

During the fall and spring semesters, the Fine and Performing Arts department reserves at least one section of a foundations class for an M.F.A. candidate to teach. This is a three-credit undergraduate course. All interested M.F.A. candidates are encouraged to apply for this teaching opportunity.

REGISTRATION

Electronic registration precedes each semester, or a paper registration form may be used. Please contact the Graduate Office if you have questions.

HEALTH AND ACCIDENT INSURANCE

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

IDENTIFICATION CARDS

Each student is initially issued an identification card free of charge. There is a fee of $25 to replace a lost identification card. The card is used as a library card for borrowing books, as well as entrance to the SHAPE facility and to entertainment on-campus. Cards are obtained at the Office of Public Safety in the Dewey building.

PARKING ON CAMPUS

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

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

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

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

M.F.A IN STUDIO ARTS

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

***Students not registering for any credits in a given semester must pay a $150 Continuous Registration Fee, or apply for an official Leave of Absence. Students not registered by the semester deadline will automatically be charged the non-refundable Continuous Registration Fee.
# Master of Fine Arts in Studio Arts Estimated Program Costs

2012-2013 Graduate Tuition

Per credit rates:
- Vermont Resident: $477/cr
- Non-Resident: $1030/cr
- NEBHE*: $702/cr

Estimated Costs based on 2012-2013 rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Vermont Resident</th>
<th>Out-of-State</th>
<th>NEBHE</th>
<th>Additional Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$7,900</td>
<td>7,900</td>
<td>7,900</td>
<td>Two month studio sessions at $3,750 each (comprehensive charge, including room and board).</td>
</tr>
<tr>
<td></td>
<td>5,744</td>
<td>8,424</td>
<td>8,424</td>
<td>JSC studio session tuition 12 credits</td>
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<tr>
<td></td>
<td>2,862</td>
<td>6,180</td>
<td>4,212</td>
<td>Independent Study - 6 credits</td>
</tr>
<tr>
<td></td>
<td>1,431</td>
<td>3,090</td>
<td>2,106</td>
<td>Contemporary Art Seminar - 3 credits</td>
</tr>
<tr>
<td></td>
<td>17,917</td>
<td>25,594</td>
<td>22,642</td>
<td>Total Year 1</td>
</tr>
<tr>
<td>Year 2</td>
<td>17,917</td>
<td>25,594</td>
<td>22,642</td>
<td>Total Year 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Same as Year 1, 21 credits. Studio sessions and JSC tuition</td>
</tr>
<tr>
<td>Year 3</td>
<td>17,917</td>
<td>22,504</td>
<td>20,536</td>
<td>Total Year 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18 credits studio sessions and JSC tuition, same as year 1 and 2. Independent study replaced by 6 credit Master's Exhibition tuition. No seminar.</td>
</tr>
<tr>
<td></td>
<td>52,320</td>
<td>73,692</td>
<td>65,820</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Estimated program costs to student for 60 credit degree program over three years</td>
</tr>
</tbody>
</table>

*New England Board of Higher Education discount for eligible students, 150% of in-state rate (includes Canadian students, NH & RI).

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

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

APPLICATION CREDENTIALS INCLUDE:

- the Johnson State College Application for Graduate Admission, including a $40 application fee;
- an official transcript of an undergraduate degree granted by a regionally or nationally accredited institution;
- three letters of recommendation; and
- a writing sample (Counseling applicants must respond to four specific questions; please see page 28).

APPLICATION FORMS CAN BE OBTAINED BY WRITING TO:

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

INTERNATIONAL STUDENTS

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

Foreign Academic Credentials: Applicants with foreign academic credentials must provide academic records in the original language as well as a certified English translation. Applicants need to provide all official college/university transcripts. Students must have their college/university academic transcripts evaluated by an official foreign credential evaluation service. Students are responsible for paying for the credential evaluation and translation fees. A list of credential evaluation services can be found at: www.edupass.org

English Language Proficiency

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

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

Financial Documentation

All international students must demonstrate that funds exist at least for their first year of study and, barring unforeseen circumstances, that adequate funding will be available from the same or equally dependable
sources for subsequent years. Students may be supported by parents, relatives, business persons, or other benefactors.

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

Appropriate documents for financial verification include:

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

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

**Outside Sources of Funding**

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

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

**TRANSFER OF CREDITS**

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

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

Transfer within the Vermont State Colleges system: Graduate-level credits earned at any VSC degree-granting institution are fully transferable to JSC. JSC will determine the extent to which transferred credits will satisfy specific program requirements.
Students 65 years of age or over will have their tuition waived, if non-degree seeking. If more than 50 percent of their credits in a given semester are for independent study, they will also pay a flat fee for each three-credit study. They will also be charged any additional course fees.

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

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

HEALTH AND ACCIDENT INSURANCE

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

AUTOMOBILE REGISTRATIONS

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

VERMONT STATE COLLEGES IN-STATE RESIDENCY REQUIREMENTS POLICY (301)

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 student shall be domiciled in Vermont, said domicile having been continuous for one year immediately prior to the date of enrollment unless the student, in accordance with 16 V.S.A. §2185, is a member of the armed forces of the United States on active duty who is transferred to Vermont for duty other than for the purpose of education. Domicile shall mean a person’s true, fixed, and permanent home, to which he/she intends to return when absent. Domicile shall not be dependent upon a person’s marital status. Although domicile may have been established, a student is presumed to be an out-of-state resident for tuition purposes if he or she moved to Vermont or continues residence in Vermont for the purpose of attending a Vermont institution of higher learning or qualifying for resident status for tuition purposes. Such presumption is rebuttable.

2) The student must demonstrate such attachment to the community as would be typical of a permanent resident of his/her age and education. The College’s Chief Admissions Officer shall consider in the determination of residency for tuition purposes, among other factors: voter registration, property ownership, payment of income and property taxes, automobile registration and driver’s license.

3) Receipt of significant financial support from the student’s family will create a rebuttable presumption that the student’s residence is with his/her family. A student who has not reached the age of eighteen shall be presumed to hold the residence of his or her parents or legal guardian. The presumption shall be rebuttable.

4) A student who moves into Vermont within one year of enrollment shall be presumed to have moved to Vermont for the purposes of attending a Vermont institution of higher learning and qualifying for resident status for tuition purposes. This presumption shall be rebuttable.

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.” The inability to enroll as a resident student in another state does not by itself establish residency in Vermont for tuition purposes. Additionally, a domicile or residency classification assigned by a public or private authority neither qualifies nor disqualifies a student for in-state residency status at a member College. However, such classification may be taken into consideration by the chief admissions officer.

6) A student enrolling at the Vermont State Colleges shall be classified by the College’s chief admissions officer as a resident or non-resident for tuition purposes.

7) The burden of proof shall, in all cases, rest upon the student claiming to be a Vermont resident for
tuition purposes by clear and convincing evidence.

8) Changes in residency status for tuition purposes shall become effective for the semester following the date of reclassification.

9) A student with resident status for tuition purposes 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.

10) The decision of the College’s Chief Admissions Officer on the classification of a student as a resident or non-resident for tuition purposes may be appealed in writing to the College’s Dean of Administration. Further appeal of a classification of a student’s residency for tuition purposes may be made in writing to the Office of the Chancellor. The decision of the Office of the Chancellor shall be final.

11) An applicant for admission or enrollment may obtain a determination of residency status for tuition purposes in accordance with the above criteria and procedures in advance of admission or enrollment.

FINANCIAL AID

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

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

Federal Direct Unsubsidized Student Loans

• Unsubsidized loans are not based on financial need, but determined by a student’s cost of attendance. The maximum yearly amount is $20,500.

• The interest rate is fixed at 6.8%. The federal government does not pay the interest while the student is enrolled.

• Repayment begins 6 months after the student graduates; is no longer enrolled at least half time or withdraws from the college.

Graduate Direct PLUS Loans

• GRAD PLUS loans are another resource for students in graduate study. Need is determined based on the cost of attendance minus the unsubsidized loan, and credit approval is required.

• Graduate students must first borrow the maximum unsubsidized loan amount before they can receive a GRAD PLUS loan. Contact the Financial Aid Office for more information.

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

Satisfactory Academic Progress

In order to maintain eligibility for financial aid, Federal regulations require that students make Satisfactory Academic Progress (SAP) at a pace that ensures they complete their degree within the maximum time frame allowed (as measured by credit completion rates). The second requirement is to maintain good academic standing (as measured by cumulative GPA). Students’ records will be reviewed on an annual basis after the completion of the spring semester to assess compliance with this policy. All semesters of enrollment, including summer and periods in which the student did not receive federal student aid funds, will be considered in the determination of SAP.

Students not making Satisfactory Academic Progress (either the pace and/or GPA requirement) will have their financial aid eligibility suspended for all aid types. Students whose aid eligibility has been suspended have the option to appeal to the Financial Aid Review Board for reinstatement of their financial aid eligibility. Students who are academically dismissed from the college are automatically recognized as failing to meet SAP standards.

Pace: Students must successfully complete at least 67% of the total credits for which they enroll. Successful completion of credit hours for undergraduate students means earning passing grades (D- and above, and P). For graduate students, passing grades (A, B, B- and
P) are calculated as successful. Unsuccessful completion of credit hours is grades of F, NP, W and I (unless you inform us of a grade). Remedial courses are not counted in the SAP calculation. Transfer credits must be counted as both attempted and completed credits for the calculation of pace and maximum time frame but do not affect GPA. Undergraduate and graduate students may repeat previously passed courses just once and may repeat failed courses until receiving a passing grade and be allowed to receive financial aid for the repeat. All repeat attempts are, however, included in the pace and maximum time frame calculations.

[Example Calculation of Pace Requirement: If you attempt/enroll in a total of 30 credits during the fall and spring semesters, you must successfully complete at least 20 credits. Calculate using 30 credits x 67% = 20 credits. This is the minimum that must be completed]

Grade Point Average (GPA): Undergraduate students with fewer than 30 attempted credits must maintain at least a cumulative GPA of 1.75. Students with 30 or more attempted credits must maintain at least a cumulative GPA of 2.0. Graduate students must maintain a 3.0 cumulative GPA. Cumulative GPA includes all terms of your enrollment at JSC.

Maximum Time Frame: To receive aid, students must complete their degree within a time frame of no longer than 150% of the credits required. This includes credits attempted at JSC and transfer credits. See below for differences between Associate, Bachelor, and Master degrees.

- AA or AS degrees require 60 credits to meet graduation requirements; the maximum number of credits allowed for financial aid eligibility is 90. (60 credits x 150% = 90 credits)
- BA, BFA and BS degrees require 120 credits to meet graduation requirements; the maximum number for financial aid eligibility is 180 credits. (120 credits x 150% = 180 credits)
- MA degree time frames are determined by program.

Notification of Aid Suspension: Students whose aid has been suspended will receive notification mailed to their home address and by e-mail. The notification will explain which SAP requirement(s) has/have not been met as well as instructions for the appeal process. Students do not have to appeal if they no longer want financial aid. Academically dismissed students who are appealing their dismissal from JSC must request a SAP Appeal Form from the Financial Aid Office.

Types of Aid Suspended: All federal aid (Pell Grants, Supplemental Education Opportunity Grants (SEOG), Work-study, Perkins, Direct subsidized or unsubsidized student loans, Graduate PLUS and Parent PLUS Loan), State Incentive Grants, JSC Institutional Grants, JSC Scholarships, as well as Private Educational Loans. This may also apply to scholarships/loans from an outside resource. JSC scholarships that have specific requirements in order to maintain eligibility (GPA for example) will not be reinstated even with an appeal approval.

Appeal Process: Students who elect to submit an appeal must explain why they failed to make Satisfactory Academic Progress and what has changed in their situation that will allow them to make Satisfactory Academic Progress going forward. Students should include the reason(s) their academic performance was affected, such as extenuating circumstances that had an impact. Some examples may be illness, death of a family member, etc. A typed, one-page explanation with your name and Student ID# is required. Third-party documentation that can substantiate the circumstances is strongly recommended. In most cases, no more than two appeals will be considered and only if the student has new information to provide.

Appeals will be reviewed by the JSC Financial Aid Review Board; please note that submission of an appeal does not mean it is approved. Items considered will be the student's ability to meet the required Pace and/or GPA after a one-semester probationary period, the ability of the student to complete his/her degree within the maximum time frame, and/or the student's ability and willingness to adhere to specific stipulations of an academic plan created with an advisor.

If a student’s appeal is approved, the student’s financial aid eligibility will be reinstated on a probationary basis; aid will be awarded per payment period. Progress will be checked at the end of each payment period/semester to see if SAP standards are now met or an academic plan is being adhered to; this includes summer terms.

Notification of Decision: **Students will only be notified via their JSC email account**, and it is the student’s responsibility to monitor their JSC e-mail account. Students are encouraged to observe all routine application procedures and deadlines for financial aid while waiting for notification of a decision. If an appeal
is not granted, a student may re-establish eligibility to be considered for federal aid in the future by attending JSC without financial aid assistance until the SAP policy requirements are met. The decision of the JSC Financial Aid Review Board is final and may not be appealed.

How to avoid Satisfactory Academic Progress problems from the start of your enrollment:
• Plan your class schedule and workload carefully so you do not need to withdraw from courses.
• If you need to withdraw from a course, check with your advisor and the Financial Aid Office first.
• Your grades are important; take your education seriously and get assistance if you are struggling in a class.
• Remember loans must be repaid; do not go in debt and have nothing to show for it.

VETERANS’ BENEFITS

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

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

To be considered for maximum benefit payments, the internship must comply with these special VA criteria in addition to meeting regular Johnson State College requirements:
• Each approved field experience must have a college faculty member as an assigned instructor and must be supervised by the college.
• The planned program of activities must be controlled by the college.
• Meetings must be regularly scheduled on at least a weekly basis to provide for interaction between the instructor and the student. (Class attendance is defined as any regularly scheduled meeting with the instructor, regardless of location.)
• Appropriate assignments must be required.
• The grading system must be the same as that used for in-residence courses at the college.
• Required preparation and training time per credit hour must be at least as great as normally required for other courses offered at the college.
• The field experience approved by the College must be required for graduation.
• The field experience must be measured in the same unit (semester credits) as other courses.

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

Questions?
Contact the VA Coordinator in the Registrar’s Office at 800-635-2356.

PAYMENT PROCEDURES

FINALIZE PAYMENT WITH THE BUSINESS OFFICE

All students must finalize payment with the Business Office. Finalize Payment means that all semester charges and any previously due balances are:
• paid in full,
MONTHLY PAYMENT PLAN

A payment plan is available through the Student Services portal. Students using this monthly payment plan will be considered having finalized payment, upon confirmation of plan participation. The plan enables the student or parent to pay all or part of the semester’s charges in 4, 5 or 6 equal installments starting July 1. Participation in the plan may start after July 1. Call 800-635-1671 or call the Business Office for more information.

PAYMENT DUE DATES

Students’ bills are posted to the Student Services portal on the 1st and 15th of each month. Payment is due 10 days before the first day of the academic term or as specified in a communication from the Business Office. A late fee is charged to all students if payment has not been finalized by the payment due date. Students owing money from prior semesters will not be permitted to register for classes until the outstanding balance is paid. Current semester bills that are not paid in full by the end of the semester will result in withholding of transcripts and possible administrative dismissal until a satisfactory settlement has been made.

Students can receive supplemental charges during a semester for such items as residence hall charges or parking fines, which are viewed through the Student Services portal and are due 15 days from the date on the bill.

APPLICATION OF FINANCIAL AID AWARDS

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

- Federal Perkins Loans and Direct Loans will be credited directly to a student’s account after promissory notes have been signed.
- Students who anticipate receiving financial assistance from sources other than the college are reminded that they should make arrangements to have payments forwarded to the Business Office before the end of add/drop period. Confirmation of other sources of financial assistance should be included with the payment deferral form.
- Students residing off campus and expecting a refund of financial aid funds for living expenses will not receive those refunds until after the end of the fourth week of the semester.

REFUND POLICY

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

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

TUITION ADJUSTMENTS

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

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

ADJUSTMENTS TO FINANCIAL AID AWARDS

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

- Federal Unsubsidized Loan
- Federal Subsidized Loan

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

**Administrative Dismissal**

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

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

**Additional Fees**

**Application for a Degree Fee**

This fee covers the costs of a review of the degree plan, a diploma, and commencement-related activities. All students are charged this fee regardless of their attendance at the commencement ceremony. Students receiving two degrees at separate ceremonies will be charged the full fee each time. Graduates attending commencement exercises are required to purchase a cap and gown, at an additional cost through the College bookstore.

**Independent Study Fee**

Students enrolled in independent studies are assessed a $30/credit fee.

**Deferment Processing Fee**

All students with a deferring payment of an outstanding balance not covered by financial aid are required to pay a processing fee each semester to cover administrative costs of deferment.

**Late Financial Clearance Fee**

This fee can be charged to students who do not meet the published deadline for finalizing payment.

**Registration Fee**

This $50 per semester fee is required of each part-time, non-degree student who enrolls in one or more courses during a semester.

**Student Identification Card Replacement Fee**

Each student is issued an identification card free of charge. A $25 fee is charged for replacement cards.

**Late Payment Service Charge**

A penalty fee is assessed for late payments. Students who have not made payment arrangements to the Business Office by the stipulated due date will be assessed a $100 late fee. Upon withdrawal or graduation, overdue balances may also be subject to collection charges.

**Automobile Registration**

Any student operating a motor vehicle on College property must register the vehicle with the Public Safety Office. Each year a $50 fee is required.
BOOKS AND SUPPLIES

Students should budget at least $500 per semester for books and supplies. The College Bookstore operates on a cash basis and does not extend credit. It does, however, accept Visa, Amex, Discover, and MasterCard. Additionally, during the add/drop period, students who have been given clearance by the Business Office may charge books and supplies to their student account. Forms may be obtained at the College Bookstore.

COURSE CHANGE FEE

This fee is charged for each course added or dropped after the specified “add/drop” period.

COURSE FEE

Certain courses require billing of fees to cover special materials, studio, or instructional costs. Course fees are listed in each semester’s course bulletin and on Web Services.

HEALTH AND ACCIDENT INSURANCE

Health insurance is mandatory for all full-time undergraduate and graduate students not otherwise covered. A student must either accept the college insurance or certify their existing coverage through the health insurance link in VSC Web Services. This must be completed before the student’s payment will be considered finalized. Failure to complete this process will result in the student automatically being enrolled and billed for the college insurance.

REFUNDS FOR RESIGNATION OR LEAVE OF ABSENCE

In the event of withdrawal, dismissal, resignation, Leave of Absence, or the dropping of classes in a manner that affects student charges, including tuition, room and board, course and other fees, any refund will be calculated on a daily pro-rata basis, using the same schedule utilized to determine the amount of the federal Title IV returns, with the following exceptions:

1. If a student withdraws during the first seven calendar days of the semester, the amount of refund of all student charges (tuition, fees, room and board) will be 100 percent.

2. If a student withdraws after the 60 percent point of the semester, the amount refunded for charges for tuition, fees, and room will be zero.

3. Fees paid to acquire College Health Insurance are NOT refundable.

4. If a student is suspended or dismissed from on-campus housing, there will be no credit of room charges. However, board charges will be credited for each full week of suspension/dismissal from on-campus housing.

NOTE: Ceasing to attend classes does not constitute the dropping of classes or withdrawal from the College. In order to be eligible for a refund/repayment pursuant to the above schedule, a student MUST notify the Dean of Students and the Registrar’s Office of his/her withdrawal.
STUDENT SERVICES

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

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

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

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

STUDENT ACTIVITIES
SERVE
Since 1987, the SERVE has been an integral part of engaging students in the JSC community and beyond. The Center, also known as the “SERVE Office,” offers numerous opportunities for organized service experiences led by student leaders in the local area and around the country. The following are some of the events and programs offered:

SERVE Local: Throughout the school year local service projects are offered in order to respond to the needs of the community. These projects allow students to become more familiar with the region and provide the opportunity for service learning with tangible outcomes in a limited time frame.

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

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

America Reads: This is a national program designed to help children develop a love of reading. Reading partners receive a literacy training and then work with individual children or small groups (K-4) to provide opportunities for one-on-one practice and activities that inspire children to read. If eligible, student leaders and America Reads volunteers can receive federal work study.

Athletics and Recreation
The recreation facilities and opportunities on campus and in the local area are extensive. Our Student Health and Physical Education (SHAPE) complex includes a two gymnasia, a state of the art fitness center complete with free weights and circuit weight lifting machines, 25-yard, six-lane pool, a group
exercise room, a racquetball court, two gymnasiums, a state of the art aerobic fitness center, free weights, weight machines, treadmills, stair climbers, exercise bikes, elliptical machines, rowing machines, stretching area, weight bars, yoga balls, kick/punching bag, large screen TVs, a 26-foot climbing wall, a sound proof spinning studio, and an athletic training facility staffed by a professional and student trainer. The outdoor recreation facilities include three athletic fields, and 10 kilometers of trails used by skiers in the winter and hikers and joggers in the summer. JSC’s scenic and rural location provides many opportunities for camping, hiking, fishing, kayaking and canoeing. The College is served by three major ski areas: Smugglers’ Notch, Stowe, and Jay Peak.

JSC has 12 Varsity Sports Programs: Men’s—basketball, cross country, golf, lacrosse, soccer and tennis; Women’s—cross country, basketball, soccer, softball, tennis and volleyball.

STUDENTS’ RIGHTS

Nondiscrimination

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

U.S. Department of Education Requirements

The United States Department of Education requires that annual statistics on campus crimes and students’ continuation rates be made available to students and their families. Please contact the Admissions Office for this information.
NOTIFICATION OF RIGHTS UNDER FERPA FOR POST-SECONDARY INSTITUTIONS

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

(1) The right to inspect and review the student’s education records within 45 days from the day the College receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. An official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official disciplinary or grievance board, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605
The Willey Library and Learning Center

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

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

Carter Gymnasium/SHAPE Facility

This facility houses the health and physical education faculty, two gymnasiums, a squash court and two racquetball courts, a state of the art aerobic fitness center and athletic training room, a 26-foot climbing wall, a human performance laboratory and a six-lane, 25-yard swimming pool.

Dewey Hall

The Center houses the Office of the Dean of Students, the Advising and Career Center, Academic Support Services, The Office of First-Year Experience, Upward Bound, the JSC Bookstore, the Women’s Center, and Public Safety. It also contains three classrooms and a small convenience store.

Dibden Center for the Arts

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

Martinetti Hall

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

McClelland Hall

The oldest building on campus, McClelland houses the Department of Education, the Department of Behavioral Sciences and the behavioral sciences computer lab, multiple classrooms and the dance studio.

Stearns Hall

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

Visual Arts Center

The VAC houses the college’s visual arts programs, with drawing, painting, printmaking, photography, sculpture, ceramics and woodworking studios, as well as a gallery for exhibiting works in progress and student projects, and faculty offices.
Development and Alumni Relations
This office, in coordination with the Alumni Council, plans and directs all of the activities relating to the alumni association, including class reunions and the Fall Alumni/Family Day, admissions recruiting and fund raising. They also publish Johnson Views, which is distributed to alumni, parents and friends of the college. This office also supports the work of the Fund for Johnson State College, an advisory board to the president on philanthropy and community and corporate relations. A major part of each year’s fund appeal is dedicated to scholarships for undergraduates.

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

Department of Public Safety
The Office of Public Safety is here for the safety of all students, faculty, and staff at Johnson State College. All Public Safety officers are trained and experienced in providing outstanding support to the Johnson State College community. We are fortunate to be living in a rural setting with less crime than other colleges; however, we are not crime-free. It is the Public Safety Office’s role to provide a safe environment for the entire community. In order to achieve this goal, it is vital that the community work together to prevent crime through education, cooperation, and by using safe practices and reporting anything that is suspicious or unusual to the Public Safety Office. A wide variety of safety and security training programs are available through the residence life staff and the Counseling Center. Information on current JSC policies relevant to criminal actions, campus law enforcement, training programs, policies, and campus crime statistics can be found on the Johnson State College Web site.

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

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

Brighton, Kenneth L.  Professor
Ph.D., Curriculum and Instruction, Indiana State University
Specializations: Middle level education, elementary mathematics and science methods, adolescent development, student teaching supervision & placement

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

Calza, Susan.  Professor, Graduate Coordinator
M.F.A., Sculpture, University of Illinois, Champaign-Urbana
Specializations: sculpture, performance art, and video

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

Hutchinson, David R.  Professor
Ph.D., Counselor Education, State University of New York at Buffalo

LaRoque, Perry.  Associate Professor
Ph.D., Special Education, University of Wisconsin-Madison
Specializations: Behavioral and Emotional Disabilities

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

Martin, Mary.  Assistant Professor
M.A., Art History and Criticism, Webster University
Specializations: 20th century art, African art, legal issues in art

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

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

Ritscher, Regina L.  Assistant Professor, Ed.D., Learning and Teaching, Harvard Graduate School of Education.
Specialization: The role hands-on activities play in thinking, knowing and meaning-making

Webber, Eleanor M.  Professor
Ph.D., Counseling Psychology, State University of New York at Buffalo
Specialization: Personality theory, abnormal behavior, career counseling, interdisciplinary studies

Witte-Townsend, Darlene L.  Professor, Graduate Coordinator
Ph.D., Elementary Education, University of Alberta
Specializations: Literacy, child development, and qualitative research methodologies
## INDEX

### A
- Academic Calendar: Inside back cover
- Academic Computing Center: 51
- Academic Honesty: 3
- Academic Standing: 4
- Access to Records: 53
- Action Research Project: 7
- Adding or Dropping Courses: 2
- Administrative Dismissal: 49
- Admission to the College: 42
- Advancement to Candidacy: 8, 29
- Alumni Relations: 55
- Appeals: 5
- Application for a Degree: 4
- Application Process: 42
- Applied Behavior Analysis: 23
- Applied Behavior Analysis Program: 13
- Athletic Facilities: 52
- Athletics and Recreation: 52
- Auditing Courses: 2
- Automobile Registration: 44, 55

### B
- Board of Trustees: 59
- Bookstore: 54
- Business Office Clearance: 47

### C
- Campus Buildings and Facilities: 54
- Campus Life: 51
- Center for Service Learning: 51
- Certificate of Advanced Graduate Studies: 15
- Children’s Mental Health and ABA: 13
- Class Attendance: 2
- College Apartment: 51
- Commencement: 4
- Community Service: 51
- Comprehensive Examinations: 28
- Conferring of Degrees: 4
- Content Specialist: 12
- Course Descriptions: 16-27, 31-34
- Counseling Center: 51
- Counseling Course Descriptions: 31
- Curriculum and Instruction: 11

### D
- Development and Alumni Relations: 55
- Dewey Campus Center: 54
- Dibden Center for the Arts: 54

### E
- Education Course Descriptions: 16
- Elementary Licensure: 10
- Exiting from the College: 5
- Extension Courses: 2
- Extension Programs: 28

### F
- Faculty: 56
- Family Educational Rights and Privacy Act: 53
- Fees: 49
- Final Project: 7
- Financial Aid: 45

### G
- Gifted and Talented: 12
- Grading: 3
- Graduate Assistantships: 46
- Graduate Education at JSC: 6
- Graduation: 4
- Guidance Counseling: 28-30

### H
- Health and Accident Insurance: 44
- History of the College: 1

### I
- Incompletes: 3
- Independent Studio Work: 36
- Insurance: 44
- International Students: 42
- In-State Residency Requirements: 44
- Internships: 8, 29
- Involuntary Exit: 5

### K
- K-12 Licensure Programs: 8-11
<table>
<thead>
<tr>
<th>Section</th>
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<td>Master of Arts in Education</td>
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<td>Public Safety</td>
<td>55</td>
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<td>9, 30</td>
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<td>Post Office</td>
<td>54</td>
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<td>Praxis</td>
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<td>Passing Grades</td>
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<td>3</td>
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<td>Rights to Privacy</td>
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<td>Satisfactory Progress</td>
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<td>11</td>
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<td>54</td>
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<td>Student Identification Cards</td>
<td>55</td>
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<td>Student Services</td>
<td>51</td>
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<td>Student’s Rights</td>
<td>52</td>
</tr>
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<td>Substance Abuse Counseling</td>
<td>28-30</td>
</tr>
<tr>
<td>Teacher Licensure Programs</td>
<td>8-11</td>
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<td>Time Limit for Degree</td>
<td>4</td>
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<tr>
<td>Transfer of Credit</td>
<td>43</td>
</tr>
<tr>
<td>Tuition Adjustments</td>
<td>48</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>43</td>
</tr>
<tr>
<td>Tuition and Fees for M.F.A. Program</td>
<td>41</td>
</tr>
<tr>
<td>Tuition Payment Plan</td>
<td>47</td>
</tr>
<tr>
<td>Ungraded Work</td>
<td>3</td>
</tr>
<tr>
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<td>35</td>
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<tr>
<td>Veterans’ Benefits</td>
<td>47</td>
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<tr>
<td>Visual Arts Center</td>
<td>54</td>
</tr>
<tr>
<td>Withdrawal from the College</td>
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<tr>
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<td>V</td>
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</tr>
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</tbody>
</table>

**Page 55**
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