

College of St. Joseph



Academic Catalog **2007 - 2008**

Rutland, Vermont

Table of Contents

Academic Calendar	3
Introduction to the College	5
Correspondence	5
Admissions	7
Financial Aid	11
Expenses	21
Student Services	25
Academic Life	29
Programs of Study	
Division of Arts & Sciences	41
Division of Business	49
Division of Education	63
Division of Psychology & Human Services	86
Course Descriptions	
Undergraduate Courses	
Division of Arts & Sciences	111
Division of Business	128
Division of Education	139
Division of Psychology & Human Services	143
Graduate Courses	
Division of Business	154
Division of Education	156
Division of Psychology & Human Services	163
Directories	
Board of Trustees	172
Administration	173
Full-Time Faculty	174
Part-Time Faculty	175
Index	178

Notice:

The reader should take notice that while every effort is made to ensure the accuracy of the information provided herein, the College of St. Joseph reserves the right to make changes at any time without prior notice. The College provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Higher Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and American with Disabilities Act of 1990, the College does not discriminate on the basis of race, color, age, sex, or disability in its admission policies or its education programs.

Academic Calendar

Fall 2007 Semester

Full-time Student Tuition Due	August 15
Freshmen Student Testing and Registration	August 23-24
Freshmen Student Orientation	August 23-26
First Day of Classes	August 27
Last Day to Drop a Class*	September 21
Columbus Holiday Weekend (no classes)	October 5-8
Registration: Seniors	November 8, 9
Registration: Juniors	November 12, 13
Registration: Sophomores	November 14, 15
Registration: Freshmen	November 16, 19
Thanksgiving Holiday (no classes)	November 20-23 (begins 4pm)
Last Day of Day Classes	December 5
Final Examinations: Day classes	December 6, 7, 10, 11
Final Examinations: Evening classes	December 10, 11, 12, 13
Application for May 2008 Graduation Due	December 14
Snow/Make-up Exam Days	December 14, 15
Grades Due	72 hours after each final exam

Spring 2008 Semester

Full-time Student Tuition Due	January 1
First Day of Classes	January 14
Last Day to Drop a Class*	February 8
President's Day Holiday (no classes)	February 15-19
Spring Break (no classes)	March 10-14
Feast of St. Joseph	March 19
Founders' Day	March 19
Easter Holiday (no classes)	March 21-24 (4pm**)
Registration: Seniors	April 1
Registration: Juniors	April 2, 3
May 2008 Graduation Fee Due	April 4
Registration: Sophomores	April 4, 7
Registration: Freshmen	April 8, 9
Last Day of Classes	April 30
Final Examinations: Day classes	May 1, 2, 5, 6
Final Examinations: Evening classes	April 30 May 1, 5, 6
Senior Grades Due	May 7 by 4pm
Grades Due	72 hours after each final exam
Baccalaureate	May 10 at 2:00 pm
Commencement	May 11 at 1:00 pm

Summer 2008 Semester

First Session Begins	May 19
Memorial Day Holiday (no classes)	May 26
First Session Ends	June 27
Second Session Begins	June 30
Fourth of July Holiday (no classes)	July 4
Second Session Ends	August 8

* Drop dates are for classes which meet during the regular semester. A class must be dropped by the end of the fourth week, or the equivalent, to avoid academic penalty. For the drop date of a class which does not meet during the regular semester, check the published course schedule or the outline of that course.

** Classes starting at 4:00 pm or later will meet on March 24th.

Undergraduate Programs

Arts & Sciences

English

History

Liberal Studies

Professional Studies in Health Sciences

Radiologic Technology

Business

Accounting

Business Administration

Management

Organizational Leadership

Radiologic Technology/Management

Sports Management

Education

Elementary

Secondary Education in English or Social Studies

Postbaccalaureate Teacher Certification in English and Social Studies

Psychology & Human Services

Psychology

Alcohol and Substance Abuse Services

Child and Family Services

Community Development/Counseling

Human Services

Graduate Programs

Business

Business Administration

Education

Elementary Education

General Education

Secondary Education in English or Social Studies

Reading

Special Education

Psychology & Human Services

Certificate in Alcohol and Substance Abuse Services

Alcohol and Substance Abuse Counseling

Clinical Psychology

Clinical Mental Health Counseling

Community Counseling

School Counseling

Other Programs

Law Enforcement College Track

Introduction to the College

Message from the President

Welcome to the College of St. Joseph. For fifty years, our faculty has been dedicated to the advancement of students by providing a meaningful education that links theory to practice. To be a successful student at the College of St. Joseph, it is important for you to understand our unique educational approach and the values that guide our academic community.

Our mission is to educate students in a very special way. As a Catholic college community, we believe in the importance of the individual and the need for the educational process to nurture the development of the body, mind and soul. We are dedicated to provide each student with meaningful and challenging opportunities for personal and professional growth.

To accomplish our purpose, we assess your strengths on an ongoing basis and offer continual academic advisement to guide you in the achievement of your educational goals. Throughout the process, we expose you to a comprehensive liberal arts curriculum and urge you to focus your education by providing strong career-oriented training culminating with at least one internship in the field of your choice. Our desired result is a liberally educated individual with strong career skills—just the right mix of knowledge and skills to lead to fulfilling employment and service to the community upon graduation.

In addition, as part of our educational philosophy, we encourage you to participate in extracurricular activities that build individual character and promote a cooperative spirit. Many students develop their leadership skills through participation in student government. Others play one or more of the various sports offered in our athletic program. Chorus, drama, and community service programs also provide our students with diverse opportunities to grow.

Our hope is that our educational philosophy, the design of our programs, and the caring of our staff will assist you in the achievement of your educational goals.

Frank G. Miglorie, Ed.D.
President

Correspondence

Correspondence should be addressed to the College officers indicated below and mailed to:

College of St. Joseph ~ 71 Clement Road ~ Rutland, VT 05701

Academic Divisional Affairs
Academic Matters
Academic Records & Transcripts
Admissions/Catalogs
Alumni Affairs
Athletics
Business Transactions/Financial Aid
Campus Ministry
Career Services
General College Matters
Graduate School
Library
Special Services
Student Services
Veteran Affairs

Division Chairpersons
VP of Academic Affairs
Registrar
Director of Admissions
Director of Development
Athletic Director
Business Manager
Campus Minister
Director of Career Services
President
Division Chairpersons
Librarian
Director of Project Success
Director of Student Services
Student Financial Services Coordinator

Office hours: Monday - Friday, 8 a.m. to 4:30 p.m.
Telephone: (802) 773-5900 or Toll free: (877) 270-9998

The Mission

The College of St. Joseph is an independent Catholic college that educates men and women of varied faiths and backgrounds for lives of continuing personal and professional growth, intellectual development, and service to the community.

To fulfill its mission, the College:

- * offers student-centered undergraduate and graduate programs guided by Christian values that blend theory and practice and prepare students for careers of vital importance to society;
- * offers a holistic student development program that fosters personal leadership, civic responsibility, service to the community; and
- * employs highly qualified administrators, faculty, and staff who support the continuous improvement of the college's programs and services.

Adopted by the Board of Trustees of the College of St. Joseph 1/28/85; Revised 7/05.

Fulfilling Our Mission As A Catholic College

The Catholic character of CSJ shapes and is shaped by every aspect of college life including student affairs, faculty, administration and staff activities, and curricular and co-curricular programs. Composed of members of various faiths, the college community acknowledges the challenge to serve the needs of the Church and society and recognizes its role to provide a forum for dialogue between the gospel and secular culture. The College is called upon to teach and learn, and in so doing, to influence the larger society of which it is a part. In addition, the College strives to create an atmosphere that fosters the development of personal spirituality. Standards of moral and ethical behavior are integrated into the body of knowledge conveyed to students. Finally, the College community pursues a common dedication to the truth, a common vision of the dignity of the human person, and is characterized by mutual respect, sincere dialogue, freedom of conscience, and protection of the rights of individuals.

The College fulfills its mission as a Catholic college by providing:

- Courses reflecting Catholic traditions, themes, and culture.
- Opportunities for prayer, liturgical celebrations, and religious symbols.
- Engagement of its constituents in lives of service, campus ministry, and activities that produce a positive impact on the life of the community.

Certification and Accreditation

The College of St. Joseph is accredited by the New England Association of Schools and Colleges, Inc. In addition, all of the College's teacher training programs are certified by the State of Vermont Department of Education; and the clinical psychology program is approved by the Council of Applied Master's Programs in Psychology and recognized by the Board of Psychological Examiners of Vermont.

For further information regarding the College's accreditation, please contact: New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730, <http://www.neasc.org>. For further information regarding the College's programs that are licensed, please contact: State of Vermont Department of Education, 120 State Street, Montpelier, VT 05620, <http://www.state.vt.us/educ>; Council of Applied Master's

Programs in Psychology, <http://www.campsite.org>; Board of Psychological Examiners of Vermont, Office of Professional Regulation, 29 Terrace Street, Drawer 09, Montpelier, VT 05609-1106, <http://vtprofessionals.org/opr1/psychologists>.

The College of St. Joseph supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Admissions

At the College of St. Joseph, we evaluate applicants on the basis of their academic potential for success in our college community. Each applicant is considered as an individual with unique capabilities and achievements. There is no one particular requirement, but rather a gathering of information that best describes each applicant.

Guidelines

In determining whether an applicant qualifies for admission, the Admissions Committee considers courses, grades, letters of recommendation, SAT or ACT scores and, although not required but strongly recommended, the SAT II Writing Test, extracurricular activities, as well as other factors that the College considers relevant. A G.P.A. of 2.5 or higher is used for admission into an education major due to licensure requirements. The Admissions Committee looks for individuals possessing personal, social, moral and scholarly qualities that enable them to make a positive contribution to the quality of life on campus.

Campus Visit

In addition to these guidelines, the campus visit is a very significant part of the Admissions process. The campus visit provides personal contact that contributes in a valuable way to the decision of the Admissions Committee. The campus visit also provides an excellent opportunity to determine if the College of St. Joseph is the appropriate academic setting for you. Campus visits are available Monday through Friday or Saturday by appointment. Please contact the Admissions Office to schedule your visit:

Admissions Office
College of St. Joseph
71 Clement Road
Rutland, Vermont 05701-3899
(802) 773-5900, ext. 3205 or toll free (877) 270-9998
admissions@csj.edu

General Admission Procedures

The College of St. Joseph has a rolling admission policy. Although there is no application deadline, students should apply as early as possible to reserve their spot. Students who wish to apply for financial aid are reminded that the deadline in many states for filing a needs analysis document, the Free Application for Federal Student Aid (FAFSA), is March 1.

The applicant should submit the following to the Admissions Office:

1. A completed application form with essay;
2. Two letters of recommendation from a counselor, teacher, or academic advisor;

3. A nonrefundable application fee of \$25;
4. Official transcripts of all high school and college work. Transcripts of high school seniors and applicants who have graduated from high school in the last four years must include SAT and/or ACT scores. (Note: An official transcript is one that is sent directly to the College from another institution and bears the official seal of the school and/or the signature of an official.) If courses are in progress at the time of application, final high school or college transcripts must be submitted before the beginning of the student's first semester. The College reserves the right to interview a candidate as part of the Admissions process; and
5. Campus visit with an Admission representative.

Application Review and Appeal Process

In order to be accepted, each student's application must be approved by the three members of the Admissions Committee, which is comprised of the Director of Admissions, the Vice President of Academic Affairs, and the Registrar. If a denied applicant wishes to appeal the decision of the Committee, he/she may request, in writing, a second review of the application. The request should include reasons why reconsideration is justified and any supporting information the student wishes to provide. The full membership of the Admissions Committee will meet to consider the appeal.

Accepting Admission

After notification of acceptance, the applicant is required to pay a \$200 tuition deposit, which is credited toward the semester's charges. The College of St. Joseph subscribes to the Candidate's Reply Date Agreement, which allows applicants until May 1 to make their decision about attending.

Advanced Placement Program

The College participates in the Advanced Placement Program (APP) of the College Entrance Examination Board (CEEB). Those interested in receiving credit through APP must take the appropriate test(s) and have the results and booklet sent to the College for evaluation. Scores of 4 or 5 are accepted for credit.

Freshman Admission

The Admissions Committee looks for a high school college preparatory program that includes four years of English, three years of Math, two years of Social Science, two years of Natural Science, and five other academic subjects. Admission of a current high school student is contingent upon successful completion of the senior year and receipt of a high school diploma.

Home Schooled Student Admission

Home schooled students must meet the same criteria for acceptance as Freshmen. In addition, an interview by the Admissions Committee is required.

Transfer Admission

Each transfer student's record is considered individually and a transfer evaluation is prepared by the Registrar as part of the Admissions process. To help in the transfer evaluation, please send a copy of the catalog from the school that you previously attended. Transfer students who have been accepted to the College may receive transfer credit for courses which:

- have been taken at an accredited institution;
- have been passed with a “C” grade or above; and
- can be accommodated in the academic program of the student’s choice.

Residency Requirement for Associate's Degree

- The last 15 credits must be taken in residence.
- Minimum of 15 credits taken at the College of St. Joseph, nine of which must be in the student's major.

Residency Requirement for Bachelor's Degree

- The last 33 credits must be taken in residence.
- Minimum of 33 credits must be taken at the College of St. Joseph.
 - 18 of these must be upper level course work (3/400)
 - 12 of these must be in the major field with at least 9 credits at the upper level
 - Transferred lower level courses used to fulfill upper level requirements will not fulfill the upper level residency requirement.

Undergraduate Adult Learners Admission

An adult learner is defined by the College as anyone age 22 or older. Many adults who apply for admission to the College have been out of school for many years. Because of this, we place less emphasis on the high school or previous college records in evaluating these students for undergraduate study. More emphasis is placed on the nonacademic growth experiences a student may have had since the last participation in a formal educational program.

Admission procedures for adult students are the same as for other students, except that a GED may be substituted for a traditional high school diploma and no SAT is required. Adult learners who have been accepted by the College may participate in HARVEST, a credit-for-life experience program that allows a student to receive credit for learning that has taken place outside a traditional educational setting. Adult students with substantial college study may wish to investigate the accelerated bachelor's degree program in Organizational Leadership, the ACCEL Program.

International Student Admission

We welcome international students on our campus. However, before we can process an application for admission, we must have proof international students will be able to meet the financial obligations of the College for the first year.

International applicants must submit evidence of graduation from a secondary school and are required to submit scores of the Test of English as a Foreign Language (TOEFL) to the College. Minimum TOEFL scores for Admission are 550 on the paper-based and 213 on the computer-based.

An international applicant who meets the admission requirements of the College will be required to submit a deposit to cover expenses for one semester (room, board and tuition) by August 1st and proof that funds are available to cover expenses for the second semester prior to the issuance of the I-20 Form. This deposit will be held by the College in the student’s name and will be applied to the first year expenses. Failure to meet this requirement will result in cancellation of the student’s registration and immi-

gration officials will be notified of such action.

Graduate Admission

Students are accepted if they have a bachelor's degree from an accredited college or university with a record indicating the ability to pursue a master's degree to completion. In addition, depending on the specific program of interest, students must fulfill other requirements. Acceptance will be determined by the Graduate Admissions Committee. You will need to submit the following to the Director of Admissions:

- completed application;
- \$35 application fee;
- information satisfying the specific program admissions requirements;
- official college transcript(s); and
- scores from PRAXIS, as required by each program.

For specific information regarding admissions requirements for each program, see sections on Divisions of Business, Education, or Psychology and Human Services.

Special Types of Admission

Conditional Admission

When a student does not meet the minimum curricular and academic performance standards for admission, conditional admission may be offered if the student demonstrates potential for success. This status affords students the opportunity to demonstrate ability to succeed in the College's academic programs. Students admitted conditionally are required to take courses that will directly assist them in their academic development. These courses may include, but are not limited to, Fundamentals in English, Fundamentals in Math, College Experience, and Reading and Critical Thinking Skills. In addition, students may need to reduce their course load, attend summer school, and extend the college experience to complete all degree requirements.

Early Admission

Superior high school students are invited to apply for admission to the College at the end of their junior year. To be eligible for early admission, a student must be ranked in the top 10% of the high school class. The student is responsible for making arrangements with the high school to receive a diploma on the basis of work completed in college. Students in this category are eligible for admission according to the regular freshman admission criteria.

Part-time Admission

A high school student who is doing satisfactory work in a college preparatory curriculum may take courses at the College on a part-time basis. Credits earned may later be applied toward a degree at the College, or transferred to another college at its discretion.

Deferred Admission

The College allows applicants to defer their admission for one year from the date of acceptance. Students wishing to defer their admission must request the deferment, in writing, to the Director of Admission. If the student exceeds the one year time limit, the entire Admissions process must be repeated.

Financial Aid

The College of St. Joseph realizes that the cost of an education may be difficult for students and their parents to finance. At the College of St. Joseph, students will find a comprehensive financial program that is designed to assist them by helping to alleviate the financial burden created by the cost of a college education. The College of St. Joseph believes that, to the extent they are able, parents have the primary responsibility to pay educational expense. Students must submit a Free Application for Federal Student Aid (FAFSA) as the first step in applying for financial aid. The information on the FAFSA is used to assess financial need. The Office of Financial Aid Services at Vermont Student Assistance Corporation (VSAC) serves as the Financial Aid Office for the College of St. Joseph. Contact the Office of Financial Aid Services at 1-800-357-9171 (toll free), (802) 654-3793, or by e-mail at csj@vsac.org with questions regarding the financial aid application process, aid eligibility, and sources of aid. VSAC's fax number is (802) 654-3765. All mail correspondence should be sent to Office of Financial Aid Services, P.O. Box 2000, Winooski, VT 05404-2601.

General Eligibility Requirements

To be eligible for assistance under the federal financial aid programs you must meet all of the following criteria:

- Be a US citizen or eligible non-citizen of the United States with a valid Social Security Number;
- Be enrolled in a degree program or accepted for admission to the College of St. Joseph, prior to the beginning of the semester;
- Enroll at least half-time to qualify for loans;
- Meet the College of St. Joseph's satisfactory academic progress standards;
- Have financial need, except for some loan programs;
- Register with Selective Service, if required; and
- Not be in default on a federal student loan or owe money on a federal student grant, unless you have made satisfactory arrangements to repay or otherwise resolve the default or grant overpayment.

Federal law suspends federal aid eligibility for students convicted under federal or state law of sale or possession of illegal drugs. If you have a conviction or convictions for these offenses, call 1-800-4-FED-AID to find out if this law applies to you or download the Drug Conviction Worksheet at www.fafsa.ed.gov.

Applying for Financial Aid

Aid is awarded for one year only. Students must reapply for financial aid every year. The College of St. Joseph uses a fall, spring, and summer award year sequence.

All College funded aid is awarded on a first come, first serve basis, subject to availability of funds. Students who apply for financial aid on or before the March 1st deadline preceding the fall term will receive priority consideration for College funded aid. To apply, students must first submit a FAFSA. Complete your FAFSA online at www.fafsa.ed.gov. Paper FAFSA forms can be obtained at high school guidance offices or college financial aid offices. The FAFSA should be completed as soon after January 1 as possible but not prior to that date. The information needed to fill out the FAFSA is

listed below:

- Your Social Security Number;
- Your driver's license (if available);
- Your W-2 forms and other records of income earned (and your spouse's, if you are married);
- Your (and your spouse's, if you are married) federal income tax form;
- Your parents' federal income tax form (if you are a dependent student);
- Records of untaxed income such as welfare benefits, social security benefits, TANF, veteran's benefits, military or clergy allowances;
- Current bank statements and records of stocks, bonds and other investments;
- Your business or farm records, if applicable; and
- Your alien registration card (if you are not a U. S. citizen).

If you apply online you can complete a FAFSA on the Web worksheet (download from www.fafsa.ed.gov). Read the instructions carefully. Make sure you have completed all required items. If an item does not apply to you, enter "0." Please code the College of St. Joseph (Federal School Code 003685) in the school code section.

A College of St. Joseph Application for Financial Aid must be completed. This form asks general information about the student and enrollment intentions. This form can be used to communicate any special circumstances that you and/or your family may have.

A Vermont Grant Application should be filled out if you are a Vermont resident in your first undergraduate degree program. Please submit the application to VSAC. Vermont (VSAC) Grant Applications can also be completed on line at www.vsac.org.

If you are an out-of-state resident, check with your state's grant agency for eligibility criteria and application procedures. Not all states allow their state grants to be used out-of-state.

After the FAFSA has been processed, the Office of Financial Aid Services will receive an electronic record of the data you provided on the FAFSA. You will receive a Student Aid Report. Review the Student Aid Report as soon as you receive it and follow the instructions. You can also access your Student Aid Report online at www.fafsa.ed.gov.

The Office of Financial Services may ask for additional documentation in support of your application. Please respond to those requests as soon as possible. Some applications are selected for a process called verification. If your application is selected, you will be asked to provide Financial Aid Services signed copies of tax returns including all schedules and W-2's and information on members of your household and any untaxed information. Verification documents must be submitted no later than 90 days after the last date of enrollment for the award year.

Awarding Financial Aid

The Office of Financial Aid Services will determine your need for Federal Supplemental Education Opportunity Grant, Federal Perkins Loan and Federal Work Study by subtracting your Expected Family Contribution (EFC), Federal Pell Grant eligibility, state grant eligibility, and maximum Federal Stafford Loan eligibility (based on your year in school) from your direct costs (tuition, fees and, if applicable, on-campus room and board). College funded aid is awarded to admitted students, in order of receipt of

complete applications, until all available funds are committed. The College of St. Joseph Scholarship Committee reviews all full-time, undergraduate student aid packages.

You will receive a financial aid award letter after your file is complete and has been reviewed. With your pin, you can access information on the status of your financial aid application and your aid award online from the financial aid section of the CSJ website at www.csj.edu.

The Federal Stafford Loan amount on your award letter will be based on your direct costs up to applicable annual and cumulative maximums. If you are a dependent student, your parents may borrow a Federal PLUS Loan, based on the total cost of attendance (direct costs plus allowances for books, personal, transportation and off-campus living expenses). If you are an independent student, you may be eligible for an additional Unsubsidized Federal Stafford Loan. If you are a graduate student, you may also be eligible to borrow a Federal PLUS Loan. You have the right to select any lender for your loan.

If you are a first time Federal Stafford Loan borrower, you must attend an in-person loan entrance counseling session before your loan proceeds can be applied to your account.

The Office of Financial Aid Services reserves the right to revise your financial aid award at any time upon notification that you will receive additional financial aid from other sources. You must report to the Office of Financial Aid Services all financial aid, which you have received, or expect to receive, from other sources.

Disbursement of Financial Aid

Your annual financial aid award for each program will be distributed among the terms in which you will enroll. If your file is complete, your federal and College of St. Joseph grants for the applicable term will be credited to your student account at the beginning of the term. State Grants and Federal Family Educational Loan Program loan proceeds will be credited to your student account upon receipt of the funds. If your file is not complete at the beginning of the term, federal and College of St. Joseph grant funds will be credited to your student account and loan funds will be disbursed once your file is complete and has been reviewed. Federal Perkins Loan recipients must sign a promissory note before those loan funds will be disbursed.

Federal Work Study and College of St. Joseph Work Scholarship funds must be earned. If your financial aid award includes a work award, you will be assigned a job and upon submission of timesheets you will be paid for the hours you work. Federal Work Study will be paid by check directly to the student. College of St. Joseph Work Scholarship funds will be credited to your student account until your bill is paid in full. At that time you will then receive checks for the hours worked.

Satisfactory Academic Progress for Financial Aid

A student must be making satisfactory academic progress to be eligible to receive financial aid. The satisfactory academic progress policy includes both qualitative (grade point average) and quantitative (earned credits) standards. The academic progress of all financial aid recipients is reviewed at the end of each term. Students who have not met the minimum satisfactory academic progress requirements are placed on financial

aid probation. If a student does not attain the minimum requirements by the end of the probationary period, the student loses financial aid eligibility until the requirements are met.

The responsibility for meeting all credit and grade point average requirements rests with the student. See the Financial Aid Policy Manual for specific information on satisfactory academic progress requirements.

The responsibility for securing financial aid rests with the student, not the College.

Types of Awards

Financial assistance available at the College of St. Joseph comes from four sources: Federal, State, the College of St. Joseph, and private sources.

Federal Programs

Federal Pell Grant

Pell grants are awarded to eligible students with exceptional financial need who are pursuing their first undergraduate degree. For 2007-2008 Federal Pell Grants for full-time students will range from \$400 to \$4,310. Federal Pell Grants are available to eligible students enrolled on a less than half-time basis.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is designed to assist Pell-eligible students with exceptional need. Awards are usually \$1,000 per year, subject to availability of funds.

Federal Work Study (FWS)

The FWS program provides employment opportunities, either on-campus, or with eligible off-campus employers for students with demonstrated financial need. A wide variety of employment opportunities exists for students. Employment in community service positions is encouraged. Rates of pay range from \$7.53 per hour to \$9.53 per hour and students are paid every two weeks. Awards are usually \$1,000 per year, subject to availability of funds.

Federal Perkins Loan

The Federal Perkins Program provides 5% interest loans to students with high need. Repayment begins nine months after the student ceases to be enrolled at least halftime. Recipients must attend an exit interview before leaving the college. Awards are usually \$1,000 per year, subject to availability of funds. The terms and conditions of these loans, including deferment eligibility criteria, are detailed in the Federal Perkins Loan Master Promissory Note.

Federal Stafford Loan Program- Subsidized and Unsubsidized

The Federal Stafford Loan Program allows students to borrow low interest loans through banks, credit unions, and other commercial lenders. The interest rate is fixed at 6.8 percent. Eligibility for the federal interest subsidy (subsidized loan) is based on financial need. The federal interest subsidy applies to subsidized loans while the student is enrolled at least half-time and during grace and deferment periods. Interest on

unsubsidized loans accrues to the borrower from the date of disbursement. Freshmen (0-29 credits) may borrow up to \$3,500, sophomores (30-59 credits) may borrow up to \$4,500 and juniors and seniors (over 60 credits) may borrow up to \$5,500. Graduate students may borrow up to \$8,500. Repayment begins six months after the student ceases at least half-time enrollment; mandatory exit counseling will be provided.

Additional unsubsidized loans are available for independent students. Independent students may borrow up to \$4,000 in their first and second years, and up to \$5,000 in their third and fourth years. Graduate students may borrow up to \$12,000. Interest rates are fixed at 6.8 percent. Repayment begins six months after the student ceases at least half-time enrollment; mandatory exit counseling will be provided.

Upon entering repayment on a Federal Stafford Loan, students may defer repayment of these loans during service in the Peace Corps, service under the Domestic Volunteer Service Act of 1973 and other comparable volunteer service. For further information on these and other deferment provisions, contact the Office of Financial Aid Services.

Federal PLUS Loan Program (for parents and for graduate students)

The Federal PLUS Loan is a credit-based loan for parents of dependent undergraduate students and for graduate students. The maximum loan amount is the difference between the cost of attendance budget (as determined by the College) and the student's financial aid. The interest rate is fixed at 8.5%. Loan fees are deducted before the loan proceeds are disbursed to the College. Repayment begins on the date of loan disbursement, with the first payment generally due within 60 days from the date the loan is fully disbursed. Graduate students may defer repayment based on their enrollment. Other deferment and forbearance options are available for parent and graduate student borrowers.

Veteran's Benefits

Various educational programs are administered by the Veterans Administration for veterans and their dependents. Contact your local Veterans Administration Office, call 1-888-GI-BILL-1 (1-888-442-4551) or visit their website (<http://www.gibill.va.gov>) for further details.

Academic Competitiveness Grant

Academic Competitiveness Grants are awarded to Federal Pell Grant recipients who are U.S. citizens, enrolled full-time in the first- or second-year of a two- or four-year degree program, and who completed a rigorous high school program of study as defined by the U.S. Department of Education. To qualify for a second-year grant, students must have a grade point average (GPA) from their first year of at least 3.0. Eligible students receive up to \$750 in their first year and up to \$1,300 in their second year.

State Programs

Vermont State Grants (VSAC Grants) for Vermont Residents

The VSAC Grant Program provides full-time and part-time grants to eligible Vermont residents who are pursuing their first undergraduate degree and demonstrate financial need. For 2007-2008, the combination of Federal Pell Grants and VSAC Grants for full-

time College of St. Joseph students ranged from \$500 to \$10,250. VSAC Grants are available for eligible students enrolled on a part-time basis.

Other State Grants

Some of the states whose grants can be used at the College of St. Joseph include: Maine, Massachusetts, New Hampshire, Rhode Island, District of Columbia, Pennsylvania, U.S. Virgin Islands and Vermont.

College of St. Joseph Scholarship Programs

Freshmen Scholarships

The College of St. Joseph offers several scholarship opportunities for first time, full time undergraduate students. The following criteria apply to all scholarships:

- Student must be accepted for full time admission to CSJ;
- Student must be enrolled in college preparatory courses to be eligible;
- Student accepted on a conditional basis is not eligible;
- Scholarships must be applied toward tuition at CSJ and are not transferable to other colleges;
- Recipients are selected by CSJ's scholarship committee; and
- Student may be eligible for more than one scholarship. In the case of a student qualifying for multiple scholarships the total awards will be based on a combination of academic performance and financial need.

Blue and White Academic Scholarship

In order to earn this scholarship, a high school student must have taken a college preparatory curriculum. The College offers three levels of eligibility described below:

President's Level: to earn a scholarship of up to \$7,750 for resident students or \$3,875 for commuting students you must meet the following criteria:

- Top 20% of high school class or 3.5 GPA on 4.0 scale, and
- Full time status.

Vice President's Level: to earn a scholarship of up to \$6,200 for resident students or \$3,100 for commuting students you must meet the following criteria:

- Top 25% of high school class or 3.2 GPA on 4.0 scale, and
- Full time status.

Director's Level: to earn a scholarship of up to \$4,650 for resident students or \$2,325 for commuting students you must meet the following criteria:

- Top 30% of high school class or 3.0 GPA on 4.0 scale, and
- Full time status.

Scholarships are renewable for a total of up to \$31,000 for resident students and \$15,500 for commuting students. Scholarship renewal is subject to the student maintaining good academic standing and a positive contribution to the CSJ community.



Transfer Student Scholarships

Adirondack Community College Transfer Scholarship

In order to receive this scholarship, any student who transfers directly from ACC (Adirondack Community College) to CSJ in good standing (2.0 cumulative GPA) is eligible for this award. Recipients who reside on campus (full-time) will receive a \$3,000 scholarship. Recipients who commute to campus (full-time) will receive a \$1,500 scholarship. This scholarship is renewable providing that the student maintains good academic standing, a minimum cumulative GPA of 2.75 and makes a positive contribution to the CSJ community.

Community College of Vermont Incentive Scholarship

Any student who transfers directly from CCV (Community College of Vermont) to CSJ with a GPA of 2.0 or higher is eligible for this incentive. Recipients who reside on campus (full-time) will receive a \$2,000 scholarship. Recipients who commute to campus (full-time) will receive a \$1,000 scholarship.

North Country College of Essex and Franklin Transfer Scholarship

In order to receive this scholarship, any student who transfers directly from NCC (North Country College of Essex and Franklin) to CSJ in good standing (2.0 cumulative GPA) is eligible for this award. Recipients who reside on campus (full-time) will receive a \$3,000 scholarship. Recipients who commute to campus (full-time) will receive a \$1,500 scholarship. This scholarship is renewable providing that the student maintains good academic standing, a minimum cumulative GPA of 2.75 and makes a positive contribution to the CSJ community.

Schenectady County Community College Transfer Scholarship

In order to receive this scholarship, any student who transfers directly from SCCC (Schenectady County Community College) to CSJ in good standing (2.0 cumulative GPA) is eligible for this award. Recipients who reside on campus (full-time) will receive a \$3,000 scholarship. Recipients who commute to campus (full-time) will receive a \$1,500 scholarship. This scholarship is renewable providing that the student maintains good academic standing, a minimum cumulative GPA of 2.75 and makes a positive contribution to the CSJ community.

Hudson Valley Community College Transfer Scholarship

In order to receive this scholarship, any student who transfers directly from HVCC (Hudson Valley Community College) to CSJ in good standing (2.0 cumulative GPA) is eligible for this award. Recipients who reside on campus (full-time) will receive a \$3,000 scholarship. Recipients who commute to campus (full-time) will receive a \$1,500 scholarship. This scholarship is renewable providing that the student maintains good academic standing, a minimum cumulative GPA of 2.75 and makes a positive contribution to the CSJ community.

Scholarship Programs for All Full-Time Undergraduate Students

The following scholarship opportunities are open to all full-time undergraduate students (excluding ACCEL) attending the College provided candidates meet the selection criteria associated with each grant.

College of St. Joseph Grant

Funded by the College, these grants are designed to assist full-time undergraduate students with demonstrated financial need. Subject to availability of funds.

College Work Scholarship

This program is funded by the College and is designed to help the full-time students finance the cost of a private education through employment. The program is the same as Federal Work Study except the students' pay is credited directly to their accounts in the Business Office. Range: \$400-\$1,500 (subject to availability of funds).

Special College Scholarships

Although the College bases the majority of financial aid awards on financial need, academic excellence is rewarded with scholarship assistance if the student represents the moral values of the College and makes a positive contribution to campus life. Need is also a consideration in the award process. Scholarship recipients are nominated by the scholarship committee and confirmed by the President. All scholarships are awarded only to full-time undergraduate students of the College of St. Joseph and are not transferable to any other college.

Charles F. Ryan Memorial Scholarship

This scholarship of \$500 is awarded to a full-time junior or senior who is a resident of Rutland County, has a cumulative grade point average of 3.25 or better and makes a positive contribution to the College community. This scholarship is awarded annually on a competitive basis.

Sister M. Imelda Welch Scholarship

This scholarship of \$500 is awarded to a full-time student, generally a sophomore, who is a resident of Rutland County, has a cumulative grade point average of 3.25 or better, and has made a positive contribution to the College community. This scholarship takes into account a student's financial need and is awarded annually on a competitive basis.

Bishop Joyce Scholarship

This scholarship of \$1,000 is awarded to a full-time student, generally a junior, who has a cumulative grade point average of 3.25 or better and has made a positive contribution to the College community. This scholarship is awarded annually on a competitive basis.

Presidential Scholarship

This scholarship of \$2,500 is awarded to a full-time student who demonstrates outstanding academic achievement and service to the college community as well as embodies the moral standards of CSJ. The President selects the scholarship recipient from a list of eligible students nominated by the Scholarship Committee. This scholarship is awarded annually on a competitive basis.

David and Pearl Rosen Memorial Scholarship

This grant is awarded to a full-time junior or senior who is a graduate of a Vermont high school and has a cumulative average of 2.5 or above, demonstrates good moral character, and supports the college community. This scholarship is awarded annually on a competitive basis.

Vernon J. Loveland Memorial Scholarship

This scholarship of \$1,000 is awarded to a full-time student who has a cumulative average of at least 3.0, has demonstrated community service, has been involved in student activities, and has persevered in the pursuit of academic and personal goals. This scholarship is awarded annually on a competitive basis.

Agnes M. Lindsay Trust Scholarship

This scholarship program provides up to \$10,000 in aid to full time students based on financial need. Students must be residents of rural New England towns (less than 5,000 per capita) including Vermont, New Hampshire, Maine and Massachusetts.

Ethel V. Rhodes Memorial Scholarship

Ethel V. Rhodes of South Woodstock, Vermont established this scholarship. It is awarded annually to a student who demonstrates perseverance in the pursuit of academic and personal goals and who is dedicated to community service. The recipient must be a graduate of the Windsor Vermont Central School District. The amount of this award is determined annually based on interest earned by the fund.

Charlotte Zolgreve & Homer Thompson Memorial Scholarship

This scholarship of \$600 is awarded to a full time matriculated Human Services or Psychology major who has a 3.25 or better cumulative grade point average, has good moral character, supports the college community, provides service to the community and has potential for leadership in the field of Human Services.

Mary Giorgetti Scholarship

This scholarship program provides financial assistance to full time students who have a strong commitment to their educational goals and have significant financial need. To be eligible for assistance, students must have a cumulative average of at least 2.8, demonstrate good character, and be contributing members of the academic community. (Preference is given to Vermont students).

Olin Scott Fund Scholarship

This scholarship is awarded to an undergraduate male student in need of financial assistance whose goal is to obtain a college education that will provide opportunities for personal and professional growth leading to a life of meaningful and productive service to society.

College of St. Joseph Alumni Scholarships

Several alumni scholarships of \$1,000 each are awarded to full time juniors and seniors who have at least a 3.25 cumulative grade point average and who make a positive contribution to the College community. These scholarships are funded through alumni donations to the CSJ Annual Fund Campaign.

College of St. Joseph Academic Scholarships

Several additional academic scholarships of \$1,000 each are awarded to full-time juniors and seniors who have cumulative grade point averages of 3.25 or better and make a positive contribution to the college community.

Marie Harris Memorial Scholarship

This scholarship program provides financial assistance to full time students who have a cumulative grade point average of at least 3.0, have demonstrated community service, involvement in student activities and campus ministry, and have shown perseverance in the pursuit of academic goals.

Choral Music Scholarships

Scholarships of \$250 to \$1,000 are awarded to incoming full time freshmen, transfers, or returning CSJ choral students based on the recommendation of the College choral director. Awards are based on merit, satisfactory academic performance, good citizenship, and choral need. New students must submit a letter of evaluation from their current choral director. This award may be renewed annually.

Other Programs

Private Scholarships

Students are encouraged to explore other sources of financial assistance. Frequently, local churches, PTAs, high schools, and service organizations sponsor scholarships or loans. VSAC administers over 150 scholarships for Vermont residents. For more information, go to www.vsac.org.

VSAC Advantage Loan

This program, offered by the Vermont Student Assistance Corporation, provides loans for students who need additional financial assistance. Eligible students may borrow the difference between total education costs and financial aid received. A creditworthy co-signer may be required. For additional information, contact VSAC Loan Services (1-800-798-VSAC) or visit the VSAC website at www.vsac.org.

Private Loan Programs

Other private programs are offered by Key Bank, Citibank, Citizens Bank and others. Contact the Office of Financial Aid Services or the Business Office for details.



Expenses

While the college makes every effort to maintain student expenses at a constant level, it reserves the right to change or revise all charges, rules, regulations, and requirements without prior notice.

Full-time Student Expenses 2007-2008

	<i>Fall Semester</i> (Payable August 15)	<i>Spring Semester</i> (Payable January 1)
Full-time Undergraduate Tuition (12 to 17 credits each semester)	\$7,750.00	\$7,750.00
Full-time Graduate Tuition (9 to 12 credits each semester)	\$6,000.00	\$6,000.00
Full-time ACCEL Program Tuition	\$5,813.00	for each of three terms
Room and Board	\$3,800.00	\$3,800.00
Room Damage Deposit (refundable)	\$400.00	
Private Room Rate	\$400.00	\$400.00
Undergraduate Activity Fee (nonrefundable)	\$130.00	
Technology Fee (nonrefundable)	\$65.00	\$65.00
Health Insurance* (nonrefundable)	\$576.00	\$384.00**

Note: Summer is considered one semester. Therefore, students enrolled full-time in the Summer will be charged the full-time tuition rate.

*Waived if student provides acceptable documentation of existing health insurance coverage by the first day of the semester. Each student must have on file in the Business Office current documentation indicating insurance coverage. Health and accident insurance is mandatory for all full-time students. The College provides a basic student health insurance policy for students who do not have access to any other plan.

**Applicable for new full-time students - spring semester only.

Part-time Student Expenses Per Semester 2007-2008

Part-time rate per credit hour up to 11 credits (undergraduate)	\$250.00
Part-time rate per credit hour up to 8 credits (all graduates, except MBA)	\$325.00
Part-time rate per credit hour up to 11 credits (Postbaccalaureate students)	\$325.00
Part-time rate per credit hour (MBA program)	\$400.00
Comprehensive Fee per semester (nonrefundable)	\$45.00
Audit fee (not available for MBA courses)	50% of tuition

Note: All tuition & fees for part-time students must be paid at the time of registration.

Special Fees (All Fees Nonrefundable)

Orientation Fee (New full-time students)	\$125.00
Application Fee (Undergraduate)	\$25.00
Application Fee (Graduate)	\$35.00
Undergraduate overload tuition fee per credit hour (over 17)	\$250.00
Graduate overload tuition fee per credit hour (over 12)	\$325.00
Harvest Fee	\$750.00
Graduate & Undergraduate Student Teaching Fee	\$300.00
Graduation Fee (Undergraduate)	\$75.00
Graduation Fee (Graduate)*	\$100.00
Late Registration Fee (full-time students only)	\$10.00
Lab fees	Listed in course descriptions

*Includes comprehensive examination, diploma, cap and gown rental, and all other related graduation

expenses.

Students can expect additional expenses relating to books and personal living costs. Students involved in internships or student teaching should plan on increased travel expenses.

Senior Citizen Discount

For individuals who have reached the age of 62, the College offers a discount on tuition of fifty percent. This discount does not apply to audit, adult education fees, MBA courses, or full time students.

High School/Home School Student Discount

For individuals who are currently attending high school or are home schooled, the College offers a discount on tuition of fifty percent. This discount does not apply to fees, audit, or full-time status.

Vermont National Guard Discount

The College of St. Joseph offers a 25% undergraduate tuition discount to all current members of the Vermont National Guard. (Note: This discount does not apply to graduate programs, undergraduate accelerated degree programs or full time students.)

Refund Policies

Withdrawal From the College

Ceasing to attend classes does not constitute withdrawal from the College. Only with an official withdrawal (see policies for adding/dropping courses) are the following refunds permitted of tuition.

Refunds of tuition for full-time students who withdraw from the College will be calculated as follows:

Before semester begins	100%
During the 1 st through 2 nd weeks of the semester	90%
During the 3 rd through 4 th weeks of the semester	50%
During the 5 th through 8 th week of the semester	25%
After the 8 th week of the semester	0%

All fees are non refundable. Resident students will receive a refund for board for the portion of the semester not attended. **The room charge is non refundable.**

Refunds of tuition for part-time students who withdraw from the College will be calculated as follows:

Prior to 1 st class	100%
Before the 2 nd class	75%
Before the 3 rd class	50%
Before the 4 th class	25%
After the 4 th class	0%

Refund schedule applies only to 3 credit courses during a 15-week semester. All fees are non refundable.

Exception: For courses less than 3 credits and/or accelerated courses, please contact the Business Office for specific dates or refer to the specific program for details.

Academic timelines for withdrawal differ from refund timelines.

Note: When a student changes status from full-time to part-time during the semester, he/she first receives a refund based on the full-time refund policy. Then the student pays for the remaining credit hours taken based on the part-time cost per credit less a partial discount according to the following schedule.

Full-Time Tuition Refund	Discount from Part-Time Rate	Adjusted Cost/PT Cr.
100%	0%	100%
90%	10%	90%
50%	50%	50%
25%	75%	25%
0%	100%	0%

Return of Title IV Funds for Students Who Withdraw

For financial aid purposes, the withdrawal date for a student who officially withdraws is generally the earlier of:

- the date the student began the CSJ withdrawal process, or
- the date the student otherwise provided official notification to the CSJ Registrar, either in writing or orally, of his or her intent to withdraw.

The College of St. Joseph is permitted to document a later “last date of academically-related attendance” as the student’s withdrawal date. An academically related activity includes, but is not limited to, an exam, a tutorial, computer-assisted instruction, academic counseling, academic advisement, or turning in a class assignment.

If a student withdraws unofficially, the withdrawal date is generally the midpoint of the term for financial aid purposes. If the withdrawal without notification was due to circumstances beyond the student’s control (for example, illness, accident, grievous personal loss), CSJ will determine the withdrawal date that most accurately reflects when the student ceased academic attendance.

Federal and College of St. Joseph financial aid is earned based on the percentage of the enrollment period the student completes. This percentage is calculated by dividing the number of calendar days the student was enrolled by the number of calendar days in the enrollment period. Scheduled breaks of five days or more are excluded from the calculation. A student who withdraws after completing more than 60% of the enrollment period has earned the full amount of aid that can be disbursed for the enrollment period.

If a student withdraws before completing 60% of the enrollment period, the amount of earned and unearned financial aid is calculated. Unearned federal financial aid (the difference between earned aid and disbursed aid) is returned to the Title IV programs in the following order:

- Unsubsidized Federal Stafford Loan
- Federal Stafford Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- ACG Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)

Unearned College of St. Joseph grants and/or scholarships are returned to the program(s) from which the student received aid. State grants and private scholarships are adjusted based on their refund policies. Students who withdraw may find that their financial aid does not cover their bills. A student who is considering withdrawing from the College of St. Joseph is strongly encouraged to contact the college business office to determine the impact of the withdrawal on his or her financial aid and student account.

Leave of Absence

Students who complete leave of absence forms will be considered withdrawn for financial aid and loan repayment purposes.

Collection of Monies from Students

A deposit of \$200 is due May 1 for all new full-time students. The deposit is nonrefundable after May 1 for fall semester applicants and after November 1 for spring semester applicants. **Payment for the fall semester is due August 15. Payment for spring semester is due January 1. Bills must be paid in full by the first class day of each semester.** Financial aid applications and student loan applications must be completed early enough so that aid is awarded and loans received before the first day of classes.

THE RESPONSIBILITY FOR SECURING FINANCIAL AID RESTS WITH THE STUDENT, NOT THE COLLEGE.

Financial Delinquency

Any student failing to pay his or her account with the College on or before it is due may be disenrolled from all classes and excluded from activities until payment or other satisfactory financial arrangement is made. The student will be denied transcripts and diplomas until payment is made. A fixed administrative interest fee of \$35 will be charged per semester if the account is not paid in full by the due date. A default charge of 1 percent per month on any unpaid balance may be charged until all arrears are paid in full. If in the judgment of the College it becomes necessary to engage the services of a collection agency or an attorney to obtain payment, the student must pay collection agency fees and/or attorney fees, reasonable expenses, and other costs incurred to the maximum extent allowed by law.



Student Services

All full-time students are encouraged to participate in the co-curricular life of the College and to make use of the wide range of opportunities provided for our students. Part-time students are also welcome to become involved in campus life as their needs, schedules and tastes allow. Student life at the College of St. Joseph provides new opportunities for exploration, learning, involvement and fun. Programs are designed to support students' growth as persons and professionals.

Student Services Team

The Student Services Team includes a variety of administrators responsible for delivering programs and services designed to help students achieve their full potential. Through assistance in developing clubs, special interest and service groups, religious events, and cultural, social, and recreational programming, student services personnel help to create a co-curricular experience on campus which fosters self-realization, social skills, development, and team building.

Director of Student Services

The Director of Student Services is responsible for the overall coordination of the Department, including implementation of the College judicial system, coordinating new student orientation, publishing the Student Handbook, and acting as a general resource person for all CSJ students.

Campus Minister

The Campus Minister is responsible for offering all students a wide variety of opportunities for involvement, service, fellowship, and spiritual growth through weekly liturgies, informal prayer groups, spiritual counseling, and programs addressing issues relating to contemporary social and moral issues.

Activities Directors

The Activities Directors are responsible for planning and coordinating a comprehensive program of student activities in collaboration with individual students and various student organizations as well as advising the Student Government Association.

Director of Career Services

This specialist is responsible for providing students with guidance in developing career interests and job search strategies that will enhance students' capacity to find meaningful employment in an appropriate professional field.

Athletic Director

The Athletic Director is responsible for planning and coordinating the intercollegiate sports schedule for both men's and women's athletic programs at the College, as well as coordinating and implementing athletic activities for the Campus Community.

Residence Hall Directors

Each director is responsible for assisting students in maintaining a pleasant, comfortable living environment that addresses and meets the needs of individual residents while developing a sense of community with all residents. These directors work cooperatively

with residents and student services personnel in developing a program of living-learning workshops designed to assist in living with other students. These programs cover a number of areas—social, educational, academic, spiritual, cultural, self-awareness and personal growth.

Personal Growth Counselor

The Personal Growth Counselor is responsible for offering personal assistance to students who are having difficulty in dealing with many of the problems and concerns which sometimes interfere with academic and personal lives.

St. Joseph Hall

St. Joseph Hall is a two-story, 45,000 square foot building that functions as the center of campus. The building currently houses the following:

- Classrooms, including two art studios, a computer lab, and science classroom/lab
- Learning center called “Project Success”
- Several conference rooms
- Administrative and faculty office spaces
- Library, including an additional computer lab
- Lounges and snack area
- Bookstore

Tuttle Hall

The College of St. Joseph’s newest facility is Tuttle Hall Student Center, which began serving students in January of 1999. It is equipped with a chapel, a 210-seat theater, and a student lounge. It also houses the offices of Admissions, Director of Student Services, Campus Minister, Activities Directors, and the Student Government Association. The Student Center provides a place for recreational and co-curricular gatherings, cultural performances, and other social events. The intimate theater is a venue for CSJ choral performances, poetry readings, lectures and ceremonies, including Baccalaureate and Founders’ Day Celebrations. The Student Center may also be used for informal gatherings, study groups or club meetings in the comfortable TV and game lounge.

Residence Halls

The College of St. Joseph recognizes the unique communal atmosphere of the residence setting. The educational benefits derived from this experience warrant mandatory residency in either Medaille or Roncalli Halls. Full-time traditional age matriculated students 21 or younger who are not residing with parents in their primary residence or who are claimed on their parent’s most recent IRS 1040 Form, must live in one of the residence halls. Each hall is divided into suites housing a maximum of eight students. Residents of each hall elect a residence hall council to act as a programming and advisory body of the resident community. Additionally, these student representatives work closely with the individual hall directors and other student services personnel to foster a living-learning environment that promotes and advances respect for others and values the rights and views of all students.

Athletic Center

This complex is a 25,000 square foot structure that was opened fall 1995. The building includes a 1000-seat gymnasium to support CSJ's intercollegiate athletics program and intramurals. This area is complemented by men's and women's varsity locker rooms, a training room, administrative offices, and two equipment storage areas.

The facility supports the general recreation needs of the student body. There is a racquetball court, a weight room, a dance/aerobic studio, men's and women's public locker rooms, and a classroom/conference room. In addition, the building is designed to meet the needs of the public with a concession area, box office, and two public rest rooms. The building is complemented by a combination soccer/softball field.

Athletics

The athletic program at the College of St. Joseph is an integral part of the total education of the student, complementing academic endeavors and further enriching the individual. (Athletic completion rates are available in the Registrar's Office.) Intercollegiate teams participate in men's and women's basketball, men's and women's soccer, women's softball, women's volleyball and men's baseball. Both the men's and women's programs are members of the National Association of Intercollegiate Athletics (NAIA) Division II and the Sunrise Athletic Conference. The College currently competes with teams throughout Vermont, Maine, Massachusetts and New York.

In addition to intercollegiate athletics, a schedule of informal intramurals and recreational activities including basketball, volleyball, aerobics, bowling, and softball is provided as student interest warrants. Campus facilities include the College's Athletic Center with its weight room, aerobic/dance studio, cardio equipment and racquetball court; a hiking/ski trail; and playing fields adjacent to the athletic center.

Student Government Association

The Student Government Association (SGA) is the organized voice of the undergraduate student body. All full-time matriculated commuter and resident students who pay the student activities fee are members of the SGA. The SGA is elected to serve the student community by providing a variety of services and activities designed to make the students' co-curricular lives as valuable as their academic experience. The SGA, together with the College administration, faculty, and alumni, help to develop students as responsible members of society. Toward this goal, the College promotes and encourages student participation in College decision-making and goal-setting. The SGA helps to shape the present and future of the College through its representation on two college standing committees -- Academic Advancement and Technology Task Force as well as having a representative on the Board of Trustees.

The SGA consists of an executive branch called the Executive Council and a legislative branch called the Senate. The Executive Council consists of a President, Vice-President, Treasurer, and Secretary who carry out the day-to-day responsibilities of the SGA. The Senate meets every other week to approve the recommendations submitted by the Executive Council. The Senate is comprised of the Class Speaker, Assistant Class Speaker, and the Secretary/Treasurer of each class at CSJ.

The SGA also recognizes and funds student clubs and organizations, which elect their own officers and plan activities appropriate to their purposes. Organizations currently recognized are: Residence Hall Council, Chorus, Ski/Snowboarding Club, Business Club, Human Services Club, Campus Ministry, Ambassadors, Education Club, Intramurals, Psi Chi (Psychology Honor Society), Sigma Tau Delta (English Honor Society), Alpha Delta Omega (Human Services Honor Society), Phi Alpha Theta (History Honor Society), Sigma Beta Delta (Business Honor Society), and Kappa Delta Pi (Education Honor Society).

Student Rights and Responsibilities

All College of St. Joseph students are expected to conduct themselves according to the Christian norms that reflect the commitment of the College community and to develop the personal character and social attributes that reflect full maturity.

Respect for human dignity, for the rights and views of others, regardless of race, sex, religion, or social position, manifests the intellectual vision valued by CSJ men and women.

All members of the student body have an obligation to support the intellectual, social, and spiritual development of their fellow students. Their ultimate responsibility is to prepare themselves to work now and in the years ahead, regardless of the personal sacrifice involved, for their own good and for the good of their fellow humans.

Specifically, the College of St. Joseph expects that each student will obey the law enacted by federal, state and local governments. In addition, there are “College Standards of Conduct” governing student behavior, the violation of which may subject the student to disciplinary action. All of the policies and procedures, which concern community welfare, are listed in the “Student Handbook.” It is impossible for a community of several hundred members to function effectively without appropriate organization and structure. The policies and procedures which deal more directly with student conduct outline the behavioral expectations which the College community deems essential to its educational mission. Violators of these policies are subject to judicial procedures carried out on behalf of the College community by its designated representatives.

College Alcohol Policy

The use of alcohol is prohibited in all facilities and on all grounds owned by the College, except in designated “wet suites.” Violators are subject to disciplinary action including sizeable fines. **Note:** Being under the influence of alcoholic beverages is never an acceptable excuse for disruptive or destructive behavior. Such behavior is grounds for suspension or dismissal. Guidelines regarding the alcohol policy including disciplinary action are detailed in the *Student Handbook*.

College Drug Policy

College of St. Joseph students are expected to obey the State and Federal laws pertaining to illegal drugs. The possession and/or use of illegal drugs or their distribution may subject any student and/or guest to criminal prosecution. In addition, this violation involves serious College disciplinary action, including dismissal from the College.

Academic Life

Services and Policies

Full-Time Enrollment - *Undergraduate and Graduate*

A full-time undergraduate student is anyone carrying twelve (12) or more credits in a semester. A full-time graduate student is anyone carrying nine (9) or more credits a semester.

Part-Time Enrollment - *Undergraduate and Graduate*

A part-time undergraduate student is anyone carrying 11 or less credits in a semester. A part-time graduate student is one carrying eight or less credits in a semester. Part-time students are classified as matriculated (accepted into a degree program) or non-matriculated (not in a degree program). Any person is welcome to take day or evening courses on a part-time basis without matriculating. Such courses may later be applied toward a degree. The Registrar will advise part-time undergraduate students about their academic programs, and the graduate full-time faculty will advise part-time graduate students. Part-time students are expected to abide by all academic regulations of the College.

Registration

Upperclass students register for the fall semester during the designated period of time in the spring. Advisors assist students in selecting courses and completing registration forms. Completed registration forms are filed with the Registrar who makes up class lists. Freshman and transfer students register at the beginning of their first semester at the College. Second semester registration for all takes place in mid-November. Classes register in order (seniors, juniors, sophomores, freshmen) on a first-come/first-served basis. Part-time students register at the Registrar's Office after the full time registration period and up to the first class meeting.

Undergraduate Degree Requirements

Students must fulfill all the requirements of their degree, both in the number of courses completed and in the specific course requirements and attain a cumulative grade point average of 2.0 (C) in all course work attempted at the College as well as a 2.0 average in the major. To be eligible for a bachelor's degree, students must complete 127 credits of course work; the last 33 credits must be taken in residence.

Residency Requirement for Associate's Degree

- The last 15 credits must be taken in residence.
- Minimum of 15 credits taken at the College of St. Joseph, nine of which must be in the student's major.

Residency Requirement for Bachelor's Degree

- The last 33 credits must be taken in residence.
- Minimum of 33 credits must be taken at the College of St. Joseph.
 - 18 of these must be upper level course work (3/400).
 - 12 of these must be in the major field with at least 9 credits at the upper level.
 - Transferred lower level courses used to fulfill upper level requirements will not fulfill the upper level residency requirement.

The final responsibility for meeting all degree requirements rests with the student.

Special Information

Students who change programs or majors must plan to make all academic adjustments necessary to complete the new program. This usually means that more than the estimated number of credits and time may be required to complete the program. Candidates for any degree program should plan to take all required core and major courses at the College of St. Joseph unless the Vice President of Academic Affairs or Registrar excuses them for a specific reason. Approval must be in writing. Transfer students must take all remaining courses for a degree at CSJ. To be classified as a full-time undergraduate student, an individual must carry a minimum of 12 semester hours of credit. Most full-time students take 15-17 credits per semester.

Academic Standing -- *Full-time Undergraduate Students*

To be in good standing, students must maintain the cumulative grade point averages shown here:

End of first semester	1.6
End of second semester	1.8
All semesters thereafter	2.0

In addition to the above standards, any student enrolled in English Fundamentals who earns less than a "C" as a final grade in this course is subject to dismissal from the College. The above guidelines for cumulative grade point averages will be applied to transfer students according to the academic standing upon acceptance. Students who do not earn a cumulative average of 3.0 or above may not take more than 17 credit hours per semester without permission of the Vice President of Academic Affairs.

Academic Standing -- *Part-time Undergraduate Students*

To be in good standing, a part-time matriculated student must pass 2/3 of the credits taken cumulatively. In addition, he/she must maintain the cumulative average shown below:

End of first semester	1.6
End of second semester	1.6
End of third semester	1.8
End of fourth semester	1.8
All semesters thereafter	2.0

Graduation

The College has one graduation each year, at the close of the second semester. Candidates for graduation must submit a formal application for graduation by the date announced in advance by the Academic Office. To participate in the graduation ceremony, a student must have completed all degree requirements and met all financial obligations. Those completing the required number of credits by the end of summer or fall term will receive degrees the following spring at the commencement ceremony. (Completion/Graduation forms are available in the Registrar's Office.)

Dismissal and Probation for Undergraduate Students

The College of St. Joseph reserves the right to dismiss students whose scholarship is not

satisfactory or whose standards of behavior are not in accord with the ideals and standards which the College of St. Joseph seeks to maintain. Students who are dismissed after the drop date has expired will receive a grade of "F" for registered courses. Students whose grade point averages fall below the required minimum may be dismissed from the College. However, such students can be placed on probation for one semester at the discretion of the Vice President of Academic Affairs. Students on probation who fail to obtain the required cumulative index at the end of the probationary period, will be dismissed from the College. On rare occasions, for extenuating circumstances, the Vice President of Academic Affairs may allow a second probationary semester. Students concerned about their progress should see their advisor or the Vice President of Academic Affairs. Students who are placed on academic probation cannot hold office in the student government association, student clubs and organizations, or participate in varsity athletics.

Dismissal and Probation Policy for Graduate Students

The College of St. Joseph reserves the right to dismiss graduate students whose scholarship is not satisfactory or whose standards of behavior are not in accord with the ideals and standards which the College of St. Joseph and/or the chosen profession seeks to maintain. Students who are dismissed after the drop date has expired will receive a grade of "F" for registered courses. Students whose grade point average falls below the required 3.0 may be dismissed from the College. However, such students can be placed on probation at the discretion of the Vice President. Graduate students on probation who fail to obtain the required cumulative index at the end of the probationary period, will be dismissed from the College. On rare occasions, for extenuating circumstances, the Vice President may extend the probationary period. Graduate students concerned about their progress should see their advisor or the Vice President.

Academic Advising

All students are assigned an academic advisor who is responsible for aiding them in course and program selection, curriculum design and other academic matters. All part-time undergraduates are advised by the Registrar.

Readmission to the College

Students who have been dismissed from the College for academic reasons may petition the Vice President of Academic Affairs for readmission after one semester. Dismissed students are required to wait at least one semester before enrolling in further courses at the College. ***Courses taken at another institution during the semester immediately following academic dismissal will not be accepted in transfer.*** The Vice President will decide about readmission in each case. Those dismissed for other than academic reasons must petition the Director of Student Services for readmission.

Attendance Policy

Since much of the education process occurs in the interactions of students and faculty with the curriculum, the College of St. Joseph actively supports an attendance policy for each course. Students are expected to attend regularly scheduled classes, and those who miss classes deny themselves opportunities to participate in a variety of learning experiences with their instructors and colleagues. Thus, students should avoid scheduling commitments in direct conflict with their classes and must not enroll in a class which will be in direct conflict with an activity to which they have a regular commitment. Faculty

members will communicate their individual class attendance policy in their course syllabus. The policy will specify what role class attendance plays in grading and the impact that absences will have in the determination of course grades. Students are responsible for understanding each instructor's policy on attendance. Matters related to attendance should be resolved between the student and the faculty member.

Policy for Adding and Dropping Courses

Students may add and drop courses, without penalty, by processing an "Add/Drop" or "Hardship Withdrawal" form through the Registrar's Office as specified by the guidelines below.

- Student obtains the Add/Drop or Hardship Withdrawal Form from the Registrar's Office.
- Change becomes effective on date the Registrar signs form.
- Failure to follow proper Add procedure will result in loss of credit for the course.
- Failure to follow the proper Drop procedure will result in a grade of "F" for the course.

Adding a Day Course:

(Within the first week of class or the equivalent*)

- Instructor's permission is not needed;
- Student obtains academic advisor's signature; and
- Student returns form to the Registrar's Office.

(After the first week of class or the equivalent*)

- Instructors must sign "Add" form;
- Student obtains academic advisor's signature; and
- Student returns form to Registrar's Office.

Adding a Night Course (course meeting once a week):

(Within the first two weeks of class or the equivalent*)

- Instructor's permission is not needed;
- Student obtains academic advisor's signature; and
- Student returns form to the Registrar's Office.

(After the first two weeks of class or the equivalent*)

- Instructor must sign "Add" form;
- Student obtains academic advisor's signature; and
- Student returns form to the Registrar's Office.

Dropping a Course (day or night):

(Until the close of business on the last day of the fourth week of class, or the equivalent*)

- Instructor's permission is not needed;
- Student obtains academic advisor's signature; and
- Student returns form to the Registrar's Office.

(After the fourth week of class or the equivalent*)

- No drops allowed without academic penalty.

*Exception: For courses less than 3 credits and/or accelerated courses, please contact the Registrar's Office for specific dates or refer to the specific program for details.

Hardship Withdrawal: Students may seek permission to drop one or more courses without academic penalty for reasons of health or extenuating circumstances that are judged to make it impossible for them to continue in a full capacity at the College, but

would not limit them from completing some of their current course load. Form must be signed by the Advisor, Instructor, Vice President of Academic Affairs and Registrar (in that order).

It is the student's responsibility to carry out schedule changes in accordance with the procedures described above. The penalty for failure to properly drop is an "F" in the course involved. A student who attends a course but fails to officially add it during the first two weeks or the equivalent of class meetings will receive no credit for the course.

Policy for Incompletes

Incompletes will be given rarely and only with the permission of the Vice President of Academic Affairs. Students explain to their instructor why they need an incomplete. If there is merit in the request, the instructor advises the student to secure a form for requesting incompletes from the Academic Office. On this form the student gives his/her reasons for the request and the date on which the unfinished work will be completed.* For a course that meets for 15-weeks, the completion date will be no later than four weeks from the conclusion of the semester that the course was taken. This form must be submitted to the Registrar's Office before the final exam takes place.

In all cases, the Vice President of Academic Affairs, after review, makes the final decision and notifies the student and the instructor of the action taken. It is the student's responsibility to file the incomplete with the Registrar and to keep his/her advisor apprised of progress in completion of the work. If a student fails to complete the unfinished work by the mutually agreed upon date, the Registrar will enter an "F" for the course. A grade of "I" disqualifies a student for President's and Dean's List.

*Completion dates will vary for program/courses that meet outside the 15-week semester.

Grading System

The quality of a student's work is indicated by the following letter grades and their numerical value:

Letter	Value	Letter	Value
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0
AU	Audit [^] (attended at least 50% of course)		0.0
UA	Audit [^] (attended less than 50% of course)		0.0
I	Incomplete*		0.0
W	Withdrawn		0.0
P/NP	Pass/No Pass**		0.0
AF	Administrative Failure***		0.0
HW	Hardship Withdrawal		0.0

*Incompletes are given rarely and only with the consent of the Vice President of Academic Affairs. They are disregarded when averaging and are recorded on a student's grade report and transcript. Receipt of "I" disqualifies a student from Dean's/President's list for that semester.

**Courses taken on a pass/no pass basis count as hours towards graduation but are not calculated in the student's grade point average.

***An Administrative Failure (AF) may be recorded by the Registrar if a student stops attending class

before the midpoint of the semester. "AF" is calculated in the student's grade point average.
^Audited courses carry no graduation credit. Audit status must be declared at registration and may not be changed to credit status after the drop date has expired or vice versa.

Graduate Grading Policies

- A cumulative GPA of 3.0 is required for graduation.
- No more than 2 grades lower than a B and none lower than a C will be applied to the degree for those programs with 48 or fewer credits. No more than 3 grades lower than a B and none lower than a C will be applied to the degree for those programs with 60 credits.
- Courses may be repeated once to improve the grade. The last grade earned will be used in calculating a student's cumulative average. (Please note that repeating Student Teaching is not guaranteed – see policy on Student Teaching)

Repeated Courses

When a course is repeated, the last grade earned will be used in calculating a student's cumulative average. When repeating a course, it is the student's responsibility to inform the Registrar by writing the word **"repeat"** on the registration form.

Pass/No Pass Courses

The purpose of this option is to encourage a student to explore stimulating or intellectually challenging courses which would otherwise be bypassed. The option provides latitude for such exploration without penalty of a lowered grade point average if performance is below normal. Pass/no pass courses count as credit hours but are not calculated in a student's grade point average. The pass/no pass option is not available for required courses in the major and the general education program.

During four academic years at the College, a student may take a total of 24 credit hours on a pass/no pass basis, not to exceed three credits per semester, and this request is to be indicated at registration. Students transferring into the College may participate in this program on a prorated basis according to class status and transfer credits. After completing registration a student may not change from pass/no pass to regular grading, or vice-versa.

Appealing a Grade

The deadline for appealing a grade is one semester after the grade is awarded. To appeal a grade, follow the procedures listed under the "Addressing Academic Issues" section of this catalog. Appeals must be made in writing.

Definition of a "Credit"

A "credit" equals 15 hours of instruction, or 55 minutes per week for a 15-week semester. When the semester is shortened (as for a summer term), the number of hours of instruction per week is increased so that the total number of hours per credit remains 15.

Grade Point Average

To compute a student's grade point average, the credits a course carries are multiplied by the numerical value of the grade for the course. The result is then divided by the total credits attempted.

For example: Credits	Grade	Value	Product
3	A	4.0	12.0
3	C	2.0	6.0
2	F	0.0	0.0
2	D	1.0	2.0
<u>3</u>	B	3.0	<u>9.0</u>
Total	13		Total 29.0
Formula:	Total Product / Total Credits	=	Grade Point Average
Application:	29 / 13	=	2.23 gpa

When a course is repeated, the last grade earned will be used in calculating a student's cumulative average.

Reporting of Grades

Complete grade reports are sent to each student shortly after the end of the semester, but instructors will keep students informed of their progress and may issue progress reports at any point during a semester to students who are academically deficient.

Withdrawal from the College

Students wishing to withdraw from the College should discuss their intention with their academic advisors. An honorable withdrawal can be granted to students who complete the required forms before the drop date has expired, are in good scholastic standing, and are not subject to pending disciplinary action. Students who withdraw before the drop date expires will receive a grade of 'W' in registered courses. Students who withdraw after the drop date has expired will receive a grade of 'F' in registered courses. Students whose grade point average falls below the required minimum may be dismissed from the College at the end of the semester. A withdrawal becomes effective and official the day the student's written request is approved and signed by the Director of Student Services, Academic Advisor, Director of Financial Aid, Business Manager, Librarian, Vice President of Academic Affairs and Registrar. The withdrawal forms are available in the Registrar's Office.

Addressing Academic Issues/Grievance Policy

A student who has concerns regarding any aspect of a course is encouraged to seek a resolution by implementing the following process in the order outlined.

- Consult with the instructor to resolve the issue in question.
- If not resolved, address the issue with the Division Chair.
- If a resolution is still not attained, consult the Vice President of Academic Affairs.

Should the student so desire, he or she may seek the guidance of his or her academic advisor to facilitate the process outlined above.

Graduate-Undergraduate Credit

An undergraduate who has not yet completed all undergraduate course work may take

a graduate course for credit under the following conditions:

- Student has taken a wide range of content area course work and/or exhausted most options for undergraduate work.
- Student has senior standing in his/her major.
- Student has a 3.0 average in his/her major and at least a 2.7 overall average.
- Student has permission from: Instructor, Chairperson of the appropriate undergraduate division, Chairperson of the graduate division and Vice President of Academic Affairs.

Credits Taken Away From This College

Candidates for any degree program should plan to take all required core and major courses at the College of St. Joseph unless the Vice President of Academic Affairs and/or Registrar excuses them from particular courses for a specific reason. This approval must be in writing.

- Qualifications: Cumulative average of at least 2.2
Last semester of attendance average at least 2.0
Student does not live within commuting distance of CSJ.
- Restrictions: No courses in major or minor may be taken
Generally, no English or Math courses may be taken
Failed courses may not be taken
No more than 6 credits may be accepted per term.

Transfer students must take all remaining courses for the degree at CSJ.

Alternative Credits for Adult Learners*

The College acknowledges that some adult learners may enter the institution with knowledge attained through modes outside of formal college and university instruction. Consequently, as a means to evaluate student knowledge at entry, a variety of options that assess student learning are sanctioned. Entering students may utilize these modes within two semesters after their date of entry. (There is no limit for "Harvest.")

Subject to the requirement that 30 credits of a student's course work toward a bachelor's degree and 15 toward an associate's degree must be done at the College of St. Joseph, the College will accept and apply, in keeping with its specific degree and program requirements, up to a maximum of sixty (60) college level credits earned collectively through the following modes:

- Advanced Placement (AP) credits: 12 credit limit applied at the discretion of the College.
- College Level Examination Program (CLEP) and Defense Activities for Non-Traditional Education Services (DANTES) credits by examination: 12 credit total limit in any combination subject to the College's established cut-off scores and credit award policy for CLEP and DANTES. No credits may be applied to a student's major. Exams may not be repeated.
- American Council of Education (ACE) and Program on Non-Collegiate Sponsored Institutions (PONSI); American Institute of Banking (AIB) - accredited courses: 30 credit total limit in any combination.
- Experiential Learning (Harvest) Credit: 45-credit limit.
- Challenge Credit: 12-credit limit. (Note: may not be taken to pass a previously failed course or to improve a grade in a course already completed; may be taken only once for the same course; no tutoring services are provided for students preparing for Challenge Exams.)**

Exceptions to 60-credit limit:

- Nursing Diploma - up to 51 credits with maximum of 24 additional other alternative credits allowed.
- NY Excelsior College-60 credit limit with a maximum of 15 additional other alternative credits allowed.

*Adult Learners: Students who are 22 years old or older when they enter CSJ.

**A "challenge examination" will be administered for a course normally offered by the College, and for which there is an available instructor to devise and evaluate the test, to a matriculated CSJ student who demonstrates readiness to sit for such an examination. The student must complete a "Petition for Credit by Examination" form, to be approved by the appropriate Division Chair, and pay a \$40 nonrefundable examination fee, which, if the test is passed, will be applied to a cost of \$40 per credit awarded.

Life Experience/Harvest

The College of St. Joseph supports the concept that not all learning experiences take place during formal educational activities. The College has, therefore, established the Harvest Program through which a person who has had significant and meaningful learning experiences outside the normal scope of college and university instruction may petition the College for appropriate undergraduate academic credit. An applicant must be accepted into a degree program at the College of St. Joseph before applying for Harvest credit. The program is limited to students who begin their programs as adult learners. The Harvest fee, equal to the cost of a three-credit course, covers the first 12 credits earned. There will be a \$40 charge for each additional credit earned.

Law Enforcement College Track

The Law Enforcement College Track is intended for any serious career-minded college students majoring in any degree program who demonstrate potential and interest in pursuing a law enforcement career. This opportunity is available as a partnership between the College of St. Joseph and the Rutland Police Department.

Students will have opportunities during their freshman year to learn more details of the program from members of the Rutland Police Department. The experience will occur during the spring semester of sophomore year. During that semester, accepted applicants will attend the Vermont Police Academy. This experience will be credentialed by the college for a total of nineteen credits. Students participating in the Vermont Police Academy will pay regular tuition, room and board to the College of St. Joseph.

In order to be accepted into the track, students must:

- Complete an application with a reference letter from at least one college professor. (Students should ideally apply during the spring of their freshmen year.);
- Pass the Vermont Police Academy entrance examinations including written general knowledge, physical fitness and the MMPI;
- Commit to improve physical fitness and pass periodic tests;
- Pass the Rutland Police Chief's Interview #1;
- Pass a polygraph screening; and
- Pass a rigorous background investigation.

While at the Vermont Police Academy, the student is expected to maintain a military

bearing and fully participate at the level of the other candidates. The Vermont Police Academy reserves the right to ask any candidate to leave at any time when s/he does not meet or exceed work standards in all areas of training.

After passing the final exam at the Vermont Police Academy, the student candidate must pass the 2nd Chief's Interview, at which time s/he is sworn in as a Special Police Officer for the Rutland Police Department. Additional post graduation training (estimated at two weeks) is required.

The student is assigned to a field training officer to learn the job of a police officer "hands-on" at the Rutland Police Department for a minimum of eighty hours. The student must pass the field training program to perform work as a part-time or Special Police Officer.

As the student completes this rigorous track, s/he will be called upon to work as a part-time police officer during their junior and senior years at the College of St. Joseph. While work hours are not guaranteed, the goal is to have each student work a minimum of 2-days a month with an expectation of working more hours when available. Following completion at the College of St. Joseph and with successful experience as a part-time officer, the student will be able to compete for a full-time police officer position when one is available at the Rutland Police Department.

President's List

Full-time undergraduate students achieving a 4.0 grade point average during a semester are placed on the President's List. No student who has an incomplete grade or who has carried fewer than 12 credit hours for the semester is eligible for this honor. (Developmental and P/NP courses do not apply.)

Dean's List

Full-time undergraduate students achieving a 3.4 grade point average or over during a semester are placed on the Dean's List. No student who has an incomplete grade or who has carried fewer than 12 credit hours for the semester or who has received a grade lower than "B-" (2.7) in any course is eligible for the Dean's List. (Developmental and P/NP courses may not be used to satisfy the 12-hour requirement.)

Honors at Commencement

An undergraduate degree with honor is awarded on the basis of the cumulative scholastic index of all courses used to fulfill specific degree requirements. (Note: This includes all transferred courses.) To receive Latin honors, a student must complete in residence at least one-half of the required credits for a specific degree. (Harvest and Challenge Exam credits do not meet the residency requirement.) A student who falls below a "C" in any required subject is not eligible for a degree with honor.

<i>Honor</i>	<i>Cumulative Scholastic Index</i>
Cum Laude	3.25
Magna Cum Laude	3.60
Summa Cum Laude	3.90

The honor, "With Distinction," will be awarded to transfer students who have earned less than 64 credits in residence at the College of St. Joseph. but who meet the following criteria:

- completed at least 30 credits at the College of St. Joseph (excludes Harvest & Challenge Exam credits),
- have earned a cumulative average of at least 3.25 at the College of St. Joseph
- have earned a combined cumulative average of at least 3.25 in both College of St. Joseph & transfer credits,
- and have earned the last 30 credits at the College of St. Joseph.

Honor Societies

Students who excel in particular disciplines are invited to become members of local chapters of International Honor Societies sponsored by the College. These are Alpha Delta Omega (Human Services), Phi Alpha Theta (History), Psi Chi (Psychology), Sigma Tau Delta (English), Sigma Beta Delta (Business), and Kappa Delta Pi (Education).

Plagiarism & Academic Dishonesty Policy

Definition: The use of another's work or ideas without properly crediting the source. This includes, but is not limited to, test situations, homework assignments or projects, presentations, and papers.

1st Infraction: A grade of "F" will be assigned to the activity. The instructor must notify, in writing, the Division Chair, Vice President of Academic Affairs, Registrar, and the student.

2nd Infraction: A grade of "F" will be assigned for the course. The student may be dismissed from the College. The instructor must notify, in writing, the Division Chair, Vice President of Academic Affairs, Registrar, and the student.
(in same course)

2nd Infraction: A grade of "F" will be assigned to the activity. The student may be dismissed from the College. Instructor must notify, in writing, the Division Chair, Vice President of Academic Affairs, Registrar, and the student.
(in a different course)

In the case of a student who allows his/her work to be copied, sanctions on that student will be imposed on an individual basis depending upon the circumstances.

Confidentiality of Student Records/Education Records Policy

In conformity with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, the College of St. Joseph provides students the right to inspect and review their educational records and to insure that such records are not inaccurate, misleading, or in violation of the student's privacy or other rights. In addition, the College will not release personally identifiable records of students to any individual, agency, or organization without the prior written consent of the student, except as provided by law. The College will maintain directory information, which includes the student's name, campus/home addresses, campus/home telephone numbers, date and place of birth, class level, major field of study, awards or honors received, degrees received, dates of attendance, participation in officially recognized sports, most recent previous school attended, current class schedule, and email address. This information will be available, at the discretion of College officials, unless the student notifies the College this information should not be released. Students who wish to deny access to directory information must make such a request in writing to the Registrar within the first two weeks of each semester. A complete statement of the College of St. Joseph policy regarding the Family Educational Rights and Privacy Act is available from the Registrar's Office.

Release of Student Records/Transcript Requests

Student records will be released only on the written request of the student. Record request forms available from the Registrar must be completed and a 48-hour notice given. The fees per request of a transcript of the student's permanent academic record are:

- \$4.00 for the first copy;
- \$2.00 for each copy to be sent to another address; and
- \$1.00 for each copy to be sent to the same address.
- Same day service is available for an extra charge.
- The College does not FAX official transcripts, only unofficial, and there is a charge of \$10.00 per fax.

Academic transcripts sent directly from the College to another institution, or given to the student in a sealed envelope, will bear the signature of the Registrar and the official seal of the College.

The College reserves the right to deny copies of transcripts or other records if the student has an overdue financial obligation to the College or if there is an unresolved disciplinary or academic dishonesty action against the student.

Directed Study

Directed study provides a student the opportunity to take course work required for graduation which could not be taken in the ordinary manner. The provision of the directed study is at the discretion of the administration and is limited to:

- Special summer programs; and
- Course work needed for completion of degree requirements which the College could not provide the student because of scheduling conflicts, not because of the student's personal choices or preference.

Under such special circumstances, a matriculated student may complete course work as a directed study but must have the approval of the Vice President of Academic Affairs and the recommendation of his/her academic advisor.

Independent Study

When desiring to probe more deeply than the normal course offerings allow into a field of study, a matriculating student may pursue an independent study only in his/her major, with the approval of the Vice President of Academic Affairs and under the direction of a faculty member. Students registering for an independent study must follow these guidelines:

1. Any student contemplating an independent study should first discuss the need with the Vice President of Academic Affairs. If the Vice President concludes the request is valid and if an appropriate faculty member is available for the project, then the student will be issued the guidelines and contract form for independent study.
2. Once the plan for the study has been completed, the contract form is filled out with the endorsement of the student and assigned instructor.
3. After this initial agreement, the student submits the contract to the academic advisor for approval.
4. If the contract is approved by the academic advisor, the student submits the contract to the Division Chair for approval.
5. Finally, the contract is submitted to the Vice President of Academic Affairs for

approval.

6. After all the above have been completed, the student submits the contract to the Registrar's Office and registers for the study utilizing the standard registration process before the beginning of each term.

The completion of the contract is the responsibility of the student working under the supervision of the instructor. A student who has not satisfactorily completed a previous independent study will not be allowed to initiate other independent experiences.

Academic Support Services - "Project Success"

Academic support in the basic skill areas is available to full time students at CSJ through Project Success. The program also offers special workshops to students throughout the year in study and test taking skills. Students with documented learning disabilities and/or other handicapping conditions should contact Project Success to arrange for assistance with academic programs or physical environments.

Division of Arts and Sciences

The Division of Arts and Sciences at the College of St. Joseph has two primary purposes:

1. To provide a liberal arts education to all students at the College, and
2. To offer associate and bachelor degree programs for students who are looking for a broad general education in the arts and sciences.

General Education Core

The faculty of the College of St. Joseph believe that all students, regardless of their career choices, should be liberally educated; therefore, the General Education Program is designed to accomplish the following objectives:

- Develop an ability to use the English language fluently, find reliable information, and understand the various literary genres;
- Develop aesthetic awareness;
- Develop an understanding of mathematical and scientific concepts and methods;
- Develop computer literacy;
- Develop an awareness of our heritage, present social context and self;
- Develop an awareness of philosophical and theological concepts and methods specifically as they relate to one's own valuing process; and
- Develop an ability to think critically.

These student learning outcomes associated with the general education core are supported by the following curriculum:

Specific Requirements	Credits
ENG101 Introduction to College Writing	3
ENG102 Reading and Writing About Literature	3
COM101 Speech Communication	3
English Elective	3
Fine Arts	3
MAT202 Statistics	3
Math Elective	3
CIS101ABD Computer Literacy	3
Natural Sciences	6
PHI301 Ethics for the Professional	3

Elective in Philosophy and/or Religious Studies	3
Social Sciences (History, Geography, Political Science, ECO101)	6
Behavioral Sciences (Sociology, Psychology, Human Services, Anthropology)	3
Global Awareness	(*)
	45

* The global awareness requirement is met by completing one three-credit English, Social Science, or Religious Studies course that is designated as meeting this requirement. Global awareness courses are indicated by an "*" at the end of their course descriptions.

Since the General Education Program provides the foundation for all bachelor degree programs (except Education Programs - see the specific requirements for Education majors in that section), the College recommends that students complete most of these requirements by the end of the sophomore year. Although students enrolled in associate degree programs do not complete the General Education Program, specific Arts and Sciences courses are built into each of the two year career programs offered by the College.

Majors & Minors

Students in the Division of Arts and Sciences can major in English, History, Liberal Studies, Radiologic Technology, and Professional Studies. In addition, students can minor in English, History, Political Science, and Studio Arts. Minors in Business, Psychology, or Human Services may also be selected. Students who matriculate in a bachelor degree program and later change to an associate degree program, or students who change their major, must plan to make all academic adjustments necessary to complete the program. This means that usually more than the estimated number of terms and/or credits may be required to complete the program. Candidates for any degree program should plan to take all required core courses and major courses at the College of St. Joseph unless the Registrar or Vice President excuses them from particular courses for a specific reason. This approval must be in writing.

Associate of Arts in Liberal Studies

CSJ offers this Liberal Studies program for students who wish to sample the college experience and become acquainted with a variety of academic disciplines without concentrating in a particular field of study. Students who complete this program are eligible to continue in a bachelor degree program at CSJ or transfer to another college. Students in this associate degree program complete the following requirements:

Specific Requirements	Credits
ENG101 Introduction to College Writing	3
ENG102 Reading and Writing about Literature	3
COM101 Speech Communication	3
English Elective	3
Fine Arts	3
Mathematics	3
CIS101ABD Computer Literacy	3
Science	3
Philosophy or Religious Studies	3
Social Sciences	3
Behavioral Sciences	3
Electives	<u>27</u>
	60

Bachelor of Arts

The Arts and Sciences curriculum, leading to the bachelor of arts, provides the student with a comprehensive general background and a major in one of the Arts and Sciences. This program prepares the student for a lifetime of continuing personal and intellectual growth and serves as a basis for careers and graduate study. Students learn how to learn, a valuable skill in the eyes of employers in a wide variety of fields. The bachelor degree in one of the Arts and Sciences is also excellent preparation for continued study in many graduate and/or professional programs.

The strongest feature of CSJ's Arts and Sciences curriculum is its emphasis on individual attention for each student. Our classes are small. Upper level courses generally average ten to fifteen students, and introductory classes rarely exceed thirty students. In addition, each person has the opportunity to receive assistance from instructors as well as encouragement in the exploration of more advanced concepts. Students have a great deal of freedom to plan, with advisement, their own programs of study within the general areas of study outlined below.

English Major

The English major is designed to provide students with a comprehensive background in English in preparation for careers in teaching, journalism, public relations, advertising, communications, library science, and government or for graduate studies in English. Students who major in English are expected to communicate effectively both orally and in writing, to understand the history of the English language, develop a proficiency in analyzing literary texts, and acquire a knowledge of several genres, periods, and major writers. English majors are required to take 36 credits in English. Additionally, students majoring in English can complete the Secondary Education requirements listed in this catalog to qualify for a license as a high school English teacher. By recommendation of a faculty member, students may elect to take a practicum in English.

Specific Requirements	Credits
ENG210 British Literature	3
ENG211 American Literature	3
ENG212 World Literature	3
ENG302 Shakespeare	3
ENG340 Writing and Grammar	3
ENG430 Seminar in English	3
Distributive Requirements	
Elect 6 English courses 4 of which must be at the 300 or 400 level	<u>18</u>
	36

Note: The Division recommends that English majors also elect courses in World Civilizations, American History, Philosophy, and Art Appreciation. Note: Three credits from the major may be applied to the General Education requirements. No more than nine additional credits in English may be applied toward the degree.

English Minor

Specific Requirements	Credits
Any two of the following courses:	
ENG210 British Literature	
ENG211 American Literature	
ENG212 World Literature	6

Distributive Requirements

Elect 12 English credits, six of which must be at the 300 level or above 12
18

Note: No more than nine additional credits in English may be applied toward degree requirements.

History Major

The History major is designed to give students a broad understanding of cultural, political and intellectual development through the ages. By assessing and interpreting past events, students will develop skills in historical research and critical thinking. Students will complete a 36 credit major with emphasis on United States and World History. By recommendation of a faculty member, students may elect to take a practicum in History.

Completion of the History major will prepare students to pursue graduate studies in the field of History. Two courses from the major may be applied to the General Education Program requirements in Social Sciences. Additionally, when the History major requirements are combined with the Secondary Education requirements listed in this catalog, students may prepare for a license as a high school social studies teacher.

Specific Requirements	Credits
HIS101 World History I	3
HIS102 World History II	3
HIS103 United States History I	3
HIS104 United States History II	3
HIS201 The World Since 1945	3
HIS202 United States History Since 1945	3
HIS205 Historical Inquiry	3
HIS430 Seminar in History	3

Distributive Requirements

History electives with nine credits at or above the 300 level. 12
36

Note: No more than nine additional credits in History may be applied toward degree requirements. The Division recommends that all students majoring in History elect to take GEO101 Introduction to Geography.

History Minor

Students elect 18 credits in History with at least two courses at or above the 300 level.

Note: No more than nine additional credits in History may be applied toward degree requirements.

Political Science Minor

Specific Requirements	Credits
POS101 Introduction to Political Science	3
Political Science electives, at least six credits at or above the 300 level	<u>15</u> 18

Note: No more than nine additional credits in Political Science may be applied toward degree requirements.

Liberal Studies Major

The Liberal Studies major has been designed to educate students in the broadest sense, utilizing a holistic approach to understanding human civilization. Study of an interdisciplinary curriculum provides knowledge of human society within a historical, social, physical, and aesthetic framework.

Specific Requirements	Credits
Anthropology, Psychology, and/or Sociology (choose two courses)	6
ENG209 History of the English Language or any foreign language course	3
FIA161 Art Appreciation & History or FIA170 Music Appreciation	3
HIS101 World History I	3
HIS102 World History II	3
HIS103 United States History I	3
HIS104 United States History II	3
Any Political Science or Geography course or ECO101	3
Any Philosophy and/or Religion	3
Any upper level English or History course	3
INT430 Seminar in Liberal Studies	<u>3</u>
	36

Note: 18 credits from the above requirements may be used to satisfy the General Education Program. The degree must include at least nine credits of upper level courses. All students majoring in Liberal Studies are strongly encouraged to choose a minor.

Studio Arts Minor

The purpose of the minor in Studio Arts is to provide students who have an interest in visual arts the opportunity to develop an understanding of and appreciation for art and the creative process. The Studio Arts minor provides a well-rounded art experience featuring two-dimensional and three-dimensional media as well as survey courses. Three credits may be used toward the General Education requirements.

Specific Requirements	Credits
FIA101 Art Fundamentals	3
FIA161 Art Appreciation and History	3
Six credits must be selected from:	6
FIA102 Arts and Crafts	
FIA104 Art of Drawing	
FIA111 Applied Design	
FIA203 Nature Drawing	
FIA207 Painting I	
Six credits must be selected from:	<u>6</u>
FIA130 Pottery Workshop	18
FIA205 Introduction to Jewelry	
FIA230 Sculpture	
Another Approved Fine Arts Course	

Note: In addition to the above listed courses, special art classes are available on a periodic basis. In some cases these may be substituted for a requirement listed above. Students will need to complete a substitution form to receive credit. No more than nine additional credits in Fine Arts may be applied toward degree requirements.

Radiologic Technology

A student in radiologic technology learns to use highly sophisticated x-ray equipment and perform a wide range of routine and emergency diagnostic radiographic procedures. As a primary care professional, the radiographer's responsibilities also include the mental and physical well being of the patient. All candidates must indicate a willingness to work with the sick and injured, and demonstrate independent judgment as required by all medical professions.

The College of St. Joseph has formed a strategic alliance with the Glens Falls Hospital (GFH) School of Radiologic Technology. The radiology school offers the 24-month technical program, which is fully approved by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the New York State Department of Health. GFH provides the technical aspects of the program while the College of St. Joseph provides liberal arts and business coursework to broaden the background of students interested in attaining an associate's or bachelor's degree. The GFH program has been credentialed by CSJ and transfers 69 credits into programs at the college.

GFH begins a new cohort once a year in August. Students entering the program at CSJ would need to apply separately to the College and the radiology school. Students could enter the program at CSJ following successful completion of the GFH program and successful passing of the registry (licensure exam). As the program for GFH only begins in August, students could also enter the CSJ program prior to beginning the training at GFH. Students could take prerequisite material for consideration of their application to GFH and/or just get a head start on the degree. However, admission to CSJ does not impact directly on the decision of the GFH and their admissions process.

It should be noted that no degree will be awarded in Radiologic Technology without successful completion of the registry.

Students who wished to apply to CSJ prior to entering the radiology school would be granted admission to the College based on their meeting current admissions standards. They would not be admitted to the program until they had completed the program at the radiology school and had successfully passed the registry. Students applying to CSJ following the radiology school experience and passing the registry would be admitted to the College and the program given their successful experience.

Glens Falls Hospital of Radiologic Technology Program (69 credits)

Orientation & Radiation Protection
Professional Ethics & Legal Issues
Nursing Procedures & Patient Care
Pediatric Imaging
Darkroom Chemistry & Processor Quality Assurance
Anatomy & Physiology for Radiographers I, II
Electrical & Radiation Physics I, II
Computers
Principles of Radiographic Exposure I, II
Radiographic Positioning I, II, III
Medical Terminology
Radiographic Pathology
Radiation Biology
Clinical Education I, II, III, IV, V, VI

Specialized Imaging
 Film Critique I, II, III
 Pharmacology for Imaging Professional
 Registry Review
 Rotations in:

- Ultrasound
- Nuclear Medicine
- Computerized Tomography (C.T.)
- Magnetic Resonance Imaging (M.R.I.)
- Electrocardiogram (E.K.G.)
- Cardiac Catherization
- Nuclear Medicine
- Radiation Therapy
- Venipuncture
- GI Lab
- Satellite (off campus) clinics

Associate of Science in Radiologic Technology

The A.S. degree has been specifically designed to complement and credential an accredited program in radiologic technology.

GFH program = 69 credits

Specific College of St. Joseph Requirements

	Credits
ENG101 Introductory College Writing	3
CIS101ABD Computer Literacy	3
Social Science (History, Geography, Political Science, & ECO 101)	3
Behavioral Science (Sociology, Psychology, Human Services, Anthropology)	3
Elective in Philosophy and/or Religious Studies	<u>3</u>
	15

Bachelor of Science in Radiologic Technology

The Bachelor of Science degree in radiologic technology allows students to broaden their academic background in order to expand the opportunities in their career path and remain flexible to the interests of the student.

GFH program = 69 credits

Specific College of St. Joseph Requirements

	Credits
ENG101 Introductory College Writing	3
ENG102 Reading and Writing About Literature	3
ENG Elective	3
CIS101ABD Computer Literacy	3
COM101 Speech Communication	3
MAT202 Statistics	3
Fine Arts	3
Math Elective	3
Social Science (History, Geography, Political Science, & ECO 101)	6
Elective in Philosophy and/or Religious Studies	3
PHI301 Ethics for the Professional	3
PSY103 Developmental Psychology	3
General Electives	<u>19</u>

58

Bachelor of Science in Radiologic Technology/ Management (double major)

The double major in radiologic technology and management is specifically designed to capitalize on the technical training and expand career opportunities with specific coursework related to management in a health care setting.

GFH program = 69 credits

Specific College of St. Joseph Requirements	Credits
ENG101 Introductory College Writing	3
ENG102 Reading and Writing About Literature	3
ENG Elective	3
CIS101ABD Computer Literacy	3
BUS102 Business Math	3
MAT202 Statistics	3
Fine Arts	3
Social Science (History, Geography, Political Science, & ECO 101)	3
Behavioral Science (Sociology, Psychology, Human Services, Anthropology)	3
Elective in Philosophy and/or Religious Studies	3
PHI301 Ethics for the Professional	3
BUS203 Business Communications	3
BUS303 Business Law	3
BUS305 Principles of Management	3
BUS306 Human Resources Management	3
BUS309 Marketing	3
BUS401 Organizational Behavior	3
BUS409 Organizational Design	3
BUS440A Strategic Management of Health Services	3
Business Elective	<u>3</u>
	60

Bachelor of Science in Professional Studies – Health Sciences

The Professional Studies program is a degree completion program for dental hygienists, radiologic technologists, respiratory therapists, registered nurses, sonographers, echocardiographers, and other highly qualified health professionals. The program gives adult professionals access to higher education and allows them to work toward a Bachelor of Science degree while credentialing prior learning experiences.

The Professional Studies degree involves two components: specialized coursework in a health-related field along with liberal arts education. The College of St. Joseph recognizes that the academic, professional, and clinical backgrounds of healthcare professionals combined with updated in-service opportunities provides a solid background for a bachelor of science degree. In the Professional Studies program, the liberal arts portion is completed at the College of St. Joseph. The courses provided help students to broaden their understanding of themselves and others while providing enhanced intellectual and critical thinking skills.

This program is available to licensed qualified health care professionals who have completed a hospital diploma and/or associate degree from an accredited program.

Admissions requirements for this program are as follows:

- Professional registration in the United States
- Graduation from a diploma or an associate degree program in radiologic technology, sonography, echocardiography, respiratory therapy, nursing, dental hygiene, or another qualified health profession.

As many as 88 to 97 semester hours of credit may be awarded toward the B.S. in Professional Studies based on appropriate documentation of prior education and professional experience as determined by the Registrar of the College.

Specific College of St. Joseph Requirements	Credits
ENG101 Introductory College Writing	3
ENG102 Reading and Writing About Literature	3
ENG Elective	3
CIS101ABD Computer Literacy	3
COM101 Speech Communication	3
MAT202 Statistics	3
Fine Arts	3
Math Elective	3
Social Science (History, Geography, Political Science, & ECO 101)	6
Elective in Philosophy and/or Religious Studies	3
PHI301 Ethics for the Professional	3
PSY103 Developmental Psychology	3
Professional Certification	Up to 88 credits
	Credits for graduation: 127

Students may transfer in courses required as part of the CSJ liberal arts core but may not transfer in more than 97 of the required 127 credits for graduation.

Division of Business

The Division of Business aims to prepare students to perform successfully in business, not-for-profit, and governmental organizations. Study provides students with fundamental skill sets (accounting, finance, management, marketing, and leadership) allowing them to successfully perform the myriad of managerial activities required for the effective and efficient achievement of organizational goals. The curriculum provides a firm business foundation while allowing students to specialize in an area of interest.

Clarkson 4 +1 MBA Option

The College of St. Joseph and the School of Business at Clarkson University have established a 4 + 1 Plan which offers graduates of the College of St. Joseph Business Programs an opportunity to obtain a Master of Business Administration degree from Clarkson University. Graduates of the College of St. Joseph's Business Programs who complete the required foundation courses and meet the prescribed admission standards are guaranteed admission to the Clarkson MBA program. Students interested in pursuing the Clarkson MBA program should contact the Chair of the Division of Business for additional information.

General Education Core Requirements

All Business students enrolled in a Bachelor of Science degree must complete the General Education Core requirements as described on page 41. In addition to satisfying the General Education Core requirements and the specific major requirements offered by the Division of Business, all students take additional elective courses to earn the 127 credits required for graduation. Students must review the General Education Core Requirements for majors since specific coursework relating to majors must be completed as part of their General Education Core Requirements. The Division of Business also recommends that students consider elective courses such as COM220 Group Dynamics, and other Arts and Sciences electives that relate to the contemporary world of business. No more than nine additional credits in Business courses may be applied toward degree requirements.

Associate of Science in Business

A two-or three-year option in Business, leading to an associate in science, is offered as direct career preparation or as a foundation for further study. Students may major in Accounting or Business Administration. The Accounting major takes 3-years to complete.

Accounting Major

Specific Requirements	Credits
ACC101 Financial Accounting	3
ACC102 Managerial Accounting	3
ACC201 Intermediate Accounting I	3
ACC202 Intermediate Accounting II	3
ACC302 Cost Accounting	3
ACC403 Federal Income Tax	3
BUS102 Business Math or MAT103 Finite Mathematics	3
BUS203 Business Communications	3
BUS301 Business Finance	3
BUS303 Business Law	3
BUS305 Principles of Management	3
CIS101ABD Computer Literacy	3
ECO207 Macroeconomic Principles	3
ENG101 Introduction to College Writing	3
ENG102 Reading and Writing About Literature	3
PSY102 Introduction to Psychology or SOC101 Introduction to Sociology	3
Social Science	3
Philosophy or Religious Studies	3
Arts & Sciences Electives	<u>6</u>
	60

Business Administration Major

Specific Requirements	Credits
ACC101 Financial Accounting	3
BUS102 Business Math or MAT103 Finite Mathematics	3
BUS203 Business Communications	3
BUS301 Business Finance	3
BUS303 Business Law	3
BUS305 Principles of Management	3

BUS309 Marketing	3
CIS101ABD Computer Literacy	3
CIS305 Spreadsheet Applications	3
ECO207 Macroeconomic Principles	3
ENG101 Introduction to College Writing	3
ENG102 Reading and Writing about Literature	3
PSY102 Introduction to Psychology or SOC101 Introduction to Sociology	3
Social Science	3
Philosophy or Religious Studies	3
Arts and Sciences Electives	6
Business Electives	9
	60

Business Core

The business core is required of all Division of Business students seeking a Bachelor’s degree (with the exception of the Bachelor of Arts in Organizational Leadership).

The business core is designed to provide students with:

- 1) functional knowledge and skills in core business functions;
- 2) written and oral communication skills;
- 3) information-technology management skills;
- 4) problem solving and decision making skills; and
- 5) enhance teamwork and human relations skills.

Bachelor of Science in Business

The Division of Business offers Bachelor of Science degrees with majors in Accounting and Management. Specific requirements for each major are identified below.

Accounting Major

The Accounting major is designed to prepare students to pursue careers in public accounting, corporate accounting, non-profit accounting, and other financial careers. The Accounting program objectives provide accounting graduates with a basic understanding of accounting principles (Financial, Managerial, Taxation, and Auditing) such that they are able to prepare, analyze, and communicate accounting information. Students must complete the General Education Core Requirements (page 41). The courses identified below are required and may count towards partial fulfillment of the General Education Core requirements.

	Credits
General Education Core Requirements (See page 41)	45
Behavioral Science Requirement:	
PSY102 Introduction to Psychology or SOC101 Introduction to Sociology	
Math Elective Requirement:	
MAT103 Finite Mathematics	
General Electives	22*
Business Core	
ACC101 Financial Accounting	3
BUS203 Business Communications	3
BUS301 Business Finance	3
BUS303 Business Law	3
BUS305 Principles of Management	3

BUS306 Human Resource Management	3
BUS440 Business Policy: Strategic Management	3
CIS305 Spreadsheet Applications	3
CIS310 Management Information Systems	3
ECO207 Macroeconomic Principles	3
ECO208 Microeconomic Principles	3
Specific Accounting Courses	
ACC102 Managerial Accounting	3
ACC201 Intermediate Accounting I	3
ACC202 Intermediate Accounting II	3
ACC301 Auditing	3
ACC302 Cost Accounting	3
ACC401 Advanced Accounting	3
ACC403 Federal Income Tax	3
Business Electives	<u>6</u>
	127

*9 credit limit in Business courses

Management Major

The Management major is designed to prepare students to pursue careers in private, public, and non-profit organizations. The Management program provides management graduates with an understanding of the art of decision making, leadership, supervision, and strategic planning so that graduates can effectively employ physical and human resources in the achievement of organizational goals and objectives. Students must complete the General Education Core Requirements (page 41). The courses identified below are required and may count towards partial fulfillment of the General Education Core Requirements.

	Credits
General Education Core Requirements (See Page 41)	45
Behavioral Science Requirement:	
PSY102 Introduction to Psychology or SOC101 Introduction to Sociology	
Math Elective Requirement:	
MAT103 Finite Mathematics	
General Electives	22*
Business Core	
ACC101 Financial Accounting	3
BUS203 Business Communications	3
BUS301 Business Finance	3
BUS303 Business Law	3
BUS305 Principles of Management	3
BUS306 Human Resource Management	3
BUS440 Business Policy: Strategic Management	3
CIS305 Spreadsheet Applications	3
CIS310 Management Information Systems	3
ECO207 Macroeconomic Principles	3
ECO208 Microeconomic Principles	3
Specific Management Courses	
ACC102 Managerial Accounting	3

BUS309 Marketing	3
BUS352 Introduction to e-Business & Commerce	3
BUS401 Organizational Behavior	3
BUS408 Operations Management	3
BUS409 Organizational Design	3
Business Electives	<u>9</u>
	127

*9 credit limit in Business courses

Bachelor of Arts in Business

The Division of Business offers Bachelor of Arts degrees with majors in Business Administration and Sports Management. Specific requirements for each major are identified below.

Business Administration Major

The Business Administration major provides students with a firm understanding of the differing skills (accounting, finance, marketing, and management) required to be successful in today's competitive business environment. The Business Administration program is designed to provide students with the flexibility to pursue personal interests while acquiring the skill sets necessary to pursue a career in business. Students must complete the General Education Core Requirements (page 41). The courses identified below are required and will count towards partial fulfillment of the General Education Core Requirements.

	Credits
General Education Core Requirements (See Page 41)	45
Behavioral Science Requirement:	
PSY102 Introduction to Psychology or SOC101 Introduction to Sociology	
Math Elective Requirement:	
MAT103 Finite Mathematics or BUS102 Business Math	
General Electives	25*
Business Core	
ACC101 Financial Accounting	3
BUS203 Business Communications	3
BUS301 Business Finance	3
BUS303 Business Law	3
BUS305 Principles of Management	3
BUS306 Human Resource Management	3
BUS440 Business Policy: Strategic Management	3
CIS305 Spreadsheet Applications	3
CIS310 Management Information Systems	3
ECO207 Macroeconomic Principles	3
ECO208 Microeconomic Principles	3
Specific Business Administration Courses	
BUS309 Marketing	3
BUS352 Introduction to e-Business & Commerce	3
BUS401 Organizational Behavior	3
BUS409 Organizational Design	3
Business Elective	<u>12</u>
Note: ACC102 Managerial Accounting is recommended.	127

Sports Management Major

The Sports Management major is designed to provide students with the skills to pursue careers in the management of profit and not-for profit sport enterprises. The Sports Management program provides graduates with the skills to effectively plan, coordinate, and develop strategic plans to effectively manage the physical and human resources to conduct an effective profit or not-for profit sporting activity. Students must complete the General Education Core Requirements (page 41). The courses identified below are required and may count towards partial fulfillment of the General Education Core Requirements.

	Credits
General Education Core Requirements (See page 41)	45
Behavioral Science Requirement:	
PSY102 Introduction to Psychology	
Math Elective Requirement:	
MAT103 Finite Mathematics or BUS102 Business Math	
General Electives	16*
Business Core	
ACC101 Financial Accounting	3
BUS203 Business Communications	3
BUS301 Business Finance	3
BUS303 Business Law	3
BUS305 Principles of Management	3
BUS306 Human Resource Management	3
BUS440 Business Policy: Strategic Management	3
CIS305 Spreadsheet Applications	3
CIS310 Management Information Systems	3
ECO207 Macroeconomic Principles	3
ECO208 Microeconomic Principles	3
Specific Sports Management Courses	
BUS309 Marketing	3
SPM301 Introduction to Sports Management	3
SPM315 Sports Facility Management	3
SPM401 Legal Aspects of Sports Management	3
SPM410 Financial Implications of Sports Management	3
Business Electives	9
Additional Requirements	
PSY240 Sports Psychology	3
Physical Education Courses	<u>6</u>
Note: ACC102 Managerial Accounting is recommended.	127

*6 credit limit in Business courses

Internships

The Division of Business encourages students to participate in one or more internship experiences. The internship experience provides students with an excellent opportunity to synthesize the theories and methodologies comprising their academic experience with the contemporary trends of the marketplace. The internship is a three- or six-credit experience that can be applied to the electives within each Business major. The Division

encourages all of its students to participate in an internship provided they meet the following standards of performance:

- Cumulative average of 2.0 or higher in Business courses;
- Junior/Senior standing; and
- Completed a majority of the requirements for the major.

Business Minors

The purpose of the minors in Business is to provide students the opportunity to complement their academic backgrounds with Business courses thereby preparing themselves for a broad variety of career options.

Accounting Minor

The Accounting minor provides students with a basic understanding of accounting principles. Specific coursework for a minor in Accounting is identified below.

Specific Requirements	Credits
BUS101 Introduction to Business	3
ACC101 Financial Accounting	3
ACC102 Managerial Accounting	3
BUS301 Business Finance	3
ACC201 Intermediate Accounting I	3
ACC202 Intermediate Accounting II	<u>3</u>
Note: All prerequisites for these classes must be satisfied.	18

Entrepreneurship Minor

The Entrepreneurship minor provides non-business majors with the specialized background necessary to market the knowledge acquired in other disciplines in a business or commercial environment; it also provides the non-major with a basic understanding of major subject fields in business, thereby facilitating their transition into the world of business. Specific coursework for a minor in Entrepreneurship is identified below.

Specific Requirements	Credits
BUS101 Introduction to Business	3
ACC101 Financial Accounting	3
BUS301 Business Finance	3
BUS305 Principles of Management	3
BUS309 Marketing	3
BUS403 Entrepreneurship	<u>3</u>
Note: All prerequisites for these classes must be satisfied.	18

Business Administration Minor

The Business Administration minor provides non-business majors with a basic understanding of the art of decision-making and organizational leadership. Specific coursework for a minor in Business Administration is identified below.

Specific Requirements	Credits
BUS101 Introduction to Business	3
ACC101 Financial Accounting	3
BUS305 Principles of Management	3
Business Electives	<u>9</u>
Note: All prerequisites for these classes must be satisfied.	18

Marketing Minor

The Marketing minor provides students with a basic understanding of the “4-P’s” (product, price, promotion, and place) of marketing. Specific coursework for a minor in Marketing is identified below.

Specific Requirements	Credits
BUS101 Introduction to Business	3
BUS305 Principles of Management	3
BUS309 Marketing	3
Business Elective	3
Marketing Elective	3
Marketing Elective	<u>3</u>
Note: All prerequisites for these classes must be satisfied.	18

Resort and Recreation Management Minor

The Resort and Recreation Management minor familiarizes students with the interrelated activities of operating a resort/recreational facility. The Resort and Recreation Management minor provides the skills to address facilities management and retail/sales management. Specific coursework for a minor in Resort and Recreation Management is identified below.

Specific Requirements	Credits
BUS101 Introduction to Business	3
BUS305 Principles of Management	3
RRM305 Legal Aspects of Recreation, Resort & Sports Management	3
RRM315 Facility & Security Management	3
RRM410 Retail & Sales Management	3
Business Elective	<u>3</u>
Note: All prerequisites for these classes must be satisfied.	18

Bachelor of Arts in Organizational Leadership

ACCEL: Accelerated Degree Program for Adult Learners

The Business Division offers an accelerated degree completion program to meet the educational needs of men and women who:

- Are seeking a professional curriculum in Organizational Leadership;
- Want to complete their degree in the evening;
- Have completed at least two years of college;
- Have at least 5-10 years relevant work experience;
- Are highly motivated to finish their degree; and
- Can schedule their time carefully and discipline themselves to meet the rigorous demands of this program.

Organizational Leadership Major

The Bachelor of Arts Degree in Organizational Leadership was created for experienced individuals as a catalyst for career advancement. This unique curriculum contains 14 modules that are scheduled sequentially over a period of three semesters and have a combined value of 42 semester hours. The term *modules* signifies the integrated nature of this curriculum; it is not a collection of independent courses. Each module is taken with a group of students who remain together throughout the 18 months of the program. The program's learning outcomes are designed to enhance communication, understanding of management principles and processes, decision-making and problem-solving skills and lifelong learning.

Specific Requirements

Credits

Semester 1

Module 1	BUA300 Adult Development & Life Assessment	3
Module 2	BUA301 Small Group & Organizational Behavior	3
Module 3	BUA305 Management Concepts	3
Module 4	BUA303 Business Law	3
Module 5	BUA202 Research & Data Analysis	3

Semester 2

Module 6	BUA405 Principles of Management & Supervision	3
Module 7	ECA201 Principles of Economics	3
Module 8	BUA310 Accounting for Managers	3
Module 9	BUA307 Marketing in a Global Economy	3

Semester 3

Module 10	BUA311 Managerial Finance	3
Module 11	BUA410 Leadership for the Professional	3
Module 12	BUA406 Human Resource Management	3
Module 13	BUA440 Strategic Planning	3
Module 14	PHA301 Ethics for the Professional	3

Note: 127 credits are needed to graduate with a Bachelor of Arts in Organizational Leadership degree. The degree may take longer than 18 months, depending on the number of transfer credits and/or previous academic record of the student.

Policies for the ACCEL program are the same as the other undergraduate programs, except for the following:

Policy for Adding and Dropping Courses

Students may add and drop courses, without penalty, by processing an "Add/Drop" or "Hardship Withdrawal" form through the Registrar's Office as specified by the guidelines below.

- Student obtains the Add/Drop or Hardship Withdrawal Form from the Registrar's Office.
- Change becomes effective on the date the Registrar signs form.
- Failure to follow proper Add procedure will result in loss of credit for the course.
- Failure to follow the proper Drop procedure will result in a grade of "F" for the course.

Adding a Course:

Before 2nd class meeting or permission of Instructor.

Dropping a Course:

Before 2nd class meeting: Class will not appear on transcript.

Before the 3rd class meeting: A grade of "W" will appear on transcript.

After the 3rd class meeting: No withdrawals allowed.

Refund Policy

Ceasing to attend classes does not constitute withdrawal from the College. Only with an official withdrawal (see policies for adding/dropping courses) are the following refunds permitted of tuition.

Students who officially withdraw from the ACCEL program will receive a refund of tuition paid using the following schedule:

Before the ACCEL semester begins	100%
During the 1 st - 3 rd weeks of the semester	90%
During the 4 th - 6 th weeks of the semester	50%
During the 7 th - 13 th week of the semester	25%
After the 13 th week of the semester	0%

All fees are non refundable. Contact the Business Office for exact refund amounts. There are three ACCEL semesters in the ACCEL portion of the degree.

Policy for Incompletes

ACCEL students who wish to request an incomplete for a course should follow the same policy and procedures as outlined on page 33. However, incomplete ACCEL coursework must be completed no later than 3 weeks after the end of the course. Students must have attended at least 3 classes to be considered for an incomplete.

Attendance Policy

Students should attend all classes in order to earn credit for a course; however, if unavoidable, one (on rare occasions two) classes may be missed. To earn credit, students must attend at least 3 classes per course.

Master of Business Administration

The Business Division offers the Master of Business Administration. This program develops leadership and management skills designed to meet the professional needs of individuals working in middle and upper-level positions in the context of business, public, and not-for-profit environments. While the major thrust of the program is on leadership development, it specifically promotes the development of strategic decision making skills as they relate to organizational performance. In recognition of the core elements of management in organizations in all sectors of society, the curriculum offers a variety of courses including offerings in leadership, professional ethics, and business strategy. Students in this program will not only upgrade their business decision-making skills but also increase their overall organizational effectiveness and value through improved leadership and management.

Admission to the Graduate Program

In view of the complexity of organizations and the corresponding demands for talented and competent professionals, the admissions process seeks to identify individuals who are capable of successfully completing graduate study in business administration. Earning a master of business administration will provide graduates with additional knowledge and skills in leadership and management to better serve their organizations and to function as change agents and role models as organizations evolve to meet the demands of the 21st Century.

To be considered for admission into the Master of Business Administration program, students must submit the following:

- A completed graduate application form;
- A nonrefundable \$35 application fee;
- Two letters of reference from academic or professional sources (forms are available with the application package from the Admissions Office);
- official transcripts of all undergraduate and graduate study; and
- A statement that the student owns or has access to a computer and is computer literate.

The ideal candidate for admission into the Master of Business Administration program will have:

- A bachelor's degree from an accredited college or university with a cumulative average of at least 2.8 or higher and a 3.0 in business courses;
- Successfully completed introductory courses in accounting, economics, finance, marketing, and quantitative analysis; and
- A fundamental understanding of computers and basic software applications.

In cases where applicants do not meet all of the admissions criteria but do demonstrate potential for success in the program, the selection committee may offer conditional acceptance and set performance standards, which must be met within a specified timeline.

Transfer of Credit

At the time of matriculation, a student may request the transfer of a maximum of 6 credits into the Master of Business Administration program. These credits must have been completed at a regionally accredited college or university, and the student must have earned at least a "B" or better in the course(s). The merits of all requests for transfer credit are considered with respect to the course content's relevance to the current

program requirements and goals. The college is not obligated to accept transfer credits that are not approved during the matriculation process. In addition, no course taken more than five years before the time of matriculation in the CSJ graduate program can be used for transfer credit. Individuals will be allowed to take up to twelve credits of graduate studies at the College of St. Joseph prior to the date of acceptance. These graduate credits will not be counted against the transfer credit limit.

Plan of Study

Once matriculated, the student follows the prescribed sequence of courses specified in the curriculum design. The courses are taken in the order offered because of the cumulative nature of the knowledge and skills in the program as well as to satisfy advance course prerequisites and uninterrupted matriculation.

Curriculum Delivery and Schedule

The curriculum in this program is sequential and is taken one course at a time over a period of three and one half years. A cohort will start each fall provided there is sufficient enrollment. The program is unique in that the individuals in the group progress through the curriculum together. They enroll in one graduate course per term as the curriculum is deployed.

The program utilizes the evening format with class meetings one night per week from 6:00 p.m. to 10:00 p.m. Classes are scheduled in 10-week terms, and there are four terms each year. Students are expected to enroll in one course per term. By doing so, the entire degree program may be completed in three and one half years.

Curriculum Overview

The curriculum in this master's program is designed to meet the educational and professional development needs of working adults. The program consists of a total of 42 credits. The sequence of three-credit courses is as follows:

- GBA500 Leadership in the 21st Century
- GBA501 The Legal, Social, and Environmental Implications of Business Decisions
- GBA502 21st Century Management Practices
- GBA503 Managing Organizational Behavior
- GBA504 Informational Technology Applications in Management Decisions
- GBA505 Ethics and the Leadership Role
- GBA506 Delivering Superior Customer Value
- GBA507 Quantitative Thinking
- GBA508 Economic Thinking
- GBA509 Accounting for Decision Makers
- GBA510 Managerial Marketing
- GBA511 Applying Managerial Finance
- GBA512 Operations and Systems Management
- GBA513 Entrepreneurial and Strategic Thinking

The final course in this sequence is the capstone of the program and is a case study oriented business policy course aimed at the strategic side of organizational leadership. Brief course descriptions are included in the last section of this catalog.

Active Status, Interrupted Studies, and Reinstatement

Students are considered actively engaged in graduate study if they are enrolled in one or more graduate or foundation courses in a given term. Students who interrupt their studies for two to four terms (6 to 12 months) are considered inactive. Students reentering the program will be responsible for all new requirements in effect at the point of reactivation and must pick up the sequence of courses with a new cohort.

A student who remains inactive for more than one year, that is, more than four consecutive registration periods, will be considered dropped from the program. The MBA must be completed within a total of five years from the time of admission to the program; therefore, reinstatement may be sought any time prior to the lapse of that total time period. Before resuming study, the student's record at the College will be evaluated and all standards for admission, matriculation, and graduation currently in effect at the time of reinstatement must be met. A student must send a letter to the division chair requesting reinstatement to begin this evaluation process. Denials of reinstatement requests occur primarily in cases where a student has left the program while on academic probation and where the administration believes the student will not be able to overcome his or her academic deficiencies.

Time Limit

The time limit for completing the Master of Business Administration is five (5) years. Students may petition the division chair and Vice President of Academic Affairs for an extension of the time limit. Extensions will be granted only rarely and for extenuating circumstances.

Policy for Adding and Dropping Courses

Students may add and drop courses, without penalty, by processing an "Add/Drop" or "Hardship Withdrawal" Form through the Registrar's Office as specified by the guidelines below.

- Student obtains an Add/Drop or Hardship Withdrawal Form from the Registrar's Office.
- Change becomes effective on the date the Registrar signs the form.
- Failure to follow proper Add procedure will result in loss of credit for the course.
- Failure to follow proper Drop procedure will result in a grade "F" for the course.

Adding a Course:

Before 3rd class meeting or permission of Instructor.

Dropping a Course:

Before the 3rd class meeting: Class will not appear on transcript.

Before the 4th class meeting: A grade of "W" will appear on transcript.

After the 4th class meeting: No withdrawals allowed.

Refund Policy

Ceasing to attend classes does not constitute withdrawal from the College. Only with an official withdrawal (see policies for adding/dropping courses) are the following refunds of tuition permitted.

Refunds of tuition for part-time MBA students who withdraw from the College will be calculated as follows:

Prior to 1st class

100%

Within the 1 st class meeting	90%
Within the 2 nd class meeting	80%
Within the 3 rd class meeting	70%
After the 4 th class meeting	0%

- Refund schedule applies only to 3 credit courses.
- All fees are non refundable.

Contact the Business Office for exact refund amounts.

Dismissal and Probation Policy for Graduate Students

The College of St. Joseph reserves the right to dismiss graduate students whose scholarship is not satisfactory or whose standards of behavior are not in accord with the ideals and standards which the College of St. Joseph and/or the chosen profession seeks to maintain. Students who are dismissed after the drop date has expired will receive a grade of “F” for registered courses. Students whose grade-point average falls below the required 3.0 may be dismissed from the College. However, such students can be placed on probation at the discretion of the Vice President. Graduate students on probation who fail to obtain the required cumulative index at the end of the probationary period, will be dismissed from the College. On rare occasions, for extenuating circumstances, the Vice President may extend the probationary period. Graduate students concerned about their progress should see their advisor or the Vice President.

Graduate Grading Policies

- A cumulative GPA of 3.0 is required for graduation.
- No more than 2 grades lower than a B and none lower than a C will be applied to the degree.
- Courses may be repeated once to improve the grade. The last grade earned will be used in calculating a student’s cumulative average.

Repeating A Graduate Course

Graduate students may repeat a course once. Additional repeats may be allowed under special circumstances only with permission from the Vice President of Academic Affairs in consultation with the division.



Division of Education

Title II Disclosure

In accordance with federal regulation, the College of St. Joseph is required to report that 91% of Teacher Education Program completers in the 2003-2004 cohort qualified for Vermont state licensure.

Teacher Preparation for Undergraduates

The Division of Education offers students a professional curriculum approved by the Vermont State Department of Education for the licensure of teachers in Elementary Education and Secondary Education. Secondary Education is co-facilitated by the faculty in the Division of Arts and Sciences and the Division of Education with primary leadership performed by faculty in the Arts and Sciences.

Program Theme

Developing the holistic teacher through knowledge acquisition, moral development, community service and self-growth.

The Program Theme for the Division of Education reflects the Mission of the College of St. Joseph. The ideal graduate of a teacher licensure program has reached a level of *self-growth* and worth that enables the individual, as a professional teacher, to engage students in an active learning process with a reasonable assurance of success. This graduate derives confidence from the thorough preparation received in an educational process that emphasizes the *acquisition of knowledge* through learning and practical experience. The graduate has learned how to learn and how to enable others to learn. What characterizes the graduate is the *moral development* and acquisition of values that have been instilled through an educational program founded on the liberal arts and sciences and implemented within the context of Christian values and Roman Catholic traditions. Finally, this ideal graduate is of the disposition to share knowledge and embody moral values, not only in a classroom setting, but in all walks of life. Dedicated to *service to the community*, this prospective teacher is a committed professional who desires to improve society and advance the welfare of other human beings in individual and collaborative efforts in the classroom and in the broader community.

Teacher Education Program

Admission and Testing Requirements

Admission to the College of St. Joseph does not constitute nor guarantee admission to the Teacher Education Program. In order to insure compliance with the regulations of the Vermont Standards Board for Professional Educators (VSBPE), which approves our programs, students must:

1. be admitted to the College of St. Joseph.
2. file an application for admission to the Teacher Education Program.
3. have completed Education 101: Introduction to Education with a grade of “C” or better.
4. have completed a minimum of thirty (30) college credits (CSJ and/or transfer credits) with a grade point average of 2.75 or better.
5. submit 3 recommendations from faculty members.
6. submit state approved minimum passing scores for the PRAXIS I: Pre-Professional

Skills Tests (PPST). Students must take the tests in Reading, Mathematics, and Writing.

7. Students must be admitted to the Teacher Education Program to be eligible to take the following upper level courses:
 - EDU317 Social Studies/Language Arts/Reading Block
 - EDU401 Classroom Management
 - EDU412A Teaching Mathematics in the Elementary School
 - EDU412B Teaching Science in the Elementary School
 - SPE302 Assessment and Instructional Planning in Special Education
 - SPE403 Diagnostic Teaching of Reading in the Inclusive Classroom
 - SPE405 Principles, Methods & Materials for Teaching Students w/Spec Needs
 - SPE410: Program Development and Management in Special Education
8. Prior to student teaching, students must take, and pass, any tests from the Praxis II series required at that time for licensure in the state of Vermont.
9. Students are required to complete their programs with a grade point average of 3.0.

Student Portfolios

All undergraduate candidates for teacher licensure are required to demonstrate their acquisition of the Program Theme, The Vermont Standards for Educators, and the State competencies for licensure by maintaining a portfolio of their studies and practica assignments. This is referred to as the Qualifying Portfolio and is begun in the course Introduction to Education. The Qualifying Portfolio is reviewed regularly throughout the program and presented to Divisional faculty prior to the student teaching semester. During the student teaching semester, students will combine aspects of the Qualifying Portfolio with specific additional entries to create their Licensure Portfolio. Using scoring rubrics provided by the State, the Licensure Portfolios are examined by at least two faculty members. The Licensure Portfolio must receive a passing grade in order for the student to be recommended for Vermont licensure.

Initial Licensure Portfolio Completion Policy

It is expected that all students will satisfactorily complete their initial licensure portfolios by the close of the semester during which they student teach. Every attempt will be made during the student teaching seminar to provide the assistance necessary to meet this goal. We recognize, however, that there may be occasions when satisfactory completion within the allotted time is not possible. In such cases, and with the prior approval of the appropriate department faculty, the following guidelines will be used:

- Students will have 3 weeks from the first day of the semester after the one during which they student taught to satisfactorily complete their licensure portfolios without penalty.
- Should the portfolio still not be of satisfactory quality, students will register for 1-3 units (number of units to be determined by the appropriate department faculty based on the amount of work yet to be done) of Portfolio Completion Workshop.
- Units will be charged to the student at the appropriate (current graduate or undergraduate) credit rate.
- It is conceivable, though not likely, that additional practicum work might be necessary to provide data for the portfolio.
- Students may register for Portfolio Completion Workshop for a maximum of 2 semesters immediately following the one during which they student taught **

to satisfactorily complete their portfolios. At that point, if they have not satisfactorily completed the portfolio, they will be considered non-completers of their programs and they will not be recommended for licensure.

All students should keep in mind that the state of Vermont requires the satisfactory completion of the Initial Licensure Portfolio as a prerequisite to the issuance of an initial teaching license. In compliance with this requirement, the College of St. Joseph does not consider a student to be a “program completer” until a satisfactory portfolio has been presented.

**The summer term is counted as a semester. That is, spring student teachers would be eligible to register for Portfolio Completion Workshop in the following summer and fall terms while fall student teachers would be eligible to register in the spring and summer terms.

Field Placements

Students must document “completion of a minimum of 60 clock hours of supervised field experience through related college courses and program requirements.” (VT State Department of Education) Field assignments provide opportunities for students to observe, participate, and teach in classrooms. The field assignments begin with *Introduction to Education* and extend through the last semester before student teaching. Arrangements for completing the requirement are made by the students through consultation with the Director of Student Teaching & Placements. The observer/participant hours are a prerequisite to student teaching. Documentation of all early field experience hours is included in the student’s portfolio and application for student teaching.

Specific Requirements for Student Teaching Placement

All teacher licensure candidates must complete a successful student teaching experience to satisfy certification requirements. *Education majors as well as students seeking licensure in secondary education must have a cumulative grade point average of “B” and a “B” average in required education courses to qualify for a student teaching placement.* If this academic standard is not achieved, written certification and substantiation of intellectual competency must be obtained from the Vice President of Academic Affairs.

The Vermont State Department of Education requires that education certification candidates “demonstrate competence in writing, speaking, mathematics, and mastery of the major content endorsement sought.” In addition, the Division of Education requires that students demonstrate competency in computer-assisted instruction. Competency in these areas is demonstrated by the following:

- Successful completion of CIS101ABD for computer literacy
- Passing grade in COM101 Speech Communication
- Passing scores on the PRAXIS I tests
- Prior to student teaching, students must take, and pass, any tests from the Praxis II series required at that time for licensure in the State of Vermont

Students must complete a “Student Teacher Application Form” by February 1 of the semester preceding their senior year. A student teaching placement will be made upon decision of acceptance of the student teaching application and the student’s portfolio by the Director of Student Teaching & Placements. Students not admitted to student teaching may appeal the decision through the Vice President of Academic Affairs' office.

While the student teaching experience is the most important part of the pre-service teacher's preparation, it must be kept in mind that the well-being and academic progress of the K-12 students is always the primary concern. If a student teacher is not performing to an acceptable standard of competence, the college supervisor in conjunction with the appropriate division chair retains the right to remove the student teacher from a placement. Such an action is never taken lightly as there are serious consequences.

The following conditions apply to future placements:

- The student teacher must "sit-out" a semester (excluding summer) before being placed again.
- The student teacher must present documentation that action has been taken to rectify the weaknesses that led to the removal from the previous placement.
- The student teacher must formally reapply for student teaching and submit the documentation described above with the usual application.
- The student teacher may be eligible for no more than one additional placement following the original unsuccessful experience.
- The College retains the right to refuse a second placement and suggest an alternative program for degree completion.

Teacher Licensure

Eligibility for licensure by the State of Vermont requires the following competencies:

- Minimum grade of "B" for student teaching,
- Positive recommendation from the College of St. Joseph that includes written input from the cooperating field teacher,
- Minimum "3.0" grade point average, and
- Satisfactory completion of a Licensure Portfolio.

Students entering initial licensure programs are required to follow requirements for Vermont licensure. Passing scores (as designated by the Vermont Standards Board) on the PRAXIS I, reading, writing, and math tests, are required for admission to such programs. Passing scores (as designated by the Vermont Standards Board) on relevant PRAXIS II tests are required prior to student teaching. Students make their own arrangements to take the tests at one of the testing centers listed in the application packet for the PRAXIS tests. The Education Division Office will provide additional information on licensure updates and testing requirements as they occur.

Bachelor of Science in Education

The course of study leading to a bachelor's degree for all undergraduate education majors has three components to prepare students for careers in education. The three areas reflect the Mission of the College and the Division of Education's Program Theme and are designed to meet the Vermont State Department of Education's requirements for teacher certification. The three components are foundational studies in liberal education, an academic concentration in liberal arts or sciences, and a sequence of courses in education.

Liberal Education and Academic Content Requirements for Education Programs

The Liberal Education component includes courses listed under the General Education requirements for all undergraduate students at the College of St. Joseph and additional courses from the liberal arts and sciences to provide a foundation in liberal education for all education majors. (The behavioral science requirement of three credits in the General Education core is satisfied by the required courses in psychology in the education program.) Education majors are required to complete the following courses which provide a grounding in the content knowledge expected of elementary teachers. The 18 hours in the social sciences, combined with the other courses, meets the Vermont State requirement of an “interdisciplinary major” of at least thirty (30) credit hours in the liberal arts and sciences.

Artistic Expression of Ideas (9 credits)

ENG102 Reading and Writing About Literature*	3
Art, Music, or Drama Elective	3
English Elective*	3

College Writing and Speech (6 credits)

ENG101 Introductory College Writing*	3
COM101 Speech Communication	3

Historical Knowledge and Appreciation (6 credits)

HIS103 United States History I*	3
HIS201 The World Since 1945*	3

Interdisciplinary Awareness (12 credits)

GEO101 Introduction to Geography*	3
HIS204 Multicultural America*	3
POS102 American Government*	3
ECO101 Introduction to Economics*	3

Mathematical Understanding and Problem Solving (9 credits)

MAT102 Mathematical Reasoning and Problem Solving*	3
MAT202 Statistics*	3
Math Elective*	3

Philosophical and Theological Foundations (6 credits)

PHI301 Ethics for the Professional	3
Philosophy or Religious Studies Elective	3

Scientific Knowledge and Inquiry (12 credits)

SCI110 Health*	3
SCI101 Biology I or SCI102 Biology II*	3
SCI103 Physical Science I or SCI104 Physical Science II*	3
SCI210 Environmental Science or GEO203 Physical Geography*	3

Technological Competence (3 credits)

CIS101ABD Computer Literacy	3
*Academic Content Requirements	63

Elementary Education Program

The Bachelor of Science degree program in Elementary Education is designed for students who desire initial licensure in elementary education, K-6. Students are required to complete the liberal education and academic content requirements of 63 semester hours, the requirements for the elementary education program of 39 semester hours, and a student teaching placement of 12 semester hours.

	Credits
Liberal Education and Academic Content Requirements	63
General Electives	13
Elementary Education Requirements	
EDU101 Introduction to Education	3
EDU305 Children's Literature	3
EDU317 Social Studies/Language Arts/Reading Block	6
EDU321 Physical Education for Educators	1
EDU322 Art for Educators	1
EDU323 Music for Educators	1
EDU401 Classroom Management	3
EDU412A Teaching Mathematics in the Elementary School	3
EDU412B Teaching Science in the Elementary School	3
PSY103 Developmental Psychology	3
PSY350 Educational Psychology	3
SPE201 Introduction to Special Education I	3
SPE202 Introduction to Special Education II	3
SPE403 Diagnostic Teaching of Reading In the Inclusive Classroom	<u>3</u>
	39
Student Teaching Placement	
EDU420 Student Teaching in the Elementary School	<u>12</u>
	Total 127

Admission into Undergraduate Secondary Education Licensure Programs

Admission to the College of St. Joseph does not constitute or guarantee admission into the Secondary Education Program. Application to the Secondary Education Program is normally made in the first semester of the junior year. A student must meet the following criteria in order to be admitted into the Secondary Education Program:

- submission and approval of an application to the Secondary Education Program
- submission of recommendations from at least two faculty members
- a GPA of at least 3.0
- an overall GPA of at least 3.0 within the academic major (including transfer courses)
- submission of passing scores (as defined by the Vermont Standards Board) for PRAXIS I (or an alternate exam recognized by the Vermont Standards Board)

Secondary Education Licensure Program in English

The Bachelor of Arts degree programs in English and Secondary Education are designed for students who desire initial licensure in Secondary Education/English (grades 7-12).

Students are required to complete the requirements in the general education core of 45 semester hours, an English major of 36 semester hours, the secondary education requirements of 31 semester hours, and general electives for a total of 127 credits. The requirements for the major in English are listed under the Arts & Sciences Division.

		Credits
General Education Core		45
<i>Contained and counted in the General Education Core</i>		
CIS101ABD Computer Literacy	MAT202 Statistics	
PHI301 Ethics for the Professional	PSY102 Introduction to Psychology	
One Science course containing a health component		
English Major Requirements		36
General Electives		15
Secondary Education Requirements		
EDU101 Introduction to Education		3
PSY331 Issues in Adolescence		3
SEE310 Teaching for Effective Classroom Management		3
SEE301 Introduction to Special Education in the Secondary School		3
SEE308 Reading in the Content Area - Secondary		3
SEE401A Secondary Methodology & Technology - English		4
SEE420 Student Teaching in the Secondary School		<u>12</u>
Total		127

Secondary Education Licensure Program in Social Studies (History)

The Bachelor of Arts degree programs in History and Secondary Education are designed for students who desire initial licensure in Secondary Education/Social Studies (grades 7-12). Students are required to complete the requirements in the general education core of 45 semester hours, a History major of 36 semester hours, the secondary education requirements of 31 semester hours, the social studies distributive requirements of 12 semester hours, and general electives for a total of 127 credits. The requirements for the major in History are listed under the Arts & Sciences Division.

		Credits
General Education Core		45
<i>Contained and counted in the General Education Core</i>		
CIS101ABD Computer Literacy	MAT202 Statistics	
PHI301 Ethics for the Professional	PSY102 Introduction to Psychology	
One Science course containing a health component		
History Major Requirements		36
General Electives		3
Social Studies Distributive Requirements*		
POS102 American Government		3
ECO101 Introduction to Economics		3
GEO101 Introduction to Geography or		3
GEO203 Physical Geography		
Students must take <i>at least one</i> of the following courses:		3
ANT102 Introduction to Anthropology		
ANT202 Cultural Anthropology		
SOC101 Introduction to Sociology		

*6 distributive requirement credits may be used to fulfill the General Education Core social sciences requirement.

Secondary Education Requirements

EDU101 Introduction to Education	3
PSY331 Issues in Adolescence	3
SEE310 Teaching for Effective Classroom Management	3
SEE301 Introduction to Special Education in the Secondary School	3
SEE308 Reading in the Content Area - Secondary	3
SEE401B Secondary Methodology & Technology - Social Studies	4
SEE420 Student Teaching in the Secondary School	<u>12</u>
Total	127

Admission into Student Teaching (Undergraduate Secondary Education Licensure Programs)

Students must meet the following criteria to be admitted into student teaching:

- submission and approval of a student teaching application
- submission of recommendations from at least two faculty members
- successful completion and documentation of at least 60 hours of field work
- successful completion of a Qualifying Portfolio
- an overall GPA of at least 3.0 (including transfer courses)
- a GPA of at least 3.0 in all education courses
- a GPA of at least 3.0 within the academic major (including transfer courses)
- submission of passing scores (as defined by the Vermont Standards Board) for PRAXIS I (or an alternate exam recognized by the Vermont Standards Board)
- submission of documentation that the student has taken the appropriate section of the PRAXIS II exam.

Licensure Requirements for Students in Undergraduate Secondary Education Programs

Students in undergraduate Secondary Education programs will be considered for licensure recommendation by the Director of Secondary Education, in consultation with program faculty, after meeting the following criteria:

- completion of all degree requirements with an overall GPA of at least 3.0 (including transfer courses)
- completion of all program requirements with a GPA of at least 3.0
- the achievement of a grade of at least a "B" in student teaching
- a GPA of at least 3.0 within the academic major (including transfer courses)
- submission of passing scores (as defined by the Vermont Standards Board) for the PRAXIS I Exams (or an alternate exam recognized by the Vermont Standards Board) and the appropriate sections of the PRAXIS II Exams
- submission of a qualifying portfolio and a Level I Teaching Licensure Portfolio which demonstrates that the student has met or exceeded the requirements of the state of Vermont for initial licensure in the endorsement being sought.

Post-Baccalaureate Teacher Certification for Secondary Education in English or Social Studies

This program fulfills the requirements for Secondary Education Licensure in Vermont for individuals who have an appropriate bachelor's degree from a regionally accredited institution and who want to teach either English or Social Studies at the secondary level.

Admission Requirements

In order to be considered for acceptance into the program, a candidate must:

- submit a completed application form
- submit official academic transcripts which document the following:
 - completion of a bachelor's degree from a regionally accredited institution of higher education with an overall GPA of at least 3.0
 - completion of a major or its equivalent (at least 30 semester credit hours) and a 3.0 GPA in an English or Social Studies field
 - a broad study in the liberal arts and sciences sufficient to meet or exceed the requirements of the state of Vermont for initial licensure in the endorsement being sought
 - the successful completion of a course in general psychology
 - the successful completion of a course with a health component
- demonstrate computer skills sufficient to meet or exceed the requirements of the state of Vermont for initial licensure in the endorsement being sought
- submit an essay which describes the reason(s) for applying to the graduate Post-Baccalaureate Teaching Certificate Program, the desired outcomes from the course of study and indicates writing and grammar skills sufficient to pursue the program to completion and which meet or exceed the requirements of the state of Vermont for initial licensure in the endorsement being sought
- provide a reference from a person able to speak to the candidate's potential to succeed in the program and as a professional educator
- pass the PRAXIS I (or an alternate exam recognized by the Vermont Standards Board) and appropriate sections of the PRAXIS II national teacher test
- explaining the reasons for seeking a career as a secondary teacher
- interview with Director of Secondary Education and other faculty

A candidate who does not meet one or more of the above criteria may be required to complete additional coursework and/or receive provisional candidacy for one or two semesters in order to establish the ability to pursue graduate courses at a minimum level of competency and to meet or exceed the Vermont state competencies for the endorsement being sought.

Program Requirements	Credits
GED506 Fundamentals of Education	3
GSE510 Teaching for Effective Classroom Management	3
GSE514 Reading in the content Area - Secondary	3
GSP503 Behavior and Learning Char. of Children with Special Needs	3
GSE518A Secondary Methodology & Technology - English or	4
GSE518B Secondary Methodology & Technology - Social Studies	4
GSE520 Practicum in Secondary Education	3
GSE521 Student Teaching in the Secondary School	<u>12</u>

Total 31
 Students may complete the proposed program according to the following sequence:

Summer

GED506 Fundamentals of Education	3
GSP503 Behavior and Learning Char. of Children with Special Needs	3

Fall

GSE510 Teaching for Effective Classroom Management	3
GSE514 Reading in the content Area - Secondary	3
GSE518A Secondary Methodology & Technology - English or	4
GSE518B Secondary Methodology & Technology - Social Studies	
GSE520 Practicum in Secondary Education	3

Spring

GSE521 Student Teaching in the Secondary School	<u>12</u>
	31

Students who have successfully completed the Post-Baccalaureate Program may enter the Master of Education in Secondary Education Program (Non-Licensure track), and apply the following credits to that program:

GED506 Fundamentals of Education	3
GSE510 Teaching for Effective Classroom Management	3
GSE514 Reading in the Content Area - Secondary	3
GSP503 Behavior and Learning Char. of Children with Special Needs	3
GSE518A Secondary Methodology & Technology - English or	<u>4</u>
GSE518B Secondary Methodology & Technology - Social Studies	
Total	16

In order to complete the Master of Education in Secondary Education (Non-Licensure Track) Program the student would need to complete the following:

GED500 Educational Research	3
GED501 Contemporary Issues in Education	3
GED505 Educational Psychology	3
GSE503 Curriculum Development - Secondary	3
Education Electives	<u>9</u>
	21

Additional Secondary Education Master's Degree information begins on page 84.

Admission into Student Teaching (Post-Baccalaureate Licensure Programs)

A candidate must meet the following criteria to be admitted into student teaching:

- submission and approval of a student teaching application
- submission of recommendations from at least two faculty members

- successful completion and documentation of at least 60 hours of field work
- successful completion of a Qualifying Portfolio
- completion of all programs requirements with an overall GPA of at least 3.0
- completion of all required content coursework with an undergraduate GPA of at least 3.0 as well as a GPA of at least 3.0 within an academic major (or its equivalent) pertaining to the endorsement being sought
- submission of passing scores (as defined by the Vermont Standards Board) for PRAXIS I (or an alternate exam recognized by the Vermont Standards Board)
- submission of documentation that the candidate has taken the appropriate section of the PRAXIS II exam.

Licensure Requirements for Students in Post-Baccalaureate Secondary Education Licensure Programs

Candidates in post-baccalaureate Secondary Education licensure programs will be considered for licensure recommendation by the Directory of Secondary Education, in consultation with program faculty, after meeting the following criteria:

- completion of all program requirements with an overall GPA of at least 3.0
- achievement of a grade of at least "B" in student teaching
- achievement of an overall undergraduate GPA of 3.0
- achievement of a GPA of at least 3.0 within the academic major (or its equivalent) required of the endorsement being sought
- submission of passing scores (as defined by the Vermont Standards Board) for the PRAXIS I Exams (or an alternate exam recognized by the Vermont Standards Board) and the appropriate sections of the PRAXIS II Exams
- submission of a qualifying portfolio and a Level I Teaching Licensure Portfolio which demonstrates that the student has met or exceeded the requirements of the State of Vermont for initial licensure in the endorsement being sought.

Master of Education

The Division of Education offers eight masters degree programs: Elementary or Secondary Education (initial licensure), Elementary Education (endorsement), Special Education (initial licensure), Special Education (endorsement), Reading, General Education, and Secondary Education (non-licensure). The programs are designed to offer students opportunities to gain knowledge about the field of education, acquire research and curriculum development skills, and, for initial licensure candidates, develop teaching and assessment skills. Each area has specific admission requirements in addition to the general requirements for acceptance into the graduate program. Courses for each program are scheduled on a full-time basis of 9 to 12 credits for each fall, spring, and summer session. Full-time study generally allows students to complete their graduate program over a period of four to six semesters depending on the specific credit requirements of a program. Students who cannot attend on a full-time basis plan their program of studies using the scheduled sequence of courses over an extended period of time.

Admission to the Graduate Programs

In view of the complexity of educational systems in today's schools and the corresponding demands for talented and competent teachers and administrators, the admissions process seeks to identify individuals who are capable of successfully completing graduate level courses in education; who can attain knowledge and skills required to serve children and adolescents in our schools and to prepare those students to meet or exceed the standards identified in the *Vermont Framework of Standards and Learning Opportunities*; who can meet or exceed the *Five Standards for Vermont Educators*, the *16 Principles*, and all pertinent licensure competencies; and who can function as positive role models and leaders in the evaluation and reform of educational systems. In order to insure this, application materials from each candidate will be carefully assessed by the Graduate Committee.

Elementary, Special Education, Reading

In order for students to be considered for admission they must have a bachelor's degree from an accredited college or university with a record (a grade point average of at least 3.0 in the undergraduate major if pursuing initial licensure in Elementary or Special Education or a 2.7 if applying for a non-licensure program) indicating the ability to pursue a master's degree to completion. In addition, students must fulfill other requirements. Students will need to submit the following documentation to the Admissions Office:

- a completed Master of Education application form;
- a \$35 application fee;
- two letters of reference - academic or professional (The forms are available with the application package from the Admissions Office.);
- passing scores on reading, writing and mathematics portions of the PRAXIS I tests for students entering initial licensure programs. Passing scores on relevant PRAXIS II tests must be submitted prior to student teaching;
- an essay that meets minimum writing standards for graduate students. The essay should describe the reason(s) for applying to the selected Master of Education program and the desired outcomes from the course of study; and
- official transcripts of all undergraduate and graduate course work

A candidate who does not meet one or more of the above criteria will be requested to come to the College campus for an interview with a faculty member of the Division of Education. Depending on the outcomes of the interview, the candidate may receive provisional candidacy for one or two semesters to establish the ability for pursuing graduate courses at a minimum "B" level of competency.

Individuals will be allowed to take up to twelve credits of graduate studies at the College of St. Joseph prior to the date of acceptance. These graduate credits will not be counted against the transfer credit limit.

A student has five years from the date of admission to complete a graduate program. If there are extenuating circumstances, this period may be extended by the Graduate Committee. Individuals can take up to nine credits of graduate studies at the College of St. Joseph prior to the date of matriculation. CSJ credits older than five years are not applicable.

Secondary Education Program (Non-Licensure Track)

In order to be considered for acceptance into the Master of Education in Secondary Education Program (Non-Licensure Track), a candidate must:

- submit a completed application form
- submit official academic transcripts which document the completion of a bachelor's degree from a regionally accredited institution of higher education with an overall GPA of at least 2.7 and which indicate the ability to pursue a master's degree to completion
- demonstrate writing and grammar skills which indicate the ability to pursue a master's degree to completion
- provide two letters of reference, academic or professional, from persons able to speak to the candidate's potential to succeed in and benefit from the Master of Education in Secondary Education Program
- submit a three to four-page written essay that meets minimum writing standards for graduate students and which describes the reason(s) for applying to the Master of Education in Secondary Education program as well as the desired outcomes from the course of study
- interview with the Director of Secondary Education and other faculty

A candidate who does not meet one or more of the above criteria may be required to complete additional coursework and/or receive provisional candidacy for one or two semesters in order to establish the ability to pursue graduate study successfully.

Secondary Education (Licensure Track)

In order to be considered for acceptance into the Master of Education in Secondary Education Program, a candidate must:

- submit a completed application form
- submit official academic transcripts which document the following:
 - completion of a bachelor's degree from a regionally accredited institution of higher education with an overall GPA of at least 3.0
 - completion of a major or its equivalent (at least 30 semester credit hours) and a 3.0 GPA in English or Social Studies field
 - a broad study in the liberal arts and sciences sufficient to meet or exceed the requirements of the state of Vermont for initial licensure in the endorsement being sought
 - successful completion of courses in general and adolescent psychology
 - successful completion of a course with a health component
- demonstrate computer skills sufficient to meet or exceed the requirements of the state of Vermont for initial licensure in the endorsement being sought
- submit an essay which describes the reason(s) for applying to the Master of Education in Secondary Education Program, the desired outcomes from the course of study and indicates writing and grammar skills sufficient to pursue a master's degree to completion and which meet or exceed the requirements of the state of Vermont for initial licensure in the endorsement being sought
- provide two letters of reference, academic or professional, from persons able to speak to the candidate's potential to succeed in the program and as a professional educator

- submit passing scores for PRAXIS I (or an alternate exam recognized by the Vermont Standards Board)
- interview with the Director of Secondary education and other faculty.

A candidate who does not meet one or more of the above criteria may be required to complete additional coursework and/or receive provisional candidacy for one or two semesters in order to establish the ability to pursue graduate courses at a minimum level of competency and to meet or exceed the Vermont state competencies for the endorsement being sought.

Individuals will be allowed to take up to twelve credits of graduate studies at the College of St. Joseph prior to the date of acceptance. These graduate credits will not be counted against the transfer credit limit.

A candidate will have five years from the date of admission to complete the Master of Education in Secondary Education Program. If there are extenuating circumstances, this period may be extended by the Graduate Committee. Individuals will be allowed to take up to nine credits of graduate studies at the College of St. Joseph prior to the date of matriculation.

Master of Education Academic Policies

Prior CSJ Credits

Individuals will be allowed to take up to twelve credits of graduate studies at the College of St. Joseph prior to the date of acceptance. These graduate credits will not be counted against the transfer credit limit.

Transfer Credits

In order that the education faculty at the College of St. Joseph can effectively monitor and assess the student's progress in meeting or exceeding the *Five Standards for Vermont Educators*, the *16 Principles*, and all pertinent licensure competencies, credits earned at other institutions after the date of acceptance into the program will not be considered for transfer. Credits will be transferred upon matriculation into the Master of Education in Secondary Education Program. A student may transfer up to nine credits to the program from other accredited institutions of higher education if a grade of "B" or higher was achieved in the course(s). The merits of all requests will be reviewed by the Graduate Committee with respect to the relevance of the previous experiences to expressed program goals and the requirements of the Vermont State Department of Education.

The College will not be obligated to accept transfer credits or courses taken at the College that are not approved as components of the student's plan of study by the student's advisor. CSJ pass-through credits taken before matriculation will be allowed as transfer credits for electives but may not be used to meet specific requirements in the Master of Education Program. No course taken more than five (5) years before the time of matriculation into the program will be allowed as transfer credit.

Field Experience

Students who are enrolled in the Master of Education in Elementary or Secondary Education Program or the Special Education Program and are pursuing initial licensure are required to complete at least 60 hours of supervised field experience prior to the full semester of student teaching. The necessary hours will accumulate through course work and a three-credit practicum prior to student teaching. Graduate students who have prior certification and are seeking additional endorsements in either Reading, Elementary Education, or Special Education will complete practica specific to their course of study.

Students who are seeking their initial licensure in Elementary Education or Special Education must complete a student teaching experience of 12 to 15 consecutively scheduled weeks in a classroom. During the student teaching semester, the student teacher will complete an Initial Licensure Portfolio. The student must earn a minimum grade of “B” for student teaching and a positive recommendation from the faculty supervisor with input from the cooperating teacher in order to be recommended for licensure.

Application for Student Teaching Elementary, Special Education, Reading

Graduate students who are seeking their initial endorsement must complete a “Student Teacher Application Form” by February 1st of the year prior to student teaching. A student teaching placement will be made upon a decision of approval of the student teaching application and the student’s portfolio by the Director of Student Teaching & Placements. The application form must document the following competencies:

- the attainment of a minimum cumulative grade point average of “B”
- prior to student teaching, students must take, and pass, any tests from the Praxis II series required at that time for licensure in the State of Vermont.

Admission into Student Teaching for Students in Graduate Secondary Licensure Programs

A candidate must meet the following criteria to be admitted into student teaching:

- submission and approval of a student teaching application
- submission of recommendations from at least two faculty members
- successful completion and documentation of at least 60 hours of field work
- completion of all program requirements with an overall GPA of at least 3.0
- the achievement of a grade of at least a "B" in methods courses
- completion of all required content coursework with an overall undergraduate GPA of at least 3.0
- completion of an academic major (or its equivalent) pertaining to the endorsement being sought with a GPA of at least 3.0
- submission of passing scores (as defined by the Vermont Standards Board) for PRAXIS I (or an alternate exam recognized by the Vermont Standards Board)
- documentation that the candidate has taken the appropriate section of the PRAXIS II exam

Removal from Student Teaching

While the student teaching experience is the most important part of the pre-service teacher's preparation, it must be kept in mind that the well-being and academic progress of the K-12 students is always the primary concern. If a student teacher is not performing to an acceptable standard of competence, the college supervisor in conjunction with the appropriate division chair retains the right to remove the student teacher from a placement. Such an action is never taken lightly as there are serious consequences. The following conditions apply to future placements:

- The student teacher must “sit-out” a semester (excluding summer) before being placed again.
- The student teacher must present documentation that action has been taken to rectify the weaknesses that led to the removal from the previous placement.
- The student teacher must formally reapply for student teaching and submit the documentation described above with the usual application.
- The student teacher may be eligible for no more than one additional placement following the original unsuccessful experience.
- The College retains the right to refuse a second placement and suggest an alternative program for degree completion.

Comprehensive Examinations

Satisfactory completion of a comprehensive examination is required of students in all of the Master of Education programs. Students are eligible to take the exam when they are within 9 hours of completing their program (excluding the student teaching semester for initial licensure candidates). Examinations are given at specified times in the Fall, Spring, and Summer semesters and students must inform the Division, in writing, of their intention to take the exam. Informational meetings are held prior to each exam and it is highly recommended that students attend.

Graduate Portfolios

All degree candidates are required to chart their progress and achievement and mastery of the *Five Standards for Vermont Educators*, the *16 Principles* and all pertinent licensure requirements and competencies by maintaining a portfolio of their work which conforms to the guidelines by the Vermont State Department of Education and which incorporates the *Level I Teaching Licensure Portfolio*. Portfolio preparation will be monitored by the student's advisor and will be evaluated by education faculty prior to graduation.

Initial Licensure Portfolio Completion Policy

It is expected that all students will satisfactorily complete their initial licensure portfolios by the close of the semester during which they student teach. Every attempt will be made during the student teaching seminar to provide the assistance necessary to meet this goal. We recognize, however, that there may be occasions when satisfactory completion within the allotted time is not possible. In such cases, and with prior approval of the appropriate department faculty, the following guidelines will be used:

- Students will have 3 weeks from the first day of the semester after the one during which they student taught to satisfactorily complete their licensure portfolios without penalty.

- Should the portfolio still not be of satisfactory quality, students will register for 1-3 units (number of units to be determined by the appropriate department faculty based on the amount of work yet to be done) of Portfolio Completion Workshop.
- Units will be charged to the student at the appropriate (current graduate or undergraduate) credit rate.
- It is conceivable, though not likely, that additional practicum work might be necessary to provide data for the portfolio.
- Students may register for Portfolio Completion Workshop for a maximum of 2 semesters immediately following the one during which they student taught** to satisfactorily complete their portfolios. At that point, if they have not satisfactorily completed the portfolio, they will be considered non-completers of their programs and they will not be recommended for licensure.

All students should keep in mind that the state of Vermont requires the satisfactory completion of the Initial Licensure Portfolio as a prerequisite to the issuance of an initial teaching license. In compliance with this requirement, the College of St. Joseph does not consider a student to be a "program completer" until a satisfactory portfolio has been presented.

**The summer term is counted as a semester. That is, spring student teachers would be eligible to register for Portfolio Completion Workshop in the following summer and fall terms while fall student teachers would be eligible to register in the spring and summer terms.

Dismissal and Probation Policy for Graduate Students

The College of St. Joseph reserves the right to dismiss graduate students whose scholarship is not satisfactory or whose standards of behavior are not in accord with the ideals and standards which the College of St. Joseph and/or the chosen profession seeks to maintain. Students who are dismissed after the drop date has expired will receive a grade of "F" for registered courses. Students whose grade-point average falls below the required 3.0 may be dismissed from the College. However, such students can be placed on probation at the discretion of the Vice President. Graduate students on probation who fail to obtain the required cumulative index at the end of the probationary period, will be dismissed from the College. On rare occasions, for extenuating circumstances, the Vice President may extend the probationary period. Graduate students concerned about their progress should see their advisor or the Vice President.

Graduate Grading Policies

- A cumulative GPA of 3.0 is required for graduation.
- No more than 2 grades lower than a B and none lower than a C will be applied to the degree for those programs with 48 or fewer credits.
- Courses may be repeated once to improve the grade. The last grade earned will be used in calculating a student's cumulative average. (Please note that repeating Student Teaching is not guaranteed – see policy on Student Teaching)

Repeating A Graduate Course

Graduate students may repeat a course once. Additional repeats may be allowed under special circumstances only with permission from the Vice President of Academic Affairs in consultation with the division. Please note that there may be specific policies related to student teaching and some fieldwork that supercede this policy.

Graduation

To graduate, a student must earn a cumulative GPA of 3.0 and pass a comprehensive examination. The examination will be a take-home test in which the student prepares three 5-to-7 page responses to three questions over a ten-day period. Exams are read and scored by the faculty examination committee. When a deficient score is earned for any one question, the student attends an oral examination and, depending on the score for the written response and quality of oral response, passes or is requested to prepare a second written response for further evaluation.

Elementary, Special Education and Reading Licensure Requirements/Standardized Testing

1. All students seeking initial licensure must submit **one** of the following for admission to the Graduate Program:

- Praxis I scores (Reading—177; Writing—174; Mathematics—175)
- Praxis I composite score of 526

As an alternative to Praxis I, a student may also submit one of the following:

- Graduate Record Exam (GRE)
 - Total Score—1100; Verbal/English—500; Math/Quantitative—500
- Scholastic Aptitude Test
 - Total Score—1100; Verbal/English—500; Math/Quantitative—500
- ACT
 - Verbal/English—22; Math/Quantitative—22

2. Prior to student teaching, students in the Elementary Education program must pass the required Praxis II test (Elementary Education Test Code 0014; Passing score 148). The state is currently reviewing Praxis II tests for other licensure areas and students in special education and reading programs need to be aware that tests could be added for these areas.

Passing scores (as designated by the Vermont Standards Board) on relevant PRAXIS II tests are required prior to student teaching. Students make their own arrangements to take the tests at one of the testing centers listed in the application packet for the PRAXIS tests. The Education Division Office will provide additional information on licensure updates and testing requirements as they occur.

Elementary Education Program (Initial Licensure)

The Master's Program in Elementary Education is designed for students who desire initial licensure in elementary education, K-6. This program prepares students with a foundation of educational theory, research, and practices for teaching in the elementary school classroom. This preparation focuses on reading theory and practice, thematic teaching and portfolio assessment. Courses emphasize critical thinking, evaluation, and writing. Students are required to complete a three-credit practicum prior to the 15 weeks of consecutively scheduled student teaching in an elementary school classroom.

The three-credit practicum is used to meet the 60 hours of early field experience required for licensure in the State of Vermont and is designed to meet the individual needs and interests of students in preparation for student teaching.

Program Requirements	Credits
<i>General Education Core</i>	
GED500 Educational Research	3
GED503 Curriculum Development	3
GED506 Fundamentals of Education	3
<i>Area of Concentration</i>	
GED509 Math Concepts and Methods	3
GED510 Science in the Elementary School	3
GED527 Teaching Social Studies in the Elementary School	3
GRE507 Children’s Literature and Language Arts	3
GRE512 Developmental Reading	3
GSP503 Behavioral and Learning Characteristics of Children with Special Needs	3
<i>Application</i>	
GED520A Practicum in Elementary Education*	3
GED520 Student Teaching in Elementary Education*	12
<i>Reading Elective</i>	
Choose one 3-credit course from the following:	<u>3</u>
GRE511 Emergent Literacy	Total 45
GRE513 Reading Diagnosis and Remediation	
GRE514 Reading in the Content Areas	
GRE516 Reading and Writing Workshop	
GRE518 Word Study	

*A grade of B or better is required.

Additional competency information as written on pg. 82.

Elementary Education Program (Endorsement)

The Master’s Program in Elementary Education is designed for students who desire an endorsement in elementary education, K-6. Students must have current teacher licensure in another area or level. This program prepares students with a foundation of educational theory, research, and practices for teaching in the elementary school classroom. This preparation focuses on reading theory and practice, thematic teaching and portfolio assessment. Courses emphasize critical thinking, evaluation, and writing. Students are required to complete a three-credit practicum. The three-credit practicum is used to meet the 60 hours of early field experience required for licensure in the State of Vermont and is designed to meet the individual needs and interests of students.

Specific Admission Requirements

- Current teacher licensure in another area or level

Program Requirements	Credits
<i>General Education Core</i>	
GED500 Educational Research	3
GED501 Contemporary Issues in Education	3
GED503 Curriculum Development	3
<i>Area of Concentration</i>	
GED509 Math Concepts and Methods	3
GED510 Science in the Elementary School	3
GED527 Teaching Social Studies in the Elementary School	3

GRE507 Children’s Literature and Language Arts	3
GRE512 Developmental Reading	3
GSP503 Behavioral and Learning Characteristics of Children with Special Needs	3
Application	
GED520A Practicum in Elementary Education*	3
Electives	
Education Elective	3
Reading Elective	<u>3</u>
Choose one 3-credit course from the following:	Total 36
GRE511 Emergent Literacy	
GRE513 Reading Diagnosis and Remediation	
GRE514 Reading in the Content Areas	
GRE516 Reading and Writing Workshop	
GRE518 Word Study	

*A grade of B or better is required.

Additional competency information as written below.

Special Education Program (Initial Licensure)

The Master's Program in Special Education qualifies the student for Vermont licensure in the following area: *Special Educator in Grades K-8 and Grade 7-Age 21*. To acquire practical experience across the range of the endorsement, students complete a 60-hour early field experience practicum prior to their 15 week student teaching placement. The program provides students with an understanding of the issues, laws and practices in special education. There is an emphasis on full inclusion, assessment, collaboration, and team teaching.

Specific Admission Requirements

- A prior course in the teaching of reading or GRE512: Developmental Reading

Program Requirements	Credits
General Education Core	
GED500 Educational Research	3
GED505 Educational Psychology	3
GED506 Fundamentals of Education	3
GED509 Math Concepts and Methods	3
Area of Concentration	
GRE513 Reading Diagnosis and Remediation	3
GSP503 Behavioral and Learning Characteristics of Children with Special Needs	3
GSP504 Assessment in Special Education	3
GSP505 Instruction and Curriculum in Special Education	3
GSP506 Program Development and Management in Special Education	3
GSP508 Special Education Law	3
Application	
GSP520A Practicum in Special Education*	3
GSP520 Student Teaching in Special Education*	<u>12</u>
	45

*A grade of B or better is required.

Additional Competency: This competency may be met by previous coursework taken to meet the requirements of the undergraduate degree.

Developmental Psychology (covering the lifespan)

Special Education Program (Endorsement)

The Master's Program in Special Education qualifies the student for Vermont licensure in the following area: *Special Educator in Grades K-8 and/or Grade 7-Age 21*. Students must choose, at the time of admission, the level at which they want their endorsement. Endorsement across the full range will require an additional practicum and, possibly, additional coursework in Developmental Psychology. This program provides students with an understanding of the issues, laws, and practices in special education. There is an emphasis on full inclusion, assessment, collaboration and team teaching.

Specific Admission Requirements:

- Teacher licensure in another area
- A prior course in the teaching of reading or GRE512: Developmental Reading

Program Requirements	Credits
General Education Core	
GED500 Educational Research	3
GED501 Contemporary Issues in Education	3
GED505 Educational Psychology	3
Area of Concentration	
GRE513 Reading Diagnosis and Remediation	3
GSP503 Behavioral and Learning Characteristics of Children with Special Needs	3
GSP504 Assessment in Special Education	3
GSP505 Instruction and Curriculum in Special Education	3
GSP506 Program Development and Management in Special Education	3
GSP508 Special Education Law	3
Application	
GSP520A Practicum in Special Education*	3
(at the level appropriate for the endorsement sought)	
Electives	
Education Electives	<u>6</u>
*A grade of B or better is required	36

Additional Competencies: These Competencies may be met by previous coursework taken to meet the requirements of the current licensure or as electives.

- Developmental Psychology (covering the range of the endorsement sought)
- Math Methods

Reading Program

The Master's Program in Reading provides students who already hold an initial licensure with an in-depth knowledge of the theories and practices necessary for the improvement of reading instruction. Program completion qualifies the student for Vermont endorsement as a Reading/English/Language Arts Specialist.

Specific Program Admission Requirements

- A prior course in reading or GRE512 Developmental Reading
- Current teacher licensure in another area or level

Program Requirements	Credits
General Education Core	
GED500 Educational Research	3
GED502 Law and Education of Children	3

Area of Concentration

GRE507 Children's Literature and Language Arts	3
GRE511 Emergent Literacy	3
GRE513 Reading Diagnosis and Remediation	3
GRE514 Reading in the Content Areas	3
GRE515 Advanced Seminar in Reading	3
GRE516 Reading and Writing Workshop	3
GRE518 Word Study	3
Education Elective	3

Application

GRE517 Reading Clinic - Practicum*	<u>6</u>
<i>*A grade of B or better is required.</i>	36

General Education Program

The General Education Program is for individuals who have current teacher certification and desire to pursue advanced study in education. Students can take courses related to an additional endorsement or a certificate of advanced study interest. The program is also designed for individuals who do not have current teacher certification but who wish to explore advanced studies in education for professional purposes.

Program Requirements

General Education Core

	Credits
GED500 Educational Research	3
GED501 Contemporary Issues in Education	3
GED505 Educational Psychology	3
A Law Course	3
- GED502 Law and the Education of Children OR	
- GSP508 Special Education Law	
A Curriculum Course	3
- GED503 Curriculum Development	
- GSE503 Secondary Curriculum Development	
- GSP505 Instruction and Curriculum in SPED	

Electives

Any Graduate Education or Graduate Psychology Electives chosen with academic Advisor Approval	<u>21</u> 36
--	-----------------

Licensure Requirements for Students in Graduate Secondary Education Licensure Programs

Candidates in Graduate Secondary Education Licensure programs will be considered for licensure recommendation by the Director of Secondary Education, in consultation with program faculty, after meeting the following criteria:

- completion of all program requirements with an overall GPA of at least 3.0
- achievement of a grade of at least "B" in student teaching and methods courses
- achievement of an overall undergraduate GPA of 3.0
- achievement of a GPA of at least 3.0 within the major (or its equivalent) required of the endorsement being sought

- submission of passing scores (as defined by the Vermont Standards Board) for the PRAXIS I Exams (or an alternate exam recognized by the Vermont Standards Board) and the appropriate sections of the PRAXIS II Exams
- submission of a graduate portfolio incorporating the Level I Teaching Licensure Portfolio which demonstrates that the student has met or exceeded the requirements of the state of Vermont for initial licensure in the endorsement being sought.

Secondary Education Program Requirements

Students with Current Certification Credits

GED500 Educational Research	3
GED501 Contemporary Issues in Education	3
GED505 Educational Psychology	3
GSE503 Curriculum Development - Secondary	3
GSE510 Teaching for Effective Classroom Management	3
GSE514 Reading in Content Area - Secondary	3
GSP503 Behavior and Learning Characteristics of Students with Special Needs	3
Education Electives	<u>15</u>
Total	36

Students Seeking Certification

GED500 Educational Research	3
GED505 Educational Psychology	3
GED506 Fundamentals of Education	3
GSE503 Curriculum Development - Secondary	3
GSE514 Reading in the Content Area - Secondary	3
GSE510 Teaching for Effective Classroom Management	3
GSE518A Secondary Methodology and Technology - English * or	4
GSE518B Secondary Methodology and Technology - Social Studies*	
GSP503 Behavior and Learning Characteristics of Students with Special Needs	3

Application

GSE520 Practicum in Secondary Education*	3
GSE521 Student Teaching in Secondary Schools*	<u>12</u>
Total	40

**A grade of B or better is required*



Division of Psychology & Human Services

The Division of Psychology and Human Services offers both undergraduate and graduate level programs in the helping professions. All of the programs are intended to be experiential, with substantial opportunities for service to the community and applied training in actual human service and school settings. Faculty work closely with students to help them assess their level of personal awareness concerning readiness and suitability for entry into the helping profession role, and to assist in further educational and career planning and placement. Students within the Division are expected to demonstrate willingness to engage in self assessment, personal and professional growth, and to address areas such as values clarification, ethical decision making, interpersonal style, respect for individual differences, and adherence to values such as regard for others, genuineness, and empathy.

The Division of Psychology and Human Services sponsors a variety of professional development and social activities on an ongoing basis as well as three separate student organizations including a human services club, Psi Chi, and Alpha Delta Omega (national honor societies in psychology and human services) to help foster a sense of personal and professional community and to provide opportunities for active student involvement and leadership. Faculty encourage participation in Divisional planning, research/evaluation, and other projects. Through a collaborative training and service agreement, students have the opportunity to become certified in First Aid/CPR and to become members of the National Disaster Services Human Resource Network through the American Red Cross, to respond in the event of local, national, or international emergencies. All of the Divisional degree programs have been designed to be “market sensitive” to ensure that graduates have the necessary training to successfully compete for desired employment opportunities or admission to more advanced educational training programs.

Undergraduate Degree Programs, Advisement and Plans of Study

Undergraduate programs in the Division of Psychology and Human Services currently include an Associate of Science in Human Services, Bachelor of Science degrees in Child and Family Services, Community Development and Counseling, Alcohol and Substance Abuse Services, and a Bachelor of Arts degree in Psychology. Graduate programs currently include Master of Science degrees in Clinical Psychology, Clinical Mental Health Counseling, Community Counseling School (Guidance) Counseling, and Alcohol and Substance Abuse Counseling Certificate and degree programs.

All students at the College are assigned an academic advisor who works closely with them throughout their academic career for academic planning purposes and as a point of contact to advocate and assist in other ways as necessary. Students within the Division should plan to meet with their academic advisor and division chair, as necessary, to develop a plan of study early within their first semester of the freshman year that will guide them through their academic career. The Plan of Study outlines, semester by semester, the sequence of courses, field experiences, and other requirements that the student needs to meet for graduation and is an important tool in order to ensure student success. Students, whenever in need of assistance, are encouraged to remain in fre-

quent contact with their advisor and other faculty within the Division.

It is expected that during all aspects of their involvement with the College and Division of Psychology and Human Services programs, services and activities, all faculty, staff and students will display appropriate professional demeanor, including active listening skills, respect for divergent views and opinions expressed by others, and sensitivity to the feelings of other members of the College community. Unprofessional behavior will not be accepted and will be addressed, as appropriate, with any person engaging in such behavior, including removal from class and/or group meetings. A pattern of such behavior may be cause for recommendation of termination or dismissal from the program.

Associate of Science in Human Services

The Associate Degree program in Human Services is designed to provide students with appropriate skills to function at an entry level in a variety of human service settings and capacities. Emphasis is placed upon strengthening the student's (a) awareness of personal values and interpersonal skills, (b) awareness of and adherence to professional, ethical, clinical, and legal standards of conduct, (c) commitment to the values of service to the community and helping others, (d) appreciation of multicultural diversity and the cultural context in which behavior occurs, (e) introductory level of knowledge of basic theoretical and scientific principles which aid in our understanding of human behavior, and (f) working knowledge of basic, practical techniques that may be utilized in a variety of entry level, direct and indirect service roles. The program is intended to be very experiential, with multiple opportunities for service to the community and field work during both the freshman and sophomore years. Students in the Associate Degree program in Human Services complete the following requirements:

Arts & Sciences General Education Core	Credits
CIS101ABD Computer Literacy	3
COM101 Speech Communication	3
ENG101 Introduction to College Writing	3
ENG102 Reading and Writing about Literature	3
MAT101 Survey of Math or BUS102 Business Math	3
Natural Science (Biology recommended)	3
Arts and Sciences Elective	3
Philosophy/Religion Elective	3
General Elective (excluding HUS, PSY, SOC)	3
Social Science Elective	3
Specific Requirements	
ENG115 Writing Using APA Format	1
HUS102 Introduction to Human Services	3
HUS105 Professional Development & Community Service	1
HUS106 Professional Development & Crisis Management	1
HUS107 Career Development in the Helping Professions	1
HUS306 Case Management & Counseling	3
HUS315 Culture and Community in Human Services	3
PSY102 Introduction to Psychology	3
PSY103 Developmental Psychology	3
PSY201 Principles of Learning	3

Application to Bachelor Degree Programs

Students successfully completing the Associate of Science Degree in Human Services are automatically accepted into the Division upon admission to the Divisional bachelor degree program. Whether the student has been enrolled in the Associate Degree program or in study directed toward a bachelor degree, formal application to the Division for acceptance into a Bachelor Degree Program should occur within the second semester of the sophomore year. Part-time students should apply once they have earned approximately 50 credits. The student should complete an official "Application to Division and Acceptance into Program" form with the assistance of the assigned Academic Advisor. Acceptance into the Division will normally involve an interview with the Advisor, Division Chair, and/or other faculty as appropriate to review the student's progress. Copies of the approved application form will be kept in the Divisional file.

Requirements for Acceptance into Bachelor Degree Programs

1. Achieved an overall cumulative average of at least "2.0".
2. Completed ENG101 Introduction to College Writing with a minimum grade of "C".
3. Earned a minimum average of "2.0" in three courses in the major area.
4. Students not meeting criteria 1-3 may be given "conditional" acceptance by the Division Chairperson.
5. Failure to maintain a cumulative average of at least "2.0" in the major may result in dismissal from the Division. This decision is made in consultation with the Vice President of Academic Affairs.
6. In order to be eligible for an internship field placement, students must earn a minimum of a "C" grade in PHI301 Ethics for the Professional, HUS315 Culture and Community in Human Services, and maintain an overall cumulative average of at least "2.0" in major course work prior to the semester in which the field experience is scheduled.

Bachelor of Science in Human Services

The Human Services majors leading to the Bachelor of Science offer solid educational training and field experience to develop the theoretical foundation and technical skills needed to obtain entry level professional positions within the Human Services field and/or to pursue graduate studies in Psychology, Social Work, Mental Health Counseling or related fields. In addition to the 45 credit General Education Program, Human Services students complete courses in one of three majors; Child and Family Services, Community Development and Counseling or Alcohol and Substance Abuse Services.

Major in Alcohol and Substance Abuse Services

Program Objectives, Descriptions and Competencies

The objective of the Alcohol and Substance Abuse Services major is to provide students with a solid ethical and theoretical foundation as well as substantial knowledge about the causes, effects, assessment and treatment of alcohol and substance abuse-

related problems in our society. The Bachelor of Science degree is designed to meet established academic and supervised experience requirements for certification as an Apprentice Substance Abuse Counselor (ASAC) in Vermont by matching course requirements to SAMHSA national competencies and IC&RC/AODA core functions.

Typically, entry level employment and advancement opportunities exist in community, residential and outpatient settings, as well as public and private schools, working under direct supervision of certified or licensed alcohol and drug abuse professionals. Certification as an Apprentice Substance Abuse Counselor also currently requires that once training and employment (paid or volunteer) requirements have been met, applicants must pass a written examination designed to measure the applicant's knowledge of substance abuse and its treatment. Certification as an ASAC in Vermont is valid for a non-renewable period of six years. Additional training to become a certified or licensed alcohol and drug abuse counselor is available at the College of St. Joseph through our certificate and/or masters degree programs, which are detailed below.

Specific Requirements	Credits
I General Education Core (must pass Ethics with C or better). See pg. 41.	45
II Specific Course Requirements	
*minimum overall + Program coursework GPA = 2.7 must be maintained	
ENG115 Writing Using APA Format	1
HUS102 Introduction to Human Services	3
HUS105 Professional Development & Community Service	1
HUS106 Professional Development & Crisis Management	1
HUS107 Career Development in the Helping Profession	1
HUS216 Evaluation Techniques	3
HUS221 Introduction to Alcohol and Substance Abuse Services	3
HUS305 Theories of Personality	3
HUS306 Case Management & Counseling	3
HUS315 Culture & Community in Human Services	3
HUS427 Community Organizations & Counseling	3
HUS406 Family Counseling & Mediation	3
HUS401 Ethics & Professional Issues in Alcohol & Substance Abuse Services	3
HUS317 Foundations of Alcohol and Substance Abuse	3
HUS316 Alcohol & Society	3
HUS435 Adolescence, Alcohol and Substance Abuse	3
HUS420C Field Experience in Alcohol/Substance Abuse Counseling	6
HUS405 Group Counseling	3
PSY102 Introduction to Psychology	3
PSY103 Developmental Psychology	3
PSY304 Abnormal Psychology	3
SOC101 Introduction to Sociology	<u>3</u>
	<u>61 credits</u>
III General Electives (no more than 9 credits of content courses in (PSY/HUS)	<u>21 credits</u>
TOTAL	<u>127 credits</u>

Major in Child and Family Services

The Child and Family Services major is designed for students who wish to work with children, adolescents, and/or families in a counseling-related capacity. Typical employment opportunities include early intervention programs, case management, counseling, or advocacy positions in social service agencies, mental health programs (such as child and family services, parent education, or respite services), or in other non-profit human service agencies.

Specific Requirements	Credits
General Education Core Requirements. See pg. 41.	45
ENG115 Writing in APA Style	1
HUS102 Introduction to Human Services	3
HUS105 Professional Development and Community Service	1
HUS106 Professional Development and Crisis Management	1
HUS107 Career Development in the Helping Professions	1
HUS216 Evaluation Techniques	3
HUS305 Theories of Personality	3
HUS306 Counseling and Case Management	3
HUS315 Culture and Community in Human Services	3
HUS320A Field Experience I in Child and Family Services	3
HUS336 Family Dynamics	3
HUS406 Family Counseling and Mediation	3
HUS420A Field Experience II in Child and Family Services	6
PSY102 Introduction to Psychology	3
PSY103 Developmental Psychology	3
PSY201 Principles of Learning	3
PSY304 Abnormal Psychology	3
PSY329 Infant & Early Childhood Development	3
PSY330 Child Growth & Development	3
PSY331 Issues in Adolescence	3
Elective in HUS, PSY, SOC, or EDU	3
General Electives*	<u>24</u>
	127

***Note:** Three credits of the major may be used toward the General Education Behavioral Science requirement. No more than nine additional credits in the major area may be used toward the degree.

Major in Community Development and Counseling

The Community Development and Counseling major provides flexibility for students who wish to pursue careers in Human Services, either in a direct helping-related capacity (for example working with adults in a mental health or social services agency) or in areas such as community development or human services administration. Students who are interested in furthering their clinical skills are encouraged to take additional courses in areas such as domestic violence, substance abuse, violence prevention, and other related areas of professional interest. Through a combination of required courses, electives, and field experiences, students can also combine an interest in human services with other interests in business (e.g. management, marketing, entrepreneurship, human resource management, etc.), communications (e.g., grant writing, public rela-

tions, etc.), law (e.g. law and politics, psychology & law, etc.), religious studies (e.g. contemporary moral problems, personal development and spiritual growth, etc.), or other areas of personal or professional interest. Like the Child and Family Services program, this track provides an excellent foundation for further graduate study in a counseling or other human services-related field.

Specific Requirements	Credits
General Education Core Requirements. See pg. 41.	45
ENG115 Writing in APA Style	1
HUS102 Introduction to Human Services	3
HUS105 Professional Development and Community Service	1
HUS106 Professional Development and Crisis Management	1
HUS107 Career Development in the Helping Professions	1
HUS216 Evaluation Techniques	3
HUS305 Theories of Personality	3
HUS306 Case Management & Counseling	3
HUS315 Culture and Community in Human Services	3
HUS320B Field Experience I in Community Development and Counseling	3
HUS420B Field Experience II in Community Development and Counseling	6
HUS427 Community Organizations and Counseling	3
PSY102 Introduction to Psychology	3
PSY103 Developmental Psychology	3
PSY201 Principles of Learning	3
PSY304 Abnormal Psychology	3
SOC101 Introduction to Sociology	3
Electives in Behavioral Sciences, BUS or EDU	9
General Electives*	<u>27</u>
	127

***Note:** Three credits of the major may be used toward the General Education Behavioral Science requirement. No more than nine additional credits in the major area may be used toward the degree.

Students in either major of the Bachelor Degree program in Human Services participate in a “professional development review” meeting with their academic advisor and at least one other faculty member within the Division prior to the completion of their sophomore year, as a quantitative and qualitative assessment of the student’s progress toward “readiness for professional practice.” Successful completion of this requirement is a prerequisite for completing a formal practicum or internship, and continuing in the human services program. This process involves a student self assessment, student assessment of the program, review of academic progress and the student’s plan of study, and faculty assessment of the student’s strengths, needs, and recommendations for strengthening the student’s professional skills. All students in the Human Services program are encouraged to complete a portfolio which documents the student’s attainment of identified student learning outcomes.

Human Services Minor

Specific Requirements	Credits
ENG115 Writing Using APA Format	1
HUS102 Introduction to Human Services	3
HUS105 Professional Development & Community Service	1

HUS106 Professional Development & Crisis Management	1
HUS107 Career Development in the Helping Professions	1
HUS315 Culture and Community in Human Services	3
PSY102 Introduction to Psychology	3
SOC101 Introduction to Sociology	3
Human Services Elective at or above the 300 level	<u>3</u>
	19

Note: Students who minor in Human Services are not eligible for internships; however, certain courses do have limited field or laboratory experience as part of their requirements. No more than nine additional credits in Human Services may be applied toward the degree. The Human Services minor is not open to Psychology majors. HUS105, 106, and 107 may be waived with consent of advisor and Division Chair based on previous experience in the field.

Bachelor of Arts in Psychology

The Bachelor of Arts Psychology major prepares students to pursue graduate work in the field of psychology, allied mental health fields, or other areas of interest and also fosters the development of the effective use of the scientific method to augment the liberal arts educational experience. The broad focus of the program is designed to provide a substantial background that will prepare the student to think critically, make effective decisions, and contribute to solving social problems within our society. Students complete 40 credits in psychology in addition to the 45 credit general education requirements and other elective courses. Three credits may be used to fulfill the general education requirements.

Specific Requirements	Credits
General Education Core Requirements. See pg. 41.	45
ENG115 Writing Using APA Format	1
PSY102 Introduction to Psychology	3
PSY103 Developmental Psychology	3
PSY201 Principles of Learning	3
PSY304 Abnormal Psychology	3
PSY410 Research Methods I	3
PSY450 History and Systems	3
HUS216 Evaluation Techniques	3
HUS305 Theories of Personality	3
HUS315 Culture and Community in the Human Services	3
Electives in PSY or HUS, with at least three 300 or 400 level courses	12
General Electives*	<u>42</u>
	127

***Note:** No more than nine credits in Psychology, exclusive of General Education and major requirements, can be applied to the degree.

Students who intend to pursue a career or graduate study in psychology or an allied behavioral health field are strongly encouraged to take the following courses in addition to the specific program requirements:

- PSY355 Experimental Psychology
- PSY411 Research Methods II
- SCI101 Biology I
- SCI110 Health
- SCI201 Human Physiology
- SCI301 Nutrition

HUS105, 106, & 107 Career Development Courses (1 credit each)
PSY320 Field Experience I in Psychology

Students in the bachelor degree program in psychology are encouraged to participate in a “professional development review” meeting with their academic advisor and at least one other faculty member within the Division prior to the completion of their sophomore year, as a quantitative and qualitative assessment of the student’s progress toward “readiness for professional practice”. Successful completion of this requirement is a prerequisite for completing a formal practicum. This process involves a student self assessment, student assessment of the program, review of academic progress and the student’s plan of study, and faculty assessment of the student’s strengths, needs, and recommendations for strengthening the student’s professional skills. All students in the psychology program are encouraged to complete a portfolio that documents the student’s attainment of identified student learning outcomes. In addition, students must be in good academic standing and have received a grade of at least “C” in the course PHI301 Ethics for the Professional, in order to take the field experience/practicum course.

Psychology Minor

Specific Requirements	Credits
ENG115 Writing Using APA Format	1
PSY102 Introduction to Psychology	3
PSY103 Developmental Psychology	3
HUS315 Culture and Community in the Human Services	3
Electives in PSY or HUS with at least two 300 or 400 level courses	9
	19

Note: Students who minor in Psychology are not eligible for a field experience; however, certain courses do have limited field or laboratory experience as part of course requirements. Human Services majors may not minor in Psychology.

Graduate Programs in Psychology and Counseling Degree Programs

Certificate Program in Alcohol and Substance Abuse Services Program Objectives, Description and Competencies

Eligible students from the College of St. Joseph who successfully complete the Bachelor of Science degree major in Alcohol and Substance Abuse Services may be admitted into a 5th year certificate program in order to complete additional training and field work experiences that meet the educational training requirements for being credentialed as a Certified Alcohol and Drug Abuse Counselor or Student Assistance Professional. Student Assistance Professionals are typically employed in school districts where they provide primarily prevention, educational, outreach, and other support services to students, under the direction of a certified or licensed alcohol and drug abuse counseling supervisor.

Becoming credentialed as a Certified Alcohol and Drug Abuse Counselor provides higher level employment opportunities in hospital, residential, school or community

based substance abuse counseling agencies. In addition to meeting education and supervised practical training requirements, certification as a CADC requires a total of 6000 hours (three years) of supervised work experience (paid or volunteer) providing alcohol and drug counseling services within 10 years prior to the date of the application. An earned Bachelor Degree may be substituted for 2000 hours of work experience. In addition, applicants must (1) pass the IC&RC/AODA, Inc.'s international written examination, (2) present a written, representative case of the applicant's choosing which demonstrates their skills, knowledge, and competence, and (3) pass a case presentation method examination, which measures competence in the twelve core functions, as measured by peers through an oral examination.

Note: For prospective students who have not graduated from the undergraduate program in Alcohol and Substance Abuse Services at the College of St. Joseph, additional courses may need to be added to the student's Certificate Plan of Study in order to meet CADC requirements.

5th year Certificate Program Specific Requirements (Minimum of 19 Credits)

GPS523	Assessment, Case Management & Treatment of Alcohol & Substance Abuse	3
GPS542	Drugs & Society	3
GPS525	Psychopharmacology	3
GPS538	Alcohol/Substance Abuse Field Experience I (300H)	3
GPS539	Alcohol/Substance Abuse Field Experience II (300H)	3
GPS526	School Based Prevention and Intervention Services	<u>4</u>
		19 credits

In order to complete the Certificate program, students must satisfactorily complete the IC&RC/AODA equivalent practice Exam

Master of Science

The Division of Psychology and Human Services currently offers Master of Science degrees in five areas: Alcohol and Substance Abuse Counseling, Clinical Psychology, Clinical Mental Health Counseling, Community Counseling, and School Counseling. All programs are structured to provide students with the theoretical knowledge base and professional competence required for effective counseling in a variety of settings. In addition, all programs provide a solid educational base for students who wish to pursue doctoral studies.

Admission to the Graduate Program

In order for students to be considered for admission into the Master of Science program, they must have a bachelor's degree from an accredited college or university with a record indicating the ability to pursue a master's degree to completion. In addition, students must submit the following documentation to the Admissions Office:

1. Application form with a \$35 application fee and personal essay.
2. Two letters of recommendation, academic and/or professional.
3. Official transcripts of all undergraduate and/or graduate course work.
4. An interview with the Divisional Graduate Admissions Committee or Division Chairperson.

5. Students applying to the School Counseling Program are encouraged to take the PRAXIS I examination prior to admission. In all cases, School Counseling students must pass the PRAXIS I examination prior to achieving candidacy status.

Individuals will be allowed to take up to twelve credits of graduate studies at the College of St. Joseph prior to the date of acceptance. These graduate credits will not be counted against the transfer credit limit.

When all materials have been received by the Admissions Office, the file is sent to the Division Chairperson for review by the faculty. The student is notified of his/her admission status by the Admissions Office. Accepted students also receive a letter from the Division Chairperson. Once notified of acceptance, the student completes the Admissions process by returning a signed Retention Policy Statement. Once these documents have been received, the Admissions process is complete.

Plan of Study

Once a student is admitted, a plan of study is developed that leads to the master's degree. The plan of study must be coordinated with the student's advisor and the Division Chairperson to ensure proper selection of courses for meeting program graduation requirements. Students are responsible for ensuring that any proposed changes to their plan of study are reviewed with their academic advisor in advance. This will help both the student and the academic advisor monitor the student's progress through the program so that courses, candidacy, examinations, and other program requirements are completed in a timely fashion.

Transfer of Credit

No more than nine credits will be accepted in transfer for those graduate programs with 48 or fewer credits. No more than twelve credits will be accepted in transfer for those graduate programs with 60 credits. All coursework must be from another accredited institution of higher education and a grade of "B" or better must be achieved in the courses. In addition, a student initially accepted into Clinical Psychology, Clinical Mental Health, or School Counseling program but who transfers into the Community Counseling Program is only permitted to transfer a maximum of 9 credits from other accredited colleges or universities. The merits of all requests are viewed with respect to the relevance of the previous educational experiences to program goals. The College is not obligated to accept transfer credits or courses that are not approved as part of the student's plan of study; however, plans of study may be modified by the student with the approval of the student's advisor and Division Chairperson. CSJ pass-through credits taken before matriculation can be used as transfer credits for electives but cannot be used to meet specific requirements in the Master of Science programs. No course taken more than five (5) years before the time of matriculation in the CSJ graduate program can be used for transfer credit.

Dismissal and Probation Policy for Graduate Students

The College of St. Joseph reserves the right to dismiss graduate students whose scholarship is not satisfactory or whose standards of behavior are not in accord with the ideals and standards which the College of St. Joseph and/or the chosen profession seeks to maintain. Students who are dismissed after the drop date has expired will

receive a grade of “F” for registered courses. Students whose grade-point average falls below the required 3.0 may be dismissed from the College. However, such students can be placed on probation at the discretion of the Vice President. Graduate students on probation who fail to obtain the required cumulative index at the end of the probationary period, will be dismissed from the College. On rare occasions, for extenuating circumstances, the Vice President may extend the probationary period. Graduate students concerned about their progress should see their advisor or the Vice President.

Graduate Grading Policies

- A cumulative GPA of 3.0 is required for graduation.
- No more than 2 grades lower than a B and none lower than a C will be applied to the degree for those programs with 48 or fewer credits. No more than 3 grades lower than a B and none lower than a C will be applied to the degree for those programs with more than 48 credits.
- Courses may be repeated once to improve the grade. The last grade earned will be used in calculating a student’s cumulative average.

Repeating A Graduate Course

Graduate students may repeat a course once. Additional repeats may be allowed under special circumstances only with permission from the Vice President of Academic Affairs in consultation with the division. Please note that there may be specific policies related to fieldwork that supercede this policy.

Time Limit

Under normal circumstances, students must complete the program within six years after the matriculation date. Under extenuating circumstances, this limit may be extended by the faculty.

Precandidacy

In all graduate degree programs within the Division, the student is first accepted into precandidacy in order for both the student and the faculty to assess quantitatively and qualitatively the student’s level of personal awareness, academic readiness, and suitability for entry into a professional level role within the helping professions. During precandidacy, the student is required to pass a core sequence of courses, each with a minimum grade of “B”. Upon satisfactory completion of these courses, the student may formally apply for candidacy and an interview will be scheduled with the divisional graduate committee. Notification of acceptance into candidacy will be made by the Division Chairperson. All students in the School Counseling Program must pass the PRAXIS I or an alternative State Education Approved examination prior to being admitted to Candidacy status.

Candidacy and Graduation

As a candidate for the Master of Science degree, the student completes formal course work, practicum and internship field experiences, thesis (if applicable), a comprehensive examination, and, in the case of the School Counseling program, preparation of a portfolio. In order to graduate, the student must maintain a minimum grade of “B” in all specified courses, and an overall cumulative average of at least 3.0. Within each gradu-

ate program, certain courses require a minimum passing grade of “B.” In the event that a student achieves less than a grade of “B” in a specified course, he/she may be permitted to retake the course. In the event that the student does not pass the course on the second attempt, or in the event that the student’s grade point average falls below 3.0 during any given semester, a review of the candidate’s plan of study and status within the program will be held with the Divisional graduate committee.

Supervised Field Experiences

Each student completes a practicum field experience in an approved clinical or educational setting during at least one semester. Supervision is provided by faculty and also qualified professionals at the practicum site. In the Clinical Psychology and Community Counseling programs, practicum hours do not apply to state licensure requirements. Practicum hours do apply to state licensure requirements for students in the School Counseling program and the Clinical Mental Health program

Following satisfactory completion of the Practicum, the student completes an internship of at least 600 hours in an approved field setting over the course of two semesters. Students register for internship at the completion or near completion of their course work. The student attends one class meeting each week that is held on campus with the faculty, and receives individual and group supervision each week by a licensed professional. Internship hours do apply to state licensure requirements for supervised field experience. In order to qualify for practicum and internship field experiences, the student must obtain a minimum grade of “B” in all core and specified courses, have achieved candidacy and be in good academic standing (minimum overall grade point average of 3.0).

Clinical Psychology Program Program Objectives

The primary objective of the Clinical Psychology Program is to train masters level professional psychologists who can assist clients in the enhancement of their psychological well-being. It is based on a foundation that recognizes the importance of the scientific method of clinical inquiry, sound research and psychological assessment, and a developmental, psycho-educational model of intervention that focuses on a client’s strengths while recognizing the behavior deficits that interfere with effective living. The faculty look at master’s level psychologists as human development teachers whose primary function is to help individuals enhance life adjustment, facilitate personal growth and develop behavioral competencies. The faculty believe that an effective psychologist requires an integration and internalization of both personal and professional attributes. The faculty work with the belief that an effective therapist is an effective human being. For this reason, the program emphasizes the development of theoretical knowledge, therapeutic competencies, personal awareness and growth, and professional ethical thinking.

Program Description And Competencies

The Clinical Psychology Program is in compliance with the Vermont Licensure Law for Master’s Level Psychologists as regulated by the Board of Psychological Examiners in Vermont. The Clinical Psychology Program is a member of the Council of Applied Master’s Programs in Psychology. The Clinical Psychology degree program consists of a total of 60 credits, which include the practicum and internship experiences and thesis

or elective courses. During precandidacy, the student is required to pass satisfactorily (with a minimum grade of “B”) eighteen (18) credits, including GPS500, 501, 502, 504, 518, and 519. Precandidacy is an evaluative stage which provides an opportunity to assess the student’s academic competence, potential for personal growth, and functioning as a professional psychologist. In the second stage, (candidacy), the student completes the requirements for the degree, including field work. The student also has two options; to complete a thesis (worth six credits) or select additional course work. Competency areas include:

A. **Experimental Foundations** Psychological theory, research, and methods concerning the design, conduct, analysis, and interpretation of psychological research, or concerning the general principles and processes for the core areas of experimental psychology.

B. **Psychopathology** Psychological theory, research, and methods concerning the descriptive characteristics, diagnosis, and etiology of psychopathology, or mental and behavioral disorders of children and adults.

C. **Social/Individual Differences/Personality** Psychological theory, research, and methods concerning the psychological or behavioral development and functioning of the individual, and the study of individual differences.

D. **Assessment** Psychological theory, research, and methods concerning the measurement and assessment of an individual’s behavioral or psychological functioning, such as the assessment of psychopathology, personality characteristics, intellectual functioning, skills and interests, and neuropsychological functioning.

E. **Intervention** Psychological theory, research, and methods concerning the remediation, treatment, or prevention of behavior disorders, adjustment problems, and psychopathology, or other disturbances in psychological functioning.

F. **Applied** Psychological theory, research, and methods concerning the psychological functioning of the individual in groups and organizations.

(Adapted from VT State Laws and Rules of the Board of Psychological Examiners)

Thesis/Non-thesis Option

Completion of the thesis is normally recommended for students who wish to pursue doctoral level study. During GPS503 Research Methods, the student develops a research paper that may, with revision, serve as a basis for the thesis proposal. Actual collection of data may not begin until the thesis proposal has been formally approved and signed by members of the thesis committee, Division Chairperson and Institutional Representative. Students register for 3 credits of thesis in two separate semesters. A grade of “Incomplete” is assigned after the first semester of thesis credit has been taken. In order to receive a grade of “Pass” on the thesis, both semesters of thesis credit (totaling 6 credits) must be taken, and the thesis must be completed and approved by the thesis committee. Otherwise, the “Incomplete” will be converted into a grade of “F”. When the thesis is completed, the student presents it orally to members of the College community. If a non-thesis option is selected, the student completes a minimum of 60 credits in course work, according to the student’s plan of study.

Comprehensive Examinations

The student completes written and oral comprehensive examinations normally during the final year of study, while the internship is in process. The format for the written exam may vary from year to year. The oral examination is an opportunity for the student to

present his/her theory of psychotherapy for discussion and evaluation by the Graduate Committee.

Clinical Psychology Curriculum

Specific Requirements	Credits
*indicates that a minimum grade of “B” is required	
GPS500 Ethics and Foundations of Counseling*	3
GPS501 Developmental Psychology*	3
GPS502 Advanced Theories of Psychotherapy*	3
GPS503 Research Methods	3
GPS504 Advanced Abnormal Psychology*	3
GPS505 Group Counseling	3
GPS507 Psychological Appraisal*	3
GPS508 Intellectual Assessment*	3
GPS509 Personality Assessment*	3
GPS518 Diversity and Professional Relationships*	3
GPS519 Counseling Techniques*	3
GPS522 Foundations of Alcohol and Substance Abuse	3
GPS525 Psychopharmacology	3
GPS531 Clinical Psychology Field Experience I*	3
GPS532 Clinical Psychology Field Experience II*	3
GPS540 Thesis	6
GPS551 Clinical Psychology Field Experience III*	3
GPS552 Clinical Psychology Field Experience IV*	3
Thesis students take one elective	3
GPS506 Family Systems (non thesis students)	(3)
Electives (non thesis students)	<u>(6)</u>
	60

Clinical Mental Health Counseling Program Program Objectives

The primary objective of the Clinical Mental Health Program is to train competent, master’s level, professional counselors who can help others to understand their personal and interpersonal difficulties, develop effective decision-making strategies, utilize appropriate resources and implement appropriate courses of action to enhance their level of personal functioning and psychological adjustment. Like the other programs within the Division, the Mental Health Counseling Program is also based on the premise that self awareness, commitment to continuous personal and professional growth and ethical decision making are necessary to function as an effective counseling professional. The program is designed to meet the academic requirements for licensure as a clinical mental health counselor. Additional post-degree supervised experience and examination are required by the state before licensure can be obtained.

Program Description and Competencies

The Clinical Mental Health Counseling Program (CMHC) is in compliance with the Vermont Licensure Law as regulated by the Board of Allied Mental Health Practitioners. The CMHC degree program consists of a total of 60 credits, which includes the practicum and internship field experiences. During precandidacy, the student is required to pass satisfactorily (with a minimum grade of “B”) eighteen (18) credits, including GPS

500, 501, 502, 504, 518, and 519. Precandidacy is an evaluative stage which provides an opportunity to assess the student’s academic competence, potential for personal growth, and functioning as a professional mental health counselor. In the second stage of the student’s program, remaining requirements for the degree are completed, including field work experiences. Competency areas include:

- A. Human Growth and Development
- B. Theories
- C. Counseling Skills
- D. Groups
- E. Measurement
- F. Professional Orientation and Ethics
- G. Treatment Modalities (currently by elective)
- H. Marriage and Family Counseling
- I. Human Sexuality (currently by elective)
- J. Addictive Disorders
- K. Psychopharmacology
- L. Multi-Cultural Foundations (Diversity in Professional Relations)
- M. Research and Evaluation
- N. Career Development and Lifestyle Appraisal.
- O. 1000 Hours (minimum) of supervised field experience in clinical mental health counseling.

Comprehensive Examinations

The student completes written and oral comprehensive examinations, normally during the final year of study, while the internship is in process. The format for the written exam may vary from year to year. The oral examination is an opportunity for the student to present his/her theory of psychotherapy for discussion and evaluation by the Graduate Committee.

Clinical Mental Health Counseling Curriculum

Specific Requirements	Credits
*indicates that a minimum grade of “B” is required.	
GPS500 Ethics and Foundations of Counseling*	3
GPS501 Developmental Psychology*	3
GPS502 Advanced Theories of Psychotherapy*	3
GPS503 Research Methods	3
GPS504 Advanced Abnormal Psychology*	3
GPS505 Group Counseling	3
GPS506 Family Systems	3
GPS507 Psychological Appraisal*	3
GPS513 Career Counseling	3
GPS518 Diversity and Professional Relationships*	3
GPS519 Counseling Techniques*	3
GPS522 Foundations of Alcohol and Substance Abuse	3
GPS525 Psychopharmacology	3
GPS527 Organizational and Community Counseling*	3
GPS535 Clinical Mental Health Counseling Field Experience I*	3
GPS536 Clinical Mental Health Counseling Field Experience II*	3

GPS553 Clinical Mental Counseling Field Experience III*	3
GPS554 Clinical Mental Counseling Field Experience IV*	3
Electives	<u>6</u>
	60

Community Counseling Program Program Objectives

The primary objective of the Community Counseling Program is to train masters level professional counselors who can help others to understand their personal and interpersonal difficulties, develop effective decision-making strategies, utilize appropriate resources and implement appropriate courses of action to enhance their level of personal functioning and psychological adjustment. Like the other programs, the Community Counseling Program is also based on the premise that self-awareness, commitment to continuous personal and professional growth and ethical decision making are necessary to function as an effective counseling professional.

Program Description and Competencies

The Community Counseling degree program consists of a total of 48 credits, which includes two practicum field experiences. The program has been designed as a substantial, graduate training program alternative for individuals who are not currently in need of, or interested in pursuing state licensure in Vermont, but who want to develop a solid core of professional counseling skills to secure employment in governmental, private, and/or non-profit community-based human services agencies. Completion of this program can also serve as a foundation in specialty areas, and under current (2006) licensure law, can permit an individual to obtain additional coursework and fieldwork experience following graduation if licensure as a Clinical Mental Health Counselor subsequently becomes of interest or necessary. This program can be completed in two years of full time study, or on a part-time basis in three or more years. During precandidacy, the student is required to pass satisfactorily (with a minimum grade of “B”) fifteen (15) credits, including GPS 500, 501, 502, 504 and 518. Precandidacy is an evaluative stage which provides an opportunity to assess the student’s academic competence, potential for personal growth, and functioning as a professional mental health counselor. In the second stage of the student’s program, remaining requirements for the degree are completed, including field work experiences. Competency areas within the graduate program which reflect 2006 licensure requirements include:

Group 1: Core Graduate Courses Which Define a "Counseling or Related Degree:"

Ethics, theories and basic concepts of human behavior and development, diagnosis, assessment and treatment, counseling skills, group work, measurement and psychological appraisal and treatment modalities: At least 18 of 24 credits of specified coursework must be completed within the graduate program (by state regulation);

Group 2: Course Required for licensure but not required as part of the program:

Courses in marriage, couples and family counseling, human sexuality, crisis intervention, addictive behavior and psychopharmacology: At least 6 out of 15 graduate credits in specified coursework are required (by state regulation);

Group 3: At least three graduate credits are required for licensure in all three of the following areas: Multi-cultural studies (diversity), research and evaluation, and career development and lifestyle appraisal;

Supervised College-sponsored Graduate Field Experience in Clinical Mental Health:

One thousand hours is required as part of a graduate program (a minimum of 600 hours must be part of the degree with the option to supplement field experience hours after graduation within the context of a field work experience in conjunction with a formal seminar class from an accredited graduate program). An additional 3000 hours of post degree supervised experience and passing national examinations (NCMHCE and NCE) are also required for licensure. (Adapted from the 2006 Allied Mental Health Board Administrative Rules for Licensure as a Clinical Mental Health Counselor).

Qualifying Examinations

The student completes written and oral examinations, normally during the final year of study, while the field experiences are in process. The format for the written exam may vary from year to year. The oral examination is an opportunity for the student to present his/her theory of psychotherapy for discussion and evaluation by the Graduate Committee.

Community Counseling Curriculum

Specific Requirements

Credits

*indicates that a minimum grade of "B" is required.

Group 1: Core Graduate Courses Which Define a "Counseling or Related Degree":

GPS500	Ethics and Foundations of Counseling*	3
GPS501	Development Psychology*	3
GPS502	Advanced Theories of Psychotherapy*	3
GPS504	Advanced Abnormal Psychology*	3
GPS505	Group Counseling	3
GPS507	Psychological Appraisal*	3
GPS519	Counseling Techniques*	<u>3</u>
	Total Core Required Credits	21

Group 2 Courses: Select a minimum of two of the following four courses (6 credits required):

GPS506	Family Systems	3
GPS560A	Human Sexuality and Gender Issues	3
GPS522	Foundations of Alcohol & Substance Abuse	3
GPS525	Psychopharmacology	<u>3</u>
	Total Group 2 Required Credits	6

Group 3: Six credits (GPS503 and 518 are required):

GPS503	Research Methods	3
GPS518	Diversity and Professional Relationships*	<u>3</u>
	Total Group 3 Required Credits	6

Electives: Select three applicable Graduate courses from Psy/Hus, Educ, Business:

GPS513	Career Counseling (Recommended: GPS507 is prerequisite)	3
	Total Elective Credits	9

Supervised College-sponsored Graduate Counseling Field Experience:	
GPS533 Community Counseling Field Experience I (300 hours min.)*	3
GPS534 Community Counseling Field Experience II (300 hours min.)*	<u>3</u>
Total Field Experience Credits	6
Total Program Credit Requirements	48

Master of Science Degree in Community Counseling: Alcohol and Substance Abuse

Community Counseling Program: Alcohol and Substance Abuse Program Objectives

The primary objective of the Community Counseling Alcohol and Substance Abuse Services Program is to train masters level, professional alcohol and substance abuse counselors who can help others to: (1) understand their personal and interpersonal difficulties, and the effects which alcohol and/or other drug abuse and dependence have on their own personal functioning as well as family members and significant others in their lives; (2) develop effective decision-making strategies, utilize appropriate resources and implement appropriate courses of action to engage in a process of recovery from alcohol and/or drug abuse or dependence, and (3) enhance their level of personal functioning and psychological adjustment. Like our other graduate programs, the Alcohol and Substance Abuse Services Program is also based on the premise that self-awareness, commitment to continuous personal and professional growth and ethical decision making are necessary to function as an effective counseling professional.

Program Description and Competencies

The Master of Science Community Counseling Alcohol and Substance Abuse Services degree program consists of a total of 55 credits, and includes two semesters of field experiences, totaling a minimum of 600 hours. The program has been designed as a substantial, graduate training program for individuals who want to develop a solid core of professional counseling skills and are interested in pursuing credentialing as a Certified Alcohol and Drug Abuse Counselor (CADC), and ultimately as a Licensed Alcohol and Drug Counselor (LADC) through the Vermont Department of Health. While the CADC credential does not require a master's degree, state licensure as an LADC does require a person to have first earned the credential of CADC and to also have earned a master's degree. In addition, certification and licensure require 6000 hours of supervised work experience and passing grades on written and oral examinations which are administered by the Vermont Alcohol and Drug Abuse Certification Board. An earned master's degree from an accredited college or university such as the College of St. Joseph may be substituted for 4000 hours of work experience.

Licensed Alcohol and Drug Counselors may secure employment in governmental, hospital, private, non-profit community-based residential or outpatient human services agencies, schools, or private practice settings. This program can be completed in two years of full time study, or on a part-time basis in three or more years. All students are admitted to the graduate program on a provisional basis called Precandidacy.

Precandidacy is an evaluative stage which provides an opportunity for faculty and the student to assess the student's academic competence, potential for personal growth, and functioning as a professional alcohol and substance abuse counselor. During Precandidacy, the student is required to demonstrate professional readiness for practice and to pass satisfactorily (with a minimum grade of "B") fifteen (15) credits, including GPS 500A, 501, 502, 504, and 518. Candidacy review is normally completed in the spring or summer of the first year in the program. In the Candidacy stage of the student's program, remaining requirements for the degree are completed, including field work experiences and examinations. Students are expected to develop a thorough knowledge of and adhere to the *Ethical Standards for Alcohol and Drug Abuse Counselors*, and College as well as divisional policies for professional demeanor throughout their graduate study. Competency areas within the graduate program are defined by the *IC&RC/AODA Counselor Core Functions* and the U.S. Department of Health and Human Services Substance Abuse and Mental Health Service Administration (SAMHSA) *Addiction Counseling Competencies: Knowledge, Skills and Attitudes of Professional Practice*, as follows:

IC&RC/AODA 12 Counselor Core Functions

- **Screening:** *determining appropriateness and eligibility for admission to a program;*
- **Intake:** *administrative and initial assessment procedures for admission to a program;*
- **Orientation:** *describing goals, rules, services, rights and client obligations in a treatment program;*
- **Assessment:** *procedures to evaluate strengths, limitations, problems and treatment needs;*
- **Treatment Planning:** *identification of mutually agreed upon treatment goals, methods and resources;*
- **Counseling:** *individual, group and significant other;*
- **Case Management:** *activities which bring services, agencies, resources, etc together to achieve established goals;*
- **Crisis Intervention:** *services which respond to a client's needs during acute emotional and/or physical distress;*
- **Client Education:** *provision of information concerning alcohol and/or drugs, services and resources;*
- **Referral:** *assisting clients to utilize other systems of support and community resources to address unmet needs;*
- **Report and Record Keeping:** *charting, writing reports, progress notes, discharge summaries, etc.;*
- **Consultation:** *relating to ASA colleagues or other professionals to assure comprehensive, quality client care.*

SAMHSA Addiction Counseling Competencies: Knowledge, Skills, and Attitudes of Professional Practice:

A. Transdisciplinary Foundations:

- **Understanding Addiction**
- **Treatment Knowledge**
- **Application to Practice**
- **Professional Readiness**

B. Professional Practice Dimensions:

- **Clinical Evaluation**
- **Treatment Planning**
- **Referral**
- **Service Coordination**
- **Counseling**
- **Client, Family and Community Education**
- **Documentation**
- **Professional and Ethical Responsibilities**

Qualifying Examinations

The student completes written and oral examinations, normally during the final year of study, while the field experiences are in process. The written exam follows the format of the IC&RC/AODA international written examination and a representative case of the student's own choosing which demonstrates skills, knowledge, and competence in the field. Upon satisfactory completion of the written exam, the student completes an oral examination. The oral examination follows the Case Presentation Method (CPM) utilized by the ADA Counselor Certification Board, in which competence in the twelve core functions is assessed by peers and members of the Graduate Committee.

The graduate program has been determined to meet Vermont training requirements for certification by the Vermont Alcohol and Drug Abuse Certification Board and state licensure through the Vermont Department of Health Division of Alcohol and Drug Abuse Programs.

Community Counseling Program: **Alcohol & Substance Abuse Curriculum**

Specific Requirements

*All courses require a minimum grade of "B"

I Foundation Courses

GPS500A	Ethics & Profess. Issues in Alcohol & Sub. Abuse Service	3
GPS501	Development Psychology	3
GPS504	Advanced Abnormal Psychology	3
GPS507	Psychological Appraisal	3

GPS518	Diversity & Professional Relationships	<u>3</u>
	<u>Total:</u>	15

II Specialty Courses

GPS522	Foundations of Alcohol and Substance Counseling	3
GPS514	Adolescence, Alcohol and Substance Abuse	3
GPS523	Assess., Case Mgmt & Treat. of Alcohol & Substance Abuse	3
GPS541	Alcohol and Society	3
GPS525	Psychopharmacology	3
GPS542	Drugs & Society	3
GPS526	School Based Prevention and Intervention Services	<u>4</u>
	<u>Total:</u>	22

III General Counseling Courses

GPS502	Advanced Theories of Psychotherapy	3
GPS505	Group Counseling	3
GPS506	Family System & Counseling	3
GPS519	Counseling Techniques	<u>3</u>
	<u>Total:</u>	12

IV Field Work

GPS538	Alcohol & Substance Abuse Field Experience I (300 Hrs)	3
GPS539	Alcohol & Substance Abuse Field Experience II (300 Hrs)	<u>3</u>
	<u>Total:</u>	6

TOTAL = 55 credits

School Counseling Program Program Theme

The theme of the School Counseling Program is to develop holistic school counselors through an emphasis on self-awareness, ethical and moral behavior, a developmental approach to the acquisition of a solid theoretical and scientific knowledge base, professional competencies, and a commitment to the community, service to others and issues of social justice.

Program Goals and Objectives

The primary goal of the School Counseling Program is to train professional, school-based counselors who can work effectively to assist in the promotion and realization of a healthy educational environment and in the coordination of essential, supportive services and resources from a student's home and community. Accomplishment of this goal is intended to enhance each child's and adolescent's academic, career, personal, and social growth, development, and well being, through the attainment of vital results (in the areas of communication, reasoning and problem solving, personal development, and civic and social responsibility), acquisition of knowledge, and learning opportunities, as outlined in *Vermont's Framework of Standards and Learning Opportunities and the National Standards for School Counseling Programs of the American School Counseling Association (ASCA)*.

In order to accomplish this goal, the program is committed to providing solid training in foundational values and ethics, knowledge of educational systems and issues, scientific theory and knowledge, counseling techniques, and assessment. This process will ensure that students excel in terms of the *Five Standards for Vermont Educators* specifically in terms of their content learning and expertise, professional knowledge, ability to work in a collaborative and collegial manner, knowledge and ability to serve as effective student advocates, and level of personal and professional accountability.

The program recognizes the importance of the scientific method of clinical inquiry, sound research and assessment, and a developmental, psycho-educational model of intervention that focuses on student strengths while recognizing the behavioral difficulties that interfere with healthy development. The faculty look at masters-level counselors as human development teachers whose primary function is to help individuals enhance life adjustment, facilitate personal growth and develop behavioral competencies. Within a school environment, this also entails working collaboratively with teachers and administrators in order to produce a healthy working and learning environment for all members of the school community.

The faculty believe that to be an effective counselor requires an integration and internalization of both personal and professional attributes. The faculty work with the belief that an effective counselor is an effective human being. For this reason, the program emphasizes the development of: professional, ethical and moral behavior, scientific and theoretical knowledge, therapeutic competencies, personal awareness and growth, and a commitment to service to the community and social justice. These themes are clearly articulated to students, are woven throughout the student's educational experiences in the program, and are an integral part of the overall academic and qualitative assessment of each student who graduates from this program.

Program Description, Accreditation, and Competencies

The School Counseling Program complies with the Vermont Licensure Law for School Guidance Counselors, and has been approved by the Vermont State Department of Education and Vermont Standards Board for Professional Educators. The School Counseling degree program consists of a total of 61 credits (which includes the practicum and internship experiences), comprehensive examinations, and preparation of a student portfolio. During precandidacy, the student is required to pass (with a minimum grade of "B") nineteen (19) credits, including GPS500, 501, 504, 518, 528 and GED502. Precandidacy is an evaluative stage which provides an opportunity to assess the student's academic competence, potential for personal growth, and functioning as a professional counselor. In the second stage, (candidacy), the student completes the degree, including field work. Current knowledge and skill competency areas (adapted from the July 2003 Vermont State endorsement requirements for school counselors) for graduation and licensure include:

- A. completion of a one hundred eighty hour field experience which provides for an opportunity to learn and apply school counseling skills at the PreK and elementary level (60 hours), middle school (60 hours), and high school (60 hours) levels in an approved school setting;
- B. completion of a supervised two semester field experience (internship) consisting of a minimum of 600 clock hours in school counseling in an approved school setting;

- C. knowledge of school counseling concepts and skills delineated in current national professional standards and personal development concepts and skills reflected in *Vermont's Framework of Standards and Learning Opportunities*;
- D. knowledge of lifespan human development;
- E. knowledge of the purpose and an ability to utilize strategies for developmental guidance programs, including:
 - developmental theories
 - educational planning methods and processes
 - classroom management skills
 - group guidance approaches
 - conflict mediation and resolution strategies and
 - parent education strategies;
- F. knowledge of and ability to utilize principles, theories and techniques of counseling with students, including how to modify counseling practices to accommodate students with special needs;
- G. knowledge of indicators of serious social and emotional issues related to healthy development, their impacts and how to make appropriate referrals;
- H. knowledge of and ability to utilize emergency crisis intervention services and places as well as de-escalation techniques, as necessary;
- I. knowledge of and ability to utilize career development theories and practices, strategies for guiding students to explore career and lifestyle choices and decision-making skills relative to education and work;
- J. knowledge of changes in technology and the impact of these changes on learning and work;
- K. knowledge of and ability to assist students with college and post secondary training and career opportunities and resources available to support students' choices;
- L. knowledge of and adherence to professional and ethical issues in school counseling as well as legal aspects of counseling and school law as they relate to counselors and the counselor's role within the educational system;
- M. knowledge of and ability to interpret a variety of educational and psychological assessment tools and data;
- N. awareness of processes of social and cultural change with respect to various racial, gender and ethnic groups and knowledge of and respect for differing cultural and lifestyle patterns, including and understanding of various forms of family relationships;
- O. knowledge of and ability to work cooperatively and respectfully with all families to support students' learning and development;
- P. principles and practices of effective collaboration and consultation in learning environments;
- Q. knowledge of schools as systems;
- R. knowledge of the development, implementation and evaluation of a comprehensive Pre-K to 12 program of school counseling services in collaboration with administrators, staff, parents, and other community members;
- S. a working familiarity with the school counselor's roles and responsibilities relative to the development and implementation of education plans for students;
- T. knowledge of the purposes, elements and requirements of the CSHP (Coordinated School Health Program) and ability to work collaboratively with students, families and other members of the school and community;
- U. ability to work with students to facilitate the student's self-awareness, self-understanding, self-advocacy and behavioral change, as they relate to school adjust-

- ment and performance;
- V. ability to serve or assist in serving as liaison between teachers, parents, support personnel and community resources;
- W. knowledge of and ability to adhere to appropriate standards of organizational behaviors.

PRAXIS Examination

In order to become a licensed educator in Vermont, students in the School Counseling Program must take and meet the PRAXIS I Examination or Graduate Record Examination scores as mandated by the Vermont State Department of Education. Students are encouraged to take the examination prior to admission; however, in all cases, the examination must be passed prior to being admitted to candidacy status. Further information regarding state examination requirements is available in the Division office and from the Vermont State Department of Education.

Comprehensive Examinations

The student completes written and oral comprehensive examinations, normally during the final year of study, while the internship is in process. The format for the written exam may vary from year to year. The oral examination is an opportunity for the student to present his/her theory of counseling for discussion and evaluation by the graduate committee.

Student Portfolio

Students in the School Counseling Program are required to complete a portfolio related to the mastery of the competencies identified above, as they have been developed through course work, fieldwork, and other experiences throughout their program of study. Materials for inclusion in the portfolio are selected by students throughout their program, in collaboration with their advisor and course instructors, culminating with a portfolio demonstration near the end of the students' program. The portfolio will be evaluated by faculty teaching in the graduate program. Students will be recommended for licensure upon successful completion of the portfolio presentation and other program requirements.

Licensure Portfolio Policy

Satisfactory completion of the licensure portfolio is a requirement for graduation from the School Counseling program as well as a state requirement for licensure in the state of Vermont. It is expected that students will complete their portfolio no later than March 15th in their final semester of graduate study in order to allow for timely review by Division faculty. Every attempt will be made during the student's program to provide the assistance necessary in order to meet this goal. We recognize, however, that there may be occasions when satisfactory completion by March 15th is not possible. In such cases, faculty will attempt to review the portfolio in accord with other individual and divisional teaching and programmatic commitments. However, review and approval of portfolios submitted after March 15th cannot be guaranteed in time for graduation at the end of the spring semester.

In the event that the portfolio is not completed by the end of the spring semester, and with the prior approval of the student’s advisor and the Division Chairperson, the following policies will apply:

- Students will have 3 weeks from the first day of the summer semester after the one during which they completed their graduate internship in order to satisfactorily complete their licensure portfolios without penalty;
- If the portfolio is still not of satisfactory quality, students will need to register for 1-3 graduate credits of Portfolio Completion Workshop (number of credits to be determined by the Division Advisor and Chairperson in consultation with the Student and Office of the Vice President of Academic Affairs) based on the amount of work yet to be done;
- If additional internship work is necessary in order to complete the portfolio, review by the Divisional graduate committee will be held with the student. If appropriate, students may be permitted to register for Portfolio Completion Workshop in order to satisfactorily complete their portfolio for a maximum of 2 additional semesters (Fall and Spring) immediately following their last semester of internship. At that point, if they have not satisfactorily completed the portfolio, they will be considered non-completers of their programs and they will not be eligible for graduation or recommended for licensure.

School Counseling Curriculum

Specific Requirements	Credits
*indicates that a minimum grade of “B” is required	
GED502 Law and the Education of Children*	3
GED505 Educational Psychology	3
GED506 Fundamentals of Education*	3
GPS500 Ethics and Foundations of Counseling*	3
GPS501 Developmental Psychology*	3
GPS502 Advanced Theories of Counseling*	3
GPS503 Research Methods or GED500 Educational Research	3
GPS504 Advanced Abnormal Psychology*	3
GPS505 Group Counseling	3
GPS506 Family Systems	3
GPS507 Psychological Appraisal*	3
GPS513 Career Counseling	3
GPS518 Diversity and Professional Relationships*	3
GPS519 Counseling Techniques*	3
GPS522 Foundations of Alcohol and Substance Abuse	3
GPS528 Organization and Administration of a School Guidance Program*	4
GPS537 School Counseling Field Experience I*	3
GPS557 School Counseling Field Experience II*	3
GPS558 School Counseling Field Experience III*	3
Elective in Counseling or Education	<u>3</u>
	61

Course Descriptions

Course numbers beginning with *one* are generally recommended for freshmen; course numbers beginning with *two* denote courses generally recommended for sophomores; course numbers beginning with *three* denote courses recommended for juniors; course numbers beginning with *four* are generally recommended for seniors. Courses numbered 160, 260, 360, and 460 are experimental or special courses. Course numbers beginning with *five* are graduate courses. The numbers 480 and 580 are reserved for undergraduate and graduate pass-through credits. The numbers 490 and 590 indicate independent study. **Undergraduate courses marked with "*" meet global awareness core requirements.** Not all courses are offered every year. Required courses are offered annually, or with sufficient frequency to accommodate the students in each academic program. Some elective courses follow a regular two or three year cycle. Other elective course offerings are determined on the basis of the needs and interests expressed in a given year.

Undergraduate Courses Division of Arts and Sciences

ACTIVITIES

ACT103, 104 Chorus

Chorus is arranged for those who like to sing. Interesting selections are learned and enjoyed by the group. Periodic presentations are made for the College community and the public. 1 credit.

ACT106 Aerobics

This class assesses individual levels in the following areas: flexibility, strength, posture and cardiovascular fitness. Aerobic dancing is used to increase proficiency in these areas. Aerobic dancing consists of a series of routines utilizing dance movements and exercises done to music. It includes warm-up routines, medium and high intensity routines and cool-down activities designed to achieve a cardiovascular effect on the body. 1 credit.

ACT110 College Experience

This seminar course will introduce the student to college resources and requirements. Class activities will be directed toward helping students take responsibility for their own active learning. Course topics will include goal setting, academic advisement, study skills, note taking, time management, and research. 1 credit.

ACT114 Dance: Jazz

An introduction to the basic body movements and the basic elements of Jazz dance. 1 credit.

ACT120 Career Workshop I: Self Assessment & Career Planning

Participants in this workshop will have an opportunity to take a structured look at themselves - their skills, interests, needs and values - by using a variety of self-assessment and values clarification exercises and techniques. They will receive training in career exploration and goal setting enabling them to form academic and extracurricular linkages with their appropriate career field. 1 credit.

ACT121 Career Workshop II: Career Survival Skills

This workshop involves participants in a positive, assertive approach to career planning and job hunting. It introduces students to a variety of tools and strategies for identifying skills, organizing job searches, and preparing and using resumes and placement files. Students will receive assistance in stating clear career objectives. However, students participating in this workshop should already have made significant progress toward formulating a career objective. The workshop will conclude with a consideration of long-range planning for career growth and change. 1 credit.

ACT132 What's in the News!

This course presents the opportunity for students to develop critical thinking and communication skills through spirited discussion of important issues facing our nation and world. \$20 lab fee. 1 credit.

ACT160-460 Selected Activities Topics 1-3 credits.

ANTHROPOLOGY

ANT102 Introduction to Anthropology

An introduction to anthropology, including physical anthropology (human evolution, genetic diversity, and primate behavior), archaeology (investigating past societies through remaining material evidence), and cultural anthropology (the study of contemporary cultures and the diversity of social systems). 3 credits.*.

ANT202 Cultural Anthropology

A comparative survey of present-day human society and social institutions, including economic, political, and belief systems, ecological adaptations, and socially validated behavioral norms. Emphasis is given to universal problems facing all human societies and the multiple ways in which they can be solved. 3 credits.*

ANT160-460 Selected Topics in Anthropology 3 credits.

COMMUNICATIONS

COM101 Speech Communication

Study and practice of communication styles such as small group discussions, impromptu, informative, demonstration, and persuasive speeches are emphasized. Students are encouraged to develop critical thinking skills by constructive criticism of student presentations as well as constructing their own speeches. A dress code is required for formal presentations. Prerequisite: ENG101. 3 credits.

COM201 Mass Media in American Culture

Investigates the historical development and technological evolution of mass communication in the United States. In-depth study of the organization, role, and content of newspapers, magazines, television, radio, video, and film will provide the basis for analysis and criticism of the impact that media has had on the status and evolution of American culture. Satisfies a Behavioral Science Requirement. 3 credits.

COM220 Group Dynamics

An examination of patterns of interaction, factors affecting group climate and productivity, problem-solving procedures and processes, and leadership and followership

behaviors. Students will analyze the use of language, societal and organizational influences on perception and thought, and reasons for misinterpretation in the communication process. In addition, class discussion will focus on conflict orientation, techniques of negotiation and conflict resolution, values and ethics, and verbal and nonverbal behaviors. Significant emphasis will be placed on readings and case study analysis, role playing, group exercises, and mock negotiations. Satisfies a Behavioral Science requirement. 3 credits.

COM307 Grant Writing

This course will identify both the basic and finer points of proposal and grant writing and the grant development process. Emphasis will be placed on understanding the pre-proposal planning process which will include designing and launching an organizational needs assessment to determine the scope of the intended project. In addition, students will examine the writing process itself including how to develop and fine-tune the cover letter, project description, and budget; and conduct the increasingly more essential outcomes-based annual assessment and post-grant follow-up reports. 1 credit.

COM160-460 Selected Topics in Communications 3 credits.

DEVELOPMENTAL STUDIES

Courses in the Developmental Studies area are generally open only to students registered in a degree program at CSJ except when offered during the summer session. Credits earned through developmental studies course work may not be used toward completing graduation requirements or in the calculation of a student's cumulative average.

DEV103 Fundamentals in English

A course in basic English which develops the skills essential to correct writing and well-structured sentences. In the Writing Lab, which is a required component of this course, students will make the gradual transition from simple paragraphs to essay writing. The course is mandatory for all students whose previous high school grades or whose placement testing indicates weaknesses in the basic skills. **A student can enroll in this course only once and must pass this course with a grade of "C" or higher to continue at the College.** A grade of "C" or higher is required for admission to ENG101. 3 credits.

DEV104 Fundamentals of Mathematics: Arithmetic and Algebra

This course is designed for students who lack basic arithmetic and algebraic skills. It is required for students whose high school grades, SAT scores, or placement testing indicate deficiencies in fundamental processes and procedures. **This course may be repeated only once.** A grade of "C" or higher is required for admission to all math courses. 3 credits.

ENGLISH

ENG101 Introduction to College Writing

This course develops interdisciplinary skills in effective writing to prepare students for their major. Students will be required to write papers using a variety of rhetorical devices such as narration, description, cause and effect, comparison and contrast, argumentation, classification and process analysis culminating in at least one research paper. Frequent written assignments and acquisition of vocabulary are emphasized. A grade

of "C" or higher is required for admission into ENG102. 3 credits.

ENG102 Reading and Writing about Literature

This course is designed to help students develop their writing skills to become more understanding and appreciative readers of literature through a close examination of stories, poems, and plays. Students will write analytical and interpretive essays and acquire a vocabulary of literary terms. Prerequisite: ENG101. 3 credits.

ENG115 Writing Using APA Format

This course emphasizes the use of the American Psychological Association (APA) documentation style for professional writing. Students will be required to write a research paper relevant to their field of study. Prerequisite: ENG101. 1 credit

ENG209 History and Development of the English Language

The history and development of the English language are studied. Emphasis is placed on the Indo-European origins, the evolution of the language from the earliest period to the present, and etymology. 3 credits.

ENG210 British Literature

This course is a survey of the major authors, genres and themes of British literature from its beginnings (Anglo-Saxon Period) to the twenty-first century. Prerequisite: ENG102 3 credits.

ENG211 American Literature

This course is a survey of the major authors, genres and themes of American literature from the colonial period to the twenty-first century. Prerequisite: ENG102 3 credits.

ENG212 World Literature

This course is a survey of major literary works from the Ancient World to the twenty-first century. Several genres will be studied with a view to global understanding of cultures that ultimately affect our own culture. Prerequisite: ENG102 3 credits.*

ENG301 Chaucer

Selected works of Chaucer will be read and analyzed with an emphasis on the Canterbury Tales in modern translation. References to the intellectual and cultural milieu of the Middle Ages will be made. Prerequisite: ENG102. 3 credits.

ENG302 Shakespeare

This course emphasizes Shakespeare as a dramatist. At least five representative histories, tragedies and comedies are read and analyzed with a view to understanding and appreciation. Prerequisite: ENG102. 3 credits.

ENG306 The Victorian Age

Study of the intellectual, social and artistic climate of the nineteenth century as reflected in the works of major poets and prose writers from Tennyson, Dickens and Carlyle to Hardy, Meredith and Oscar Wilde. Prerequisite: ENG102. 3 credits.

ENG307 The Modern British Novel

Reading and interpretation of the works of major 20th century English novelists, such

as D.H. Lawrence, James Joyce and Virginia Woolf. Prerequisite: ENG102. 3 credits.

ENG308 The Modern American Novel

Reading and study of selected works by such writers as Faulkner, Fitzgerald and Hemingway. Prerequisite: ENG102. 3 credits.

ENG311 The American Short Story

This course emphasizes the multicultural aspect of the American short story. Students will read and analyze selected works from writers with various ethnic, racial and cultural backgrounds. Prerequisite: ENG102. 3 credits.

ENG315 Development of Drama

An examination through reading and discussion of great plays from the Golden Age of Greece to the present. Students are encouraged to consider the plays not only in terms of dramatic form and performance, but also as mirrors of society and human nature. Prerequisite: ENG102. 3 credits.

ENG321 Creative Writing

This course offers students the opportunity to develop creative writing skills. They will explore the writing process and various literary genres through a combination of in-class exercises, revision, and workshop participation. Each student will produce a portfolio of original work representative of the learning experience. Prerequisite: ENG102. 3 credits.

ENG332 The Irish Experience

This course provides an overview of Irish history, literature, theater, and other cultural activities. It gives an insight into the political, religious, and economic conditions from which these pursuits emerge. 3 credits.

ENG340 Writing and Grammar

In this advanced writing course students will develop their skills as critical and effective writers, explore the range of rhetorical devices, follow a writing process, reflect on their own practice, and focus on revision and editing strategies. They will read and respond critically to other writers. The study of grammar, language and word study as it relates to expository writing will be emphasized. This course is recommended for all students in undergraduate secondary licensure programs. Prerequisite: ENG102. 3 credits.

ENG401 Writers' Workshop

This course explores the writing process. Students will be exposed to a series of intensive experiences designed to generate conscious and unconscious material. The emphasis will be on technique, development of style and individual voice, and revision. Students will share their work and analyze the work of others in group situations. Prerequisite: ENG102. 3 credits.

ENG160-460 Special Topics in English 3 credits.

ENG430 Seminar in English

English majors will enrich their knowledge of the history of literary criticism and research methods appropriate to the creation of an extensive research paper of literary criticism

written in the MLA format. Successful presentation of the paper will also be required.
Prerequisite: Junior or Senior standing. 3 credits.

ENG190-490 Independent Study in Literature 1-3 credits.

FINE ARTS

FIA101 Art Fundamentals

A foundation studio course in which students explore the elements of design: line, shape and form, space, texture, value, and color and the principles involved in their use in the fine arts. This course develops an understanding of the elements and principles of art within the context of a variety of experiences utilizing different art media and techniques. \$30 lab fee. 3 credits.

FIA102 Arts & Crafts

This course emphasizes experience with selected craft media. Understanding of the elements and principles of art in the context of a variety of experiences is emphasized as well as the contribution of crafts to our cultural and historical heritage. \$40 lab fee. 3 credits.

FIA104 The Art of Drawing

Fundamentals of drawing and composition including still life and landscape with emphasis on pencil, charcoal, conte crayon and pen and ink, etc. The course will develop a visual awareness of shape, line, color, value, texture and space. (May be repeated based on individual evaluation.) \$35 lab fee. 3 credits.

FIA111 Applied Design

This course will focus on two-dimensional applications of elements and principles of design in fine art, commercial design, and environmental aesthetics. \$35 lab fee. 3 credits.

FIA130 Pottery Workshop

An introduction into the art of pottery making, including emphasis on the basic handbuilding techniques (pinch, coil, and slab), wheel throwing, firing, and glaze formulas. \$40 lab fee. 3 credits.

FIA161 Art Appreciation and History

Study of the history, theory and appreciation of painting, sculpture and architecture as well as a survey of major art works and the methods used to explore them. Painting, sculpture and architecture from prehistoric to modern times. 3 credits.

FIA170 Music Appreciation and History

Develops an increased enjoyment of music through an understanding of musical styles and periods. The course consists primarily of directed listening to masterpieces by the great composers, as well as to folk and popular music. 3 credits.

FIA201 American Art and Architecture

An in-depth study of American art forms and architectural styles. An historical approach will be used in examining evolution from colonial times to the contemporary period. Influence of these trends on the overall development of American culture will be considered. 3 credits.

FIA202 Survey of American Music

Using an historical approach, this course will enable the student to develop an understanding of and appreciation for the evolution of the American musical scene. The development of those musical forms which can be described as significantly American will be emphasized. 3 credits.

FIA203 Nature Drawing

A drawing course where natural objects will be used to develop a visual awareness of the elements and principles of art. Instruction will be given in the uses of various types of media: pencil, charcoal, pastel and color pencil. FIA101 suggested before taking this course. \$30 lab fee. 3 credits.

FIA205 Introduction to Jewelry

An introduction to the art of metal jewelry making with equal emphasis on both the design fundamentals and construction skills needed to produce handcrafted items for personal adornment. \$40 lab fee. 3 credits.

FIA207 Painting I

Basic techniques in brush work, using and mixing colors, composition and design will be explored. Landscape and still life studies will be used. Knowledge of drawing useful, but not required. FIA101 suggested before taking this course. \$40 lab fee. 3 credits.

FIA230 Sculpture

An introductory course designed for the student interested in exploring various construction and carving techniques used in creating three dimensional designs. \$40 lab fee. 3 credits.

FIA160-460 Workshops in Fine Arts 1-3 credits

GEOGRAPHY

GEO101 Introduction to Geography

A survey of the earth's environment, how it varies spatially and how the human population interacts with it. Contemporary and historical examples are used to show the role of the human-physical environmental relationships in our economic, political and social life today. Several major contemporary world problems: e.g. the food supply, the fuel crisis, the population explosion and environmental deterioration are introduced. 3 credits.*

GEO203 Physical Geography

Intended to develop an understanding of the physical factors of man's habitat and his adjustments to (or modifications of) them. Emphasis is placed on the analysis and world distribution patterns of landforms, climate, vegetation, soils and water features and the causes and interrelationships of these patterns. Satisfies a Social Science or Science Requirement. 3 credits.

GEO220 Biogeography

A course designed to show the distributions of plant and animal life throughout the various regions of the earth. The course will include a review of the biomes as well as a study of the physical factors of geography as they influence the differing environments. Satisfies a Social Science or Science Requirement. 3 credits.

GEO305 World Cities: A Study in Urban Geography

A survey of world cities with focus on major cities throughout the world. Themes to be pursued include: types and functions of cities, location of urban settlements, competition of land use, ethnicity, problems of urban transportation, pollution, suburbanization. Other topics to be discussed will flow from the interest and needs of the students. 3 credits.*

GEO160-460 Selected Topics in Geography 3 credits.

HISTORY

HIS101 World Civilizations I

Introduces the dimensions of history. Presents a topical study of the distinctions of interactions of world populations and conditions from the remote beginnings to approximately 1700. Examines the geographical regions, beginnings of civilizations, Middle Eastern heritage, classical world of ancient Greece and Rome, the Christian heritage, the medieval West and its periphery including the Muslim world, the period of reformations, renaissance and expansion of the Western world, Africa, Central and Eastern Asia and the Americas through the first stage of western penetration. 3 credits.*

HIS102 World Civilizations II

Chronologically continues HIS101 from approximately 1700 to the present: Age of Enlightenment in the West, including the political, economic, scientific and philosophic developments; major revolutions through early nineteenth century; emergence of world powers such as Russia and China; other northwestern cultures after Western penetrations; the Romantic era; nationalism and mass movements; twentieth century conflicts and issues and the dissolution of Western hegemony; and current world descriptions are presented. 3 credits.*

HIS103 United States History I

This course presents a survey of the history of the United States from the Colonial period through the Civil War. Students will be introduced to the major social, political, cultural and economic developments that occurred within the U.S. during this period. 3 credits.

HIS104 United States History II

This course continues the study of United States history from the Post-Civil War Reconstruction to the present. A student can enroll in HIS104 without HIS103. 3 credits.

HIS201 The World Since 1945

This course emphasizes events in the recent past which have shaped the contemporary scene. Such issues as the Cold War, the rise of post World War II nationalism, the Vietnam War, emergence of third world countries, superpower politics and the breakup of the Soviet Union will be examined. 3 credits.*

HIS202 United States History Since 1945

Surveys those important issues which have faced the American people in the atomic age. Such issues as the Cold War, the Soviet-American rivalry, the upheavals of the 1960's, racial equality and other fundamental changes which have taken place in American politics, the economy and society will be included in this study. 3 credits.

HIS204 Multicultural America

An examination of significant cultural groups who have shaped America through history and literature. This survey course examines the role, history, and literature of Native Americans, Afro-Americans, Hispanics, and Asian-Americans in helping to shape contemporary America. 3 credits.

HIS205 Historical Inquiry

Acquaints the student with the theory and practice of historical study. Topics will include an analysis of the purpose of history, an explanation of procedures and methods used by historians in explaining the past, a survey of recent developments in historical study, and the mechanics of historical research. 3 credits.

HIS206 History of Vermont

Vermont is a state of mind and a state of place. This course is an examination of the topography, history, literature, and people of Vermont from its beginnings to the present. 3 credits.

HIS207 History of the American Family

A study of the American family from the Colonial period to the present. This course will emphasize the interrelationships between major social and cultural trends in American history and the developing American family. Topics covered will include demographics, gender roles, economic responsibilities and household structure. 3 credits.

HIS303 History of Russia

This course is a study of Russia from the early twentieth century up to the present time, with emphasis on the Soviet period. Topics for discussion will include the fall of the Russian Monarchy, Marxist theory, the Revolutions of 1905 and 1917, Lenin, Stalin and the establishment of the Soviet state, the Cold War, the breakup of the Soviet Union and the restructuring of the Russian state. 3 credits.

HIS304 The Contemporary Middle East

Traces the development of the contemporary Middle East and provides a basis for understanding the factors which have contributed to its present structure. The topics covered in this course include the rise of Islam, the area's long relationship with the West, its religious revival, its leadership, the rise of Arab nationalism, the Arab-Israeli conflict, and its transformation from an agrarian to an urban society. 3 credits.*

HIS306 China and Japan Since 1800

An introduction to the significant political, social and cultural issues in China and Japan in the nineteenth and twentieth centuries. An examination of traditional values, the growth of nationalism, relations with the West, and the development of modern cultural and political institutions will be emphasized. 3 credits.*

HIS307 Contemporary European History

A survey of the social, economic and political factors which have shaped modern Europe since 1914 with special emphasis on the establishment of the European Community. 3 credits.

HIS308 The Twenties in United States History

An analysis of movements and people from the end of World War I to the Great Crash of 1929. Political, economic, social and literary aspects of the time will be covered. 3 credits.

HIS310 Great Depression & World War II

A study of the history and literature of the two most significant events in Twentieth Century America, the Great Depression of the 1930's and the World War II in the 1940's. This course utilizes not only intellectual works of the day such as significant plays, the proletariat literature, and the social and political history, but also the letters, oral histories and other primary documents of individuals who experienced the period first hand. 3 credits.

HIS311 The Sixties in U.S. History

An analysis of the pivotal decade of the 1960's from Camelot to Watergate. Topics include the Civil Rights Movement, the Vietnam War, and the Counter Culture. 3 credits.

HIS313 Topics in British History

An examination of the growth and development of Great Britain with emphasis on its transition from an absolute monarchy to the triumph of parliamentary institutions. Special emphasis will be given to the foundations and scope of the British Empire and Britain's post-World War II role in the European Community. 3 credits.

HIS315 Renaissance and Reformation

Traces the development of European society from the mid-fourteenth to the mid-sixteenth century. Emphasis will be placed on the transition from medieval to "modern" society and the impact of the Protestant and Catholic Reformations on the social, political, economic, and cultural movements of the era. 3 credits.

HIS320-329 Practicum in History

The purpose of this course is to provide an opportunity for supervised application of skills developed in the study of history in an approved setting under direct supervision of qualified persons in a host agency and of the college faculty. This course for juniors or seniors requires a minimum of 120 hours and frequent consultation with the faculty supervisor. Students will reach an agreement with a faculty supervisor regarding specific academic requirements of the practicum. 3 credits.

HIS330 The United States and Vietnam

Traces the history of relations between the United States and Vietnam since World War II. The economic, social, political, ideological and cultural origins of the Vietnam conflict, the conduct of the war and the aftermath in Vietnam, East Asia, and the United States will be examined. 3 credits.

HIS332 Colonial and Revolutionary America

Survey of the Colonial and Revolutionary period of United States history from the earliest settlements through the establishment of the Constitution. 3 credits.

HIS335 The American Civil War

Focuses on the central place the Civil War occupies in the history of the United States.

Emphasis will be placed on the causes and results of the conflict, the political and military leadership for the North and South, and the involvement of various elements of American society. 3 credits.

HIS336 The Holocaust

This course will examine the history of the Holocaust, 1933-1945. Included will be a study of Holocaust literature. Prerequisite: ENG101. 3 credits.

HIS337 The Islamic World

This course will examine the rich history, culture, and varied traditions of the Islamic world from the origins of the faith to the present day. Topics will include the nature of the Islamic faith; cultural traditions and contributions including art, literature, philosophy, medicine, and science; division and conflicts within the Islamic world; and relations between the Islamic and non-Islamic worlds with particular emphasis upon recent issues and problems. Satisfies a religion, social science, or global awareness requirement. 3 credits.

HIS402 Revolution and Social Change

Investigates the concept of revolution as a vehicle for social change. Special attention will be given to defining revolution and determining the factors that have encouraged people in various societies to revolt against their leaders. Comparative aspects of the French, English, American, Russian, and Chinese revolutions will be examined. 3 credits.*

HIS403 U.S. Diplomatic History

The study of American foreign relations from the founding of our nation through the Spanish American War, stressing trends which may have influenced the development of the country. Prerequisite: US History I. 3 credits.

HIS420-429 Internship in History

The purpose of this course is to provide an opportunity for supervised application of skills developed in the study of history in an approved setting under direct supervision of qualified persons in a host agency and of the college faculty. This course for juniors or seniors requires a minimum of 240 hours and frequent consultation with the faculty supervisor. Intern supervision fee is required. Students will reach an agreement with a faculty supervisor regarding specific academic requirements of the internship. 6 credits.

HIS430 Seminar in History

Designed to give history majors an in depth study of the skills and techniques required for historical research. Students will be expected to produce a major research paper. Also included in the course will be an introduction to the study of historiography and the history of ideas. Prerequisite: Junior or Senior standing. 3 credits.

HIS160-460 Special Topics in History 3 credits.

HIS190-490 Independent Study in History 3 credits

HUMANITIES

HUM160-460 Special Topics in the Humanities 3 credits

INTERDISCIPLINARY STUDIES

INT430 Seminar in Liberal Studies: Great Ideas of Humankind

A capstone course for Liberal Studies majors. Themes from the great ideas of humankind will be read and discussed within an interdisciplinary context, drawing from historical, social, physical, and aesthetic disciplines. The course will provide material from a wide range of sources and historical materials. Using these materials and prior knowledge, students will develop a portfolio of writings that addresses the question, "What does it mean to be human?" Prerequisite: Junior or Senior standing. 3 credits.

INT160-460 Special Topics in Interdisciplinary Studies 1-3 credits

LANGUAGE

LAN105 Practical Spanish I

This course is designed to provide beginning language learners the opportunity and tools to develop Spanish language skills in conversational and general speaking abilities. The focus of the course will be to develop vocabulary, to express desires and needs and to seek information in a speaking and listening/comprehension capacity, to expose students to the influence of Hispanic cultures, acquire second language proficiency from recent literature and to exhibit an elementary capacity for reading and writing simple sentence structures. 3 credits.

LAN106 Practical Spanish II

A continuation of LAN105 including further drill and practice aiming for greater fluency in the use of the language. Prerequisite: LAN105. 3 credits.

LAN160-460 Special Topics in Language 3 credits.

LEARNING RESOURCES DEVELOPMENT

LRS101 Reading and Study Skills

This course is designed to develop and improve the students' skills in the following areas: Learning and Study Skills, Reading Comprehension, and Organizing and Developing Ideas. Students will practice listening memory, time management, and note-taking skills, develop an understanding of learning styles, and learn test-taking and study strategies. 2 credits.

MATHEMATICS

MAT101 Survey of Mathematics

A broad overview of significant mathematical concepts. The course provides a concentrated introduction to selected topics. Concepts which will be covered include set operations, number systems, consumer mathematics as well as basic algebra, geometry, probability and statistics. 3 credits.

MAT102 Mathematical Reasoning and Problem Solving

This course explores the processes of mathematical reasoning and problem solving as they relate to the elementary school curriculum. While engaged in mathematical problem solving, students will apply their knowledge of the processes to the elementary setting and will investigate and analyze teaching strategies designed to foster computational

skills in elementary students. 3 credits.

MAT103 Finite Mathematics

An advanced study of mathematics, dealing with graphic interpretations of algebraic equations, probability theory, matrix computation, financial and statistical models, and an introduction to linear programming. Graphing calculator technology will be utilized in the course. Students should possess strong basic algebra and computational skills. 3 credits.

MAT104 College Algebra

A traditional college algebra course. Topics covered include the number system, rational exponents, polynomials, equations and inequalities, graphs, systems of equations, and exponential and logarithmic functions. Prerequisites: one year of Geometry and two years of Algebra, or MAT101, MAT103, or by instructor permission. 3 credits.

MAT202 Statistics

Applies statistical procedure to different areas of life. Course examines descriptive statistics, measures of central tendency and dispersion, probability, binomial and normal distributions, regression and correlation. 3 credits.

MAT204 Introduction to Calculus

A course in Calculus with special emphasis on applications in business and in the social and natural sciences. Topics covered include: algebraic functions, differentiation and maxima and minima calculations, exponential and logarithmic functions and their derivatives, integration, and functions of more than one variable. Prerequisites: MAT104, or permission of instructor. 3 credits.

MAT160-460 Special Topics in Mathematics 3 credits.

PHILOSOPHY

PHI103 Reason and the Search for Meaning

This introduction to philosophy will acquaint students with the strategies philosophers have used in their search for meaning. Students will examine a variety of philosophical explanations of the world and human nature and will relate these systems of thought to their own views of contemporary culture. The content of the course will introduce the major branches of philosophy and the basic questions associated with each. The theory presented in the course will be supplemented with extensive discussion of current issues thereby enabling course participants to apply the philosophical theory to real life situations. 3 credits.

PHI301 Ethics for the Professional

An examination of the most general goals, ideals, rules, and principles governing the individual and professional within the conceptual framework of responsibility to the client, the profession, and society. Students will be introduced to the subject matter of ethics and a variety of ethical theories. Special emphasis will be placed on the role of the professional, professional/client relationships, and issues such as confidentiality, informed consent, and deception. The course will utilize case studies from a broad variety of professions. Junior standing required. 3 credits.

PHI160-460 Special Topics in Philosophy 3 credits

PHYSICAL EDUCATION

PHE210 Introduction to Coaching

This course will look at the various philosophies of coaching, history of sport, psychology of coaching, development of fundamentals, leadership, and program planning. 3 credits.

PHE160-460 Special Topics in Physical Education 3 credits

POLITICAL SCIENCE

POS101 Introduction to Political Science

This course will introduce students to the discipline of political science as a field of knowledge and inquiry. Concepts of politics, political philosophy, political power, and ideologies will be examined in depth. 3 credits.

POS102 American Government

This course surveys the structure and functions of the U.S. political system, the historical context of that system, and the major issues and problems confronting that system in the 1990's. 3 credits.

POS210 International Relations

This course deals with how nation-states relate to each other. It includes a study of the foreign policy process, international law, international organizations, the balance of power, as well as problems of peace, diplomacy and war. 3 credits.*

POS220 Comparative Politics

A comparative survey of the structure and function of political systems. The student will examine democracy, communism and socialism as the ideological basis of contemporary political systems. Specific governments using these various approaches will be studied, compared and analyzed. 3 credits.*

POS280 Modern Political Ideologies

A survey of the leading political ideologies of the modern world including totalitarianism and democracy with special focus on communism, socialism, fascism, nationalism and capitalism. The study of original documents will be an important component of the course. Prerequisite POS101. 3 credits.*

POS299 Contemporary Political Issues

This course provides an in-depth analysis of selected current political issues. Both international and national themes will be discussed. 3 credits.

POS307 The American Presidency

Focuses on a functional study of the American presidency, taking into account the president's role in the formation of public policy and his participation in the overall function of government. Emphasis will be placed on concepts and techniques of presidential leadership, comparing and contrasting the styles of selected presidents. Also, operational procedures of the executive branch of government and the role in the making of foreign policy will be examined. Prerequisite: POS102 or instructor's permission. 3 credits.

POS311 Middle East Politics

An in-depth study of political systems in the Middle East. This course will include comparative political studies of the Arab world, Israel, Turkey, and Iran as well as an analysis of U.S. Policy in the area. 3 credits.*

POS320-329 Practicum in Political Science

Provides an opportunity for supervised application of skills developed in the study of political science in an approved setting under direct supervision of a qualified person in a host agency and college faculty. The course requires an agreement with faculty supervisor regarding specific academic requirements, a minimum of 120 hours, and frequent consultation with faculty supervisor. Junior or Senior status. 3 credits.

POS400 Politics and Religion in Society

Surveys the influence religion has on government. Such topics as fundamentalism in the Middle East, the evangelical movement in the United States and religious aspect of conflict in Northern Ireland will be examined. Also, the role of religious pressure groups, past and present, will be examined. 3 credits.

POS420-429 Internship in Political Science

This course provides an opportunity for supervised application of skills developed in the study of political science in an approved setting under the direct supervision of qualified persons in a host agency and of the college faculty. This course for juniors and seniors requires a minimum of 240 hours and frequent consultation with the faculty supervisor. Students will reach an agreement with a faculty supervisor regarding specific academic requirements of the internship. 6 credits.

POS160-460 Special Topics in Political Science 3 credits.

RELIGION

REL101 Survey of the Old Testament

This course develops an understanding of the Old Testament not only as a faith expression of Christian people but also as a literary work with particular cultural qualities. 3 credits.

REL102 Survey of the New Testament

This course surveys the New Testament with emphasis on the Gospel accounts and the writings of Paul. Attention will be given to the historical and cultural backgrounds of the material as it relates to the spread of Christianity. 3 credits.

REL201 Introduction to Western and Middle Eastern Religious Thought

An introduction to modern Judaism, Christianity, and Islam. This course covers the scriptural basis for the two dominant Western religions and the *Koran* as the basis of Islam, the dominant religion in Middle Eastern culture. 3 credits.*

REL202 Introduction to the Religions of the Far East

This course examines the major religions of the Far East including Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Attention will be given to the traditions and cultural influences of these systems of belief. Important scriptural texts will be examined. 3 credits.*

REL203 Contemporary Moral Problems

This course is concerned with the problems of contemporary society touching upon human life and with the Christian response to those problems. 3 credits.

REL204 Who Is This Jesus

This course presents the life, teachings and times of Christ from an historical and theological perspective. 3 credits.

REL230 Women in Bible

A survey of the prominent biblical women in the Old and New Testaments. Attention will be given to Ruth, Sarah, Hagar, Esther, and Mary, the Mother of Jesus. Students will be introduced to critical, rabbinical, and feminist approaches to scripture. 3 credits.

REL232 Personal Development and Spiritual Growth

This course will focus on the stages of spiritual and personal growth. Building on the contribution of such key thinkers as Piaget, Erikson and Kohberg, six stages emerge in working out meaning for our lives. The views of life stories of some modern leaders are used to exemplify the person of mature faith. Also satisfies a Behavioral Science Requirement. 3 credits.

REL250 Religion Along the Silk Road

For hundreds of years the Silk Road, a major trade route which stretched from China to Turkey, provided not only the movement of goods but the exchange of philosophical ideas and religious belief systems. This course will focus on the spread of Buddhism and Islam along the trade routes, which resulted in their emergence as major world religions which contributed to the cultural development of Asia. 3 credits.*

REL310 Life and Death in Our Human Journey

This course examines our terror and subsequent denial of death and investigates this phenomenon in the context of psychological and religious interpretations. A focused study will be made of the psychological defense mechanisms and psychological concepts utilized in death denial and the various ways they are manifested in our culture. Also satisfies a Behavioral Science Requirement. 3 credits.

REL342 History of Religion in America

This course provides an introduction to the development of religion in American life from the colonial period to the present. The focus will be on the impact of religious thought and practice on the culture and the culture's influence on religious development in the United States. Topics will include: Judaism, Protestantism, and Catholicism. Also satisfies a History Requirement. 3 credits.

REL160-460 Special Topics in Religion 3 credits.

SCIENCE

SCI101 Biology I w/Lab

An introduction to the chemistry of life, cell structure and function, plant biology, human anatomy and physiology. Instructional techniques include lecture, discussion and laboratory investigations. \$20 lab fee. 3 credits.

SCI102 Biology II w/Lab

An introduction to the fundamentals of human reproduction, development, and inheritance evolution and the diversity of life, animal behavior and ecology. Instructional techniques include lecture, discussion, and laboratory investigations. \$20 lab fee. 3 credits.

SCI103 Physical Science I

An introduction to the fundamentals of forces and motion, energy and matter, electricity, magnetism, wave theory, atomic structure and the periodic table, along with basic laws of chemistry and physics. The impact of these various areas of study on human beings and humanity's activities will be emphasized. 3 credits.

SCI104 Physical Science II

An introduction to the fundamentals of chemistry, weather and climate, oceanography, geology and astronomy, along with the basic laws of physics. The impact of these various areas of study on human beings and humanity's activities will be emphasized. 3 credits.

SCI110 Health

This course offers a holistic approach to current health issues. Methods of self-management of health promoting behaviors are reviewed. Included will be discussions on nutrition, stress management, sexuality, alcohol and drug abuse, and HIV prevention. 3 credits.

SCI201 Human Physiology

A study of the functions of the organ systems of the human body and their coordination in the whole human organism. 3 credits.

SCI210 Environmental Science

Focuses on a basic understanding of ecological science and also addresses contemporary environmental issues. A variety of instructional techniques and activities will be employed, including lab work, field trips, observation and data collection in ecosystems. 3 credits.

SCI220 Animal Behavior

This course is a survey of basic ethological concepts of the Animal Kingdom. The evolutionary basis of behavior as well as basic definitions will be studied. The course examines the psychological and physiological mechanisms of both simple and complex behavior. 3 credits.

SCI301 Conservation of Natural Resources

A study of the ecological principles and social problems pertaining to the conservation of our air, water, soil, forest, wildlife, fishery, and mineral resources. The fundamental relationship between man and nature provides the underlying theme. 3 credits.

SCI310 Nutrition

An introductory course in basic nutrition including such topics as: digestion, absorption and metabolism of carbohydrates, protein, fat, vitamins and minerals with an emphasis on their relationship to health. 3 credits.

SCI160-460 Special Topics in Science 3 credits

SOCIOLOGY

SOC101 Introduction to Sociology

An integrated and systematic survey of modern sociological methodology and concepts which include as subject matter: the nature of culture and human society, social processes, social structures, and social changes. 3 credits.

SOC160-460 Special Topics in Sociology 3 credits

Division of Business

ACCOUNTING

ACC101 Financial Accounting

Introduces students to generally accepted accounting principles and accounting process with regards to corporations, partnerships, and sole-proprietorships. The basic concepts, principles, and techniques used to generate accounting data, financial statements and the interpretation and use of financial data to enhance the decision-making process are covered. 3 credits.

ACC102 Managerial Accounting

This course covers materials relating to the accounting cycle and the preparation of a basic set of financial statements. Emphasis on the analysis and interpretation of accounting reports including ratios and cash flow analysis. The use of accounting information for managerial planning, control, and decision-making through budgeting, cost and variance analyses, and responsibility accounting. Prerequisite: ACC101. 3 credits.

ACC201 Intermediate Accounting I

A comprehensive study of accounting concepts and principles underlying the form and content of financial statements. Emphasis will be placed on the theory supporting the alternative treatments of various accounting problems relating to cash, receivables, inventories, plant and other assets. The course will review some of the recent changes and proposed changes in accounting theory and practice. Prerequisite: ACC102. 3 credits.

ACC202 Intermediate Accounting II

Continues the study of accounting concepts and theory with particular emphasis on the accounting principles issued with respect to liabilities and equity. The use of accounting information as a basis for decision-making by the various users of financial statements will be emphasized. Includes an analysis of a company's financial statements through a comprehensive review of a recent annual report. Prerequisite: ACC201. 3 credits.

ACC301 Auditing

Presents the theory of auditing and the proper procedures necessary to apply generally accepted theory. Emphasis is on internal control review and evaluation, on statistical sampling theory and application, and on procedural testing. Audit objectives, reports, procedures, and review are presented to understand the work of the public accountant in auditing. Prerequisite: ACC202. 3 credits.

ACC302 Cost Accounting

Blends the theory of cost accounting with problems of practical management application. Modern cost accounting procedures are presented in a logical manner so that the student can readily apply theory with practice. A complete development of the Job Process and Standard Cost Systems is provided. Emphasis is placed on analysis and use of data for managerial control. Prerequisite: ACC 202. 3 credits.

ACC320 Internship in Accounting - First Experience

Provides the student practical experience in an approved accounting placement at a suitable local firm. Evaluation is determined by the instructor in coordination with the local business supervisor and division chairperson. Juniors and seniors only. 3 credits.

ACC401 Advanced Accounting

Develops the various concepts of present day accounting and a critical evaluation of contemporary standards as they apply to mergers and acquisitions. The course includes accounting issues related to partnerships, not for profit organizations, and governmental units. Prerequisite: ACC202. 3 credits.

ACC403 Federal Income Tax

A study of federal tax regulations as contained in the Internal Revenue Codes, with the emphasis on individuals and sole proprietorships. Various topics including tax research, itemized deductions, capital gains and losses, depreciable and depletable property, passive income/loss, and the preparation of various tax forms and schedules applicable to an individual tax return are explored. Prerequisite: ACC202. 3 credits.

ACC420 Internship in Accounting - Second Experience

Provides the student practical experience in an approved accounting placement at a suitable local firm. Evaluation is determined by the instructor in coordination with the local business supervisor and division chairperson. Juniors and seniors only. 3 credits.

ACC421 Internship in Accounting

Provides the student practical experience in an approved accounting placement at a suitable local firm. Evaluation is determined by the instructor in coordination with the local business supervisor and division chairperson. Juniors and seniors only. 6 credits.

ACC160-460 Selected Topics in Accounting 3 credits.

ACC190-490 Independent Study in Accounting 3 credits.

BUSINESS

BUS 101 Introduction to Business

This introductory course provides the student with an overview of business and its environment. Topics include business trends, globalization, forms of ownership, business law, entrepreneurship, management, leadership, human resource management, marketing, decision making, accounting, finance, business ethics, and social responsibility. 3 credits.

BUS102 Business Math

Teaches practical applications and skills which will be useful in a business career and in functioning as a concerned consumer. Subjects of study include: bank reconciliation, payroll, use of percents, simple interest, annuities, present value, future value, taxes, mark up and mark down, and financial statement analysis. 3 credits.

BUS203 Business Communications

Investigates the role of effective communication in the continuously changing organizational environment. Topics include communicating in the workplace, small groups and teams, listening and non-verbal communication, email messages, report writing, memoranda, letters, résumé preparation, job interviews, and formal presentations. Prerequisite: ENG101; knowledge of PowerPoint is recommended. 3 credits.

BUS301 Business Finance

Studies the field of finance, both private and public, with emphasis placed on current approaches as they pertain to a business. The mathematics of finance, capital budgets, loan and investment alternatives and working capital management are discussed. Prerequisite: BUS102 or MAT103 and ACC101. 3 credits.

BUS302 Money and Banking

Studies the nature, history and functioning of money-creating institutions. Touches directly the most challenging problems facing our economy including inflation, unemployment and the balance of international payments. Blends theory with current and past actions of the Federal Reserve Bank. Prerequisite: ACC101 and ECO207. 3 credits.

BUS303 Business Law

Investigates the essential elements of business law and the legal environment. Topics include introduction to civil and criminal law, business ethics, the judicial system, torts, negligence, strict liability, contracts, Uniform Commercial Code, negotiable instruments, agency, business associations, intellectual property, employment law, consumer and environmental law, property, and legal case analysis. 3 credits.

BUS305 Principles of Management

Introduces basic management principles used in the organizational environment. The four management functions studied are planning, organizing, leading and controlling. Other topics include the evolution of management theory, ethics, social responsibility, diversity, organizational structure, human resource management, motivation, leadership, groups and teams, communication, organizational conflict and change, operations management, information systems and technology, innovation, product development, and entrepreneurship. 3 credits.

BUS306 Human Resource Management

Presents the personnel responsibilities of both the line managers and the human resource department. Covers the specific subjects of equal employment laws and regulations, recruiting, selecting, training, and evaluating employees. Also, salaries, incentives, and empowerment are covered. Prerequisite: BUS305. 3 credits.

BUS309 Marketing

Examines the foundations of marketing principles with application of marketing concepts of the present and future. Emphasis is placed on problem solving, critical thinking skills, ethics, and competition while studying the topics of market analysis, target marketing, product pricing, strategic promotion, and distribution. 3 credits.

BUS310 Consumer Behavior

Examines how psychological and sociocultural influences shape consumer behavior and affects their purchase decision. Topics include the impact of changing cultural and societal values, consumer decision process, and legal issues. Prerequisite: BUS309 or permission of Division Chair. 3 Credits.

BUS311 Salesmanship

This practical course explores the four pillars of personal selling: relationship, product, customer, and presentation strategies. Topics include the marketing concept, use of information technology, creating value, ethics, creating product solutions, value added selling, buyer behavior, prospecting and approaching prospective customers, creating a sales presentation and demonstration, negotiating buyer concerns, closing and servicing the sale, and the management of self and others. Role-playing, simulation and case studies are used extensively. Prerequisite: BUS309. 3 credits.

BUS320 Internship in Business - First Experience

Provides the student with practical experience in an approved business placement at a suitable local firm. Evaluation is determined by the instructor in coordination with the local business supervisor and Division Chairperson. Open to juniors or seniors who meet the specific criteria. 3 credits.

BUS330 Investments

Provides a framework for understanding equity and debt investment alternatives; risk-return analysis, market efficiency, and portfolio theory. Prerequisites: BUS301 or permission of department chairperson and junior standing. 3 credits.

BUS352 Introduction to e-Business and Commerce

Introduces the concepts of electronic business transactions and commerce through an examination of the evolution of the Internet and World Wide Web. Topics include Internet-related hardware and software, communication protocols, and the use of Structure Query Language for web database transactions. Prerequisites: CIS101 and junior or senior standing. 3 credits.

BUS401 Organizational Behavior

Examines individuals, groups, and intergroup relations that occur within an organizational environment. Topics include leadership, motivation, and conflict resolution. Prerequisite: BUS306 or permission of Division Chair. 3 credits.

BUS407 Entrepreneurship

Explores the idea of starting and managing your own business and examines the challenges of growing an entrepreneurial enterprise. Emphasizes the importance of planning, analyzing market opportunities, launching the venture, financing and harvesting the venture. Students gain an understanding of how to develop and use the business

plan. Junior-level standing or permission of Division Chairperson. 3 credits.

BUS408 Operation Management

An introduction to the design, planning, analysis, and control of manufacturing and service processes. Topics include Material Requirement Planning, Total Quality Manufacturing, Just-in-Time, facility layout, inventory controls, scheduling and operational strategy. Prerequisite: MAT103 or BUS102, and BUS305 or permission of Division Chair. 3 credits.

BUS409 Organizational Design

Explores the theories of complex organizations and their application to designing and implementing a structural configuration for an organization. Topics include Organizational Structure, Organizational Development (OD), and the role of a change agent. Prerequisite: BUS306. 3 credits.

BUS420 Internship in Business - Second Experience

Provides the student with practical experience in an approved business placement at a suitable local firm. Evaluation is determined by the instructor in coordination with the local business supervisor and Division Chairperson. Open to juniors or seniors who meet the specific criteria. 3 credits.

BUS421 Internship in Business

Provides the student with practical experience in an approved business placement at a suitable local firm. Evaluation is determined by the instructor in coordination with the local business supervisor and Division Chairperson. Open to juniors or seniors who meet the specific criteria. 6 credits.

BUS430 Financial Statement Analysis

Examines financial statements and other financial reports with a view toward using accounting information in making management, investment, lending and other decisions. Explores methods of constructing, comparing and analyzing these statements and reports, and the various uses of such analyses. Prerequisites: ACC101, BUS301 and junior standing. 3 credits.

BUS431 Promotional Concepts

Explores the use of the promotional mix (advertising, personal selling, sales, promotions, and publicity) to communicate an organization's products or services to potential customers. Prerequisite: BUS309 or permission of Division Chair. 3 credits.

BUS432 Web-Based Marketing & Advertising

Examines the various methodologies utilized for effective marketing through the Internet and the development of an Internet marketing plan. Case studies are used to explore the use of electronic catalog, intelligent agents, banners, etc. in the formulation of a successful web-base marketing campaign. Prerequisite: BUS309 and BUS352 or permission of Division Chair. 3 credits.

BUS435 International Business and Finance

Acquaints students with the impact that a global economy has on business decisions. This course covers global business practices, exchange rates, political and legal envi-

ronments, international trade and investment, marketing, and production. Prerequisites: ACC101, BUS301, and senior standing. 3 credits.*

BUS440 Business Policy: Strategic Management

This course uses a case study approach to address contemporary issues in overall business management. It provides senior business majors an opportunity to demonstrate and enhance situation analysis and problem resolution skills through the application of knowledge from all spheres of business activity (e.g., management, accounting, marketing, and computers). Senior standing required. 3 credits.

BUS440A Strategic Management of Health Services

This course utilizes a case study approach to examine the formulation and implementation of business strategies in health care organizations. Specific analytical tools used in environmental analysis, strategy formulation, selection, and implementation are integrated into a strategic management framework appropriate for health service organizations. Prerequisite: senior standing. 3 credits.

BUS160-460 Selected Topics in Business 3 credits

BUS190-490 Independent Study in Business 3 credits

ORGANIZATIONAL LEADERSHIP

BUA, ECA, and PHA courses are open to "ACCEL," organizational leadership, majors only.

BUA300 Adult Development & Life Assessment (Module 1)

Career patterns are reviewed and analyzed in light of life-development theory. Examines future trends in relation to changing careers and life styles. 3 credits.

BUA301 Small Group & Organizational Behavior (Module 2)

A study of organizational behavior with emphasis on decision-making and resolving conflicts in groups. The role of communication in creating productive organizational environment is examined. Students will develop strategies for efficient and productive group management as well as strengthen their effectiveness in organizational communication. 3 credits.

BUA305 Management Concepts (Module 3)

Work-related study projects will examine formal and informal functions of an organization, analyze agency or organization based model, and work to solve problems using multiple techniques. 3 credits.

BUA303 Business Law (Module 4)

Investigates the essential elements of business law and the legal environment. Topics include introduction to civil and criminal law, business ethics and social responsibility, dispute resolution, tort, negligence, contracts, Uniform Commercial Code, negotiable instruments, agency, business associations, intellectual property, employment law, consumer law, property, and cyberlaw. 3 credits.

BUA202 Research & Data Analysis (Module 5)

To project and understand managerial decision-making, content will include statistical

methods, database research, and evaluating a problem suitable for a research paper. 3 credits.

BUA405 Principles of Management & Supervision (Module 6)

Principles of supervision, as they relate to planning, organizing, staffing, leading and evaluating, are presented in addition to case studies and insights into issues, problems, and opportunities affecting management. 3 credits.

ECA201 Principles of Economics (Module 7)

Focus on principles of economics as understood and utilized by supervisors. Practical application of economic principles in managerial decision-making process. 3 credits.

BUA310 Accounting for Managers (Module 8)

Overview of Accounting tools available to the manager in decision-making; emphasis on reading and understanding accounting documents (income statements, balance sheets, cash flow budgets, etc.) rather than preparation. 3 credits.

BUA307 Marketing in a Global Economy (Module 9)

Exposure to basic marketing theory and terminology gives students an opportunity to apply skills to analyzing real-world cases of domestic and international marketing opportunities and problems. 3 credits.*

BUA311 Managerial Finance (Module 10)

Introduces tools and techniques available to a financial manager. Focus on cash flow, time value of money concepts (primarily net present value), cost of capital, financial and operating leverage, and working capital management. 3 credits.

BUA410 Leadership for the Professional (Module 11)

Several leadership styles are examined. Emphasis on developing and applying an ethical leadership style for the student's personal and professional life. 3 credits.

BUA406 Human Resource Management (Module 12)

Explores values and perceptions of selected groups affecting social and economic life through analysis of policies and practices of recruitment, selection, training, development, compensation. Attention to OSHA, Equal Opportunity legislation, case studies. 3 credits.

BUA440 Strategic Planning (Module 13)

Survey of various management planning models and techniques in business. Stresses concepts of strategic planning and management. 3 credits.

PHA301 Ethics for the Professional (Module 14)

Major ethical theories are reviewed. Students examine personal values through readings and workplace analysis to formulate management accountability, human rights and a responsible life-style in the contemporary world. 3 credits.

COMPUTER INFORMATION SYSTEMS

CIS101A Computer Literacy Module A

Includes topics in word processing using Microsoft Word, navigating in the Windows environment, file management, disk formatting, directories, and characteristics of PC

computer systems. Other topics may be covered as needed to keep the student up to date with new uses of technology. \$7 lab fee. 1 credit.

CIS101B Computer Literacy Module B

Includes Microsoft Excel spreadsheet applications, and generating reports that require merging spreadsheet and word processing documents. Other topics may be covered as needed to keep the student up to date with new uses of technology. Prerequisite: CIS101A. \$7 lab fee. 1 credit.

CIS101C Computer Literacy Module C

Topics of study include: data management using Microsoft Access, introduction to using the Internet, and the development of a final project that incorporates word processor, spreadsheet and data base applications. Other topics may be covered as needed to keep the student up to date with new uses of technology. Prerequisite: CIS101B. \$7 lab fee. 1 credit.

CIS101D Computer Literacy Module D

Students will learn features of Microsoft PowerPoint that will enable them to produce professional-looking presentations, create professional slideshow presentations, overhead visuals, handouts and speaker notes. Instruction utilizes interactive tutorial sessions that will provide students with knowledge to modify the presentation by drawing objects, editing them and adding text. Students will enhance their presentations with clip art, charts and slide show features. Presentations will be customized by using advanced drawing and formatting tools, 3-D effects, embedded and linked objects and hyperlinks. 1 credit.

CIS201 Business Applications using Visual BASIC

An introduction to computer programming in a business environment. The use of problem-solving techniques coupled with structured computer programming are the main areas of focus in this graphical interface programming language. Prerequisite: CIS101C or instructor permission. \$20 lab fee. 3 credits.

CIS224 Desktop Publishing

Students use Microsoft Publisher to create documents, develop skills in formatting text, work with images from a wide variety of sources, and utilize the special text called Word Art. Also covers how to utilize all the tools such as cut and paste, copy, insert, and spell check. Includes a project. \$7 lab fee. 1 credit.

CIS225 Web Page Design

Teaches the basics of HTML to produce and place a web page on the Internet. Topics of study include: basic concepts of HTML, creating internal and external hyperlinks inserting pictures, forms and frames in home pages. Popular formats for home page layout, and exposure to Microsoft Front Page and creating special effects with Java applets. Requires no prior HTML or home page experience. \$7 lab fee. 1 credit.

CIS240 Computer Graphics

An introduction to the fundamental concepts and techniques of computer graphics. Graphic packages will be examined as well as application and presentation capabilities explored with these products. Prerequisite FIA111. \$7 lab fee. 1 credit

CIS242 Introduction to the Internet

Participants will learn about various online access providers such as America Online (AOL), Sovernet, Vtel, etc. Examines a myriad of available communication services including: E-Mail, News groups, Telnet, FTP, and the World Wide Web. Emphasis will be on the use of the World Wide Web and the participant's ability to learn web-researching techniques. \$7 lab fee. 1 credit.

CIS245 Javascript

Javascript is an object-oriented language designed to interface with HTML to give the user more control over dynamic web page programming. The participant will learn how to create objects to do a variety of tasks such as: control browser features, modify document appearance and content, also store and use information about the user, and interact with applets. In addition, the user will learn to program a variety of mouse events such as: onLoad, onMouseOver, onClick, onDbClick, etc. Prerequisite skills: basic understanding of the Internet and the fundamentals of HTML. \$7 lab fee. 1 credit.

CIS301 Database Program Development Using Access

An introduction to applications development in a database environment with emphasis on loading, modifying, and querying a data base using one of the most popular relational data base programs. Discussion of data base types, indexed and direct file organization, design, implementation, and data administration. In addition, students will be exposed to SQL. Prerequisite: CIS101C. \$20 lab fee. 3 credits.

CIS305 Spreadsheet Applications Microsoft Excel

Discusses business oriented data management techniques using Microsoft Excel electronic spreadsheet. Topics include: planning a spreadsheet, entering labels, values, formulae, and functions; macros, databases, and graphics will also be covered. Prerequisites: Some familiarity with microcomputers or CIS101B. \$20 lab fee. 3 credits.

CIS310 Management Information Systems

A study of systems providing quantitative-based information derived from one or more databases within and/or external to the organization and used to aid managers in the decision-making process. Theoretical concepts are applied to real world applications with an analysis of examples from specific organizations. Prerequisite: CIS101. 3 credits.

CIS315 Java Programming

This course emphasizes GUI design skills and object-oriented techniques while programming applets using Visual J++. Participants will master coding class objects, if...else, switch, for, and while statements, and how to process data using arrays and files. This second programming course assumes students have a basic programming background, as well as a basic understanding of Windows and the Internet. 3 credits.

CIS316 C++ Programming

An object-oriented extension of the C computer language. Among the topics covered are structures, unions, ROM BIOS, character display memory, graphics debugger. Object-oriented approaches to creation of software are covered using C++ for illustration. \$20 lab fee. 3 credits.

CIS410 System Analysis and Methods

Overview of the system development of life cycle. Emphasis on current system documentation through use of classical and structured tools and techniques for describing flows, data flows, data structures, file designs, input and output designs and program activities and transaction into system analysis and design. 3 credits.

CIS160-460 Selected Topics in Computer Information Systems

Current topics of importance in the computer industry. 1-3 credits.

ECONOMICS

ECO101 Introduction to Economics

Provides an introduction to economic analysis. Topics will include classical economics (free market system), socialism, communism, and global trade and finance. Special emphasis on understanding the United States economy. Major economic thinkers including Adam Smith, Karl Marx, John Maynard Keynes, and John Kenneth Galbraith will be considered. Satisfies a Social Science Requirement. 3 credits.

ECO207 Macroeconomic Principles

Presents the basic principles of macroeconomics including supply and demand, national income accounting, business cycles, income determination, and monetary and fiscal problems and policy. Current U.S. economic activity is included in the course discussions. 3 credits.

ECO208 Microeconomic Principles

Introduces students to the basic principles of microeconomics including utility, elasticity and the role of governmental sectors. Emphasis is placed on the firm, market structures, and resource allocation. Prerequisite: ECO207. 3 credits.

ECO302 Money and Banking

Studies the nature, history and functioning of money-creating institutions. Covers the most challenging problems facing our economy including inflation, unemployment and the balance of international payments. Blends theory with current and past Federal Reserve Bank policy actions. Prerequisite: ACC101 and ECO207. 3 credits.

ECO160-460 Selected Topics in Economics 3 credits.

RESORT AND RECREATION MANAGEMENT

RRM305 Legal Aspects of Recreation, Resort and Sports Management

Students will read and study the laws, cases, and legal precedents relative to the fields of recreation, travel, and hospitality industries. The course is designed to build upon a student's knowledge of the law focusing on case studies relating to the areas of liability, negligence, contracts, human resources, and recent legal industry trends. Prerequisite: BUS303 or permission of Division Chair. 3 credits.

RRM315 Facilities and Security Management

A study of facility management and the importance of maintenance, including associated security control procedures. Important aspects of a facility, grounds, parking areas, and emerging issues in waste management and environmental legislation highlights the changing responsibilities involved in facilities management, with a focus on hospitality facility security. 3 credits.

RRM410 Retail and Sales Management

A study of management as applied specifically in the retail industry. Topics include a review of management principles, the importance of the retail industry to the economy, store location, market analysis, sales, purchasing, cost controls, pricing, customer service and recent trends. Prerequisite: BUS305 or permission of Division Chair. 3 credits.

RRM160-460 Special Topics in Resort and Recreation Management 3 credits.

SPORTS MANAGEMENT

SPM301 Introduction to Sports Management

Introduces the structure of the sports industry and the application of management principles. Topics include the history of sports management, facility and event management, and sports agencies. Prerequisite: junior standing. 3 credits.

SPM302 Sports Marketing

Familiarizes students with the application of marketing principles as they apply to the sports industry. Topics includes sports consumer behavior, promotional and publicity techniques, and corporate sponsorship. Prerequisite: BUS309. 3 credits.

SPM315 Sports Facility Management

Introduces the theoretical concepts and the practical reality of designing, operating, and managing sports facilities. Topics include planning and design issues, facility management, risk management, and event planning. Prerequisite: SPM301. 3 credits.

SPM320 Internship in Sports Management - First Experience

Provides a student with practical experience in an approved sports management setting at a local organization. Evaluation is determined by the instructor in coordination with local business supervisor. Open to juniors or seniors who meet the specified criteria. 3 credits.

SPM401 Legal Aspects of Sports Management

Familiarizes students through the use of court cases with the application of legal principles as they apply to professional and amateur sports. Topics include tort and criminal liability, contract law, and constitutional law. Prerequisite: BUS 303. 3 credits.

SPM410 Financial Implications of Sports Management

Provides an overview of the sources of funding (public and private), legal issues related to sports financing, and taxation concerns related to the sports industry. Topics include use of revenue generation (charged admissions, food services and concessions), public resources in private facilities, sponsorships, and budgeting and expense control. Prerequisite: BUS301. 3 credits.

SPM420 Internship in Sports Management - Second Experience

Provides a student with practical experience in an approved sports management setting at a local organization. Evaluation is determined by the instructor in coordination with local business supervisor. Open to juniors or seniors who meet the specified criteria. 3 credits.

SPM421 Internship in Sports Management

Provides a student with practical experience in an approved sports management setting at a local organization. Evaluation is determined by the instructor in coordination with local business supervisor. Open to juniors or seniors who meet the specified criteria. 6 credits.

SPM160-460 Special Topics in Sports Management 3 credits.

SPM190-490 Independent Study in Sports Management 3 credits.

Division of Education

EARLY CHILDHOOD EDUCATION

ECE301 Assessment for Inclusive Early Childhood Programs

This course provides participants an overview of assessment and evaluation practices in early childhood education. Students learn the purposes for assessment and develop skills in planning assessment programs, designing procedures, analyzing observations and applying data in curriculum development. Field component required. 3 credits.

ECE302 Early Childhood: Curriculum and Methods

This course covers philosophical and theoretical foundations of early childhood education, types of contemporary programs in the U.S. and application of developmentally appropriate curriculum. Students will learn how to integrate content of social studies, reading, mathematics and science in the early childhood setting and develop lessons and units and practice teaching in the classroom and at field sites. Programs for at-risk children and home-school relationships will be explored. 3 credits.

ECE160-460 Workshop in Early Childhood Education

Various workshops designed to meet current Early Childhood Education needs and/or interests. Demonstrations and activities are employed. 1-3 credits.

ELEMENTARY AND GENERAL EDUCATION

EDU101 Introduction to Education: An American Agenda

An introduction to the field of teaching in early childhood, elementary, secondary, and special education. Students explore reasons for choosing a teaching career, participate in early field experience, and look at purposes and characteristics of contemporary schools and their historical background to better assist in their understanding of today's schools and the professional career of teaching. Students will also begin their 4-year education portfolios. For students in secondary licensure programs, a minimum of 10 hours of middle and/or high school classroom observations is required. Students in other education programs are required to complete a minimum of 20 hours of field experience. Freshman or Sophomore. 3 credits.

EDU305 Children's Literature

This course presents a survey of traditional and modern literature including folk tales, fantasy, fiction, biography, and informal literature. The language arts areas of listening, speaking, and writing are integrated with the literature study. Prerequisite: EDU101. 3 credits.

EDU317 Social Studies/Language Arts/Reading Block

Covers curriculum and instructional procedures for teaching social studies, language arts, and reading as separate content as well as integrated subjects for grades K through 6. Curriculum models will be related to *Vermont's Framework of Standards and Learning Opportunities* as well as national standards for each of the disciplines. Students will plan and develop units and lessons for delivery in class and in early field settings. Computer assisted instruction will be included. Prerequisite: EDU101 and EDU305. 6 credits.

EDU321 Physical Education for Educators

Examines principles and methods of physical education for early childhood and elementary school teachers, including movement and motor development activities. It provides students with a hands-on experience in organizing and implementing healthful physical activities for children. 1 credit.

EDU322 Art for Educators

This course develops teaching strategies for incorporating art and craft media in the regular early childhood and elementary school programs. Students engage in activities for developing competence and creativity with materials and their use in the classroom setting. \$10 lab fee. 1 credit.

EDU323 Music for Educators

This course is designed to assist the classroom teacher in integrating music into the classroom by means of singing, movement and simple instrumentation. Students will learn how to incorporate music into units in science and social studies by creating instruments and learning appropriate songs, and actively participating. 1 credit.

EDU401 Classroom Management

Theories and practice of classroom management with focus on preventive strategies and effective instructional approaches. Applied behavior analysis to deal with disciplinary problems and other recognized techniques will be explored in terms of particular disciplinary issues. Prerequisite: Open to Seniors. 3 credits.

EDU412A Teaching Mathematics in the Elementary School

Students will learn curriculum and instructional approaches for teaching mathematics in grades K-6. Curriculum models will be related to *Vermont's Framework of Standards and Learning Opportunities* and to national standards for mathematics. Students will plan and develop units and lessons for delivery in class and in early field settings. Prerequisite: EDU317. Open to seniors. 3 credits.

EDU412B Teaching Science in the Elementary School

Students will learn curriculum and instructional approaches for teaching science in grades K-6. Curriculum models will be related to *Vermont's Framework of Standards and Learning Opportunities* and to national standards for science education. Students will plan and develop units and lessons for delivery in class and early field settings. Prerequisite: EDU317. Open to seniors. 3 credits.

EDU420 Student Teaching in the Elementary School

This placement provides the student with an opportunity to acquire competencies as an entry-level elementary school teacher. Placements are a full semester of full-time

teaching and are supervised by cooperating teachers and College faculty. Students are required to attend a biweekly, late afternoon seminar which provides assistance for more effective instruction and classroom management. Student Teacher fee. 12 credits.

EDU160-460 Workshops in Elementary/Education

These workshops designed to meet current education needs and/or interests. 1-3 credits.

EDU190-490 Independent Study in Elementary 1-3 credits.

SECONDARY EDUCATION

SEE301 Introduction to Special Education in the Secondary School

Students will study the development of and responses to special needs in the classroom, grades 7-12. The course includes an overview of federal, state, and community laws and issues affecting such groups as the physically and emotionally handicapped, the learning disabled, and the intellectually gifted. Case studies and a minimum of at least 10 hours of supervised field experience in a middle and/or high school setting in which special education strategies may be observed or practiced is a requirement of this course. 3 credits.

SEE308 Reading in the Content Area - Secondary

Teachers dealing with content at the secondary level (7-12) frequently experience the need to teach reading and writing to students to facilitate student learning. This course will concentrate on the investigation and development of practical classroom techniques and materials to meet those special needs at the secondary level. A minimum of 15 hours of supervised field experience in a middle and/or high school setting in which special reading strategies appropriate to the endorsement area may be observed or practiced is a requirement of this course. 3 credits.

SEE310 Teaching for Effective Classroom Management

This course will examine classroom management techniques appropriate to a secondary classroom with a focus upon quality teaching as the most effective classroom management tool. Students will explore and design classroom management plans, activities and lessons which promote positive classroom behavior. A minimum of 15 hours of supervised field experience in a middle and/or high school setting, including some individual or small group work, is a requirement of this course. 3 credits.

SEE401A Secondary Methodology and Technology in English

This course is designed to fulfill licensure requirements for future English teachers (grades 7-12). Specific areas of study include examination of methods and materials required in the secondary/middle school classroom including educational technologies, lesson preparation, adolescent literature, the teaching of writing and grammar, issues in professional development, examination of the *Vermont Framework of Standards and Learning Opportunities*, and an examination of requirements for licensure. A minimum of 10 hours of supervised field experience, including full-class teaching, in a secondary English classroom is a requirement of this course. 4 credits.

SEE401B Secondary Methodology and Technology in Social Studies

This course is designed to fulfill licensure requirements for future Social Studies Teachers

(grades 7-12). Among the specific areas of study are examination of methods and materials required in the secondary/middle school classroom including educational technologies, lesson preparation, assessment issues, team and interdisciplinary teaching methods, issues in personal and professional development, an examination of the *Vermont Framework of Standards and Learning Opportunities*, and an examination of requirements for licensure. A minimum of 10 hours of supervised field experience, including full-class teaching, in a secondary social studies classroom is a requirement of this course. 4 credits.

SEE401C Secondary Methodology and Technology in Mathematics

This course is designed to fulfill licensure requirements for future math teachers (grades 7-12). Specific areas of study include examination of methods and materials required in the secondary/middle school classroom including educational technologies, lesson preparation, assessment issues, issues in professional development, examination of the *Vermont Framework of Standards and Learning Opportunities*, and an examination of requirements for licensure. A minimum of 10 hours of supervised field experience, including full-class teaching, in a secondary mathematics classroom is a requirement of this course. 4 credits.

SEE420 Student Teaching in the Secondary School

Student teaching is the culminating experience for students in the teacher licensure program. Students are provided with a full-semester placement in a secondary/middle school. During the experience, students are expected progressively to assume planning, teaching and managing responsibilities under the supervision of the cooperating teacher and college supervisor. Students are required to attend a biweekly seminar for purposes of receiving assistance on portfolio development, instruction, and classroom management. All courses required in the licensure program must be completed before the student begins this experience. Student Teacher fee. 12 credits.

SEE160-460 Special Topics in Secondary Education 3 credits

SEE190-490 Independent Study in Secondary Education 3 credits

SPECIAL EDUCATION

SPE201 Introduction to Special Education I

This course will include an introduction to high and low incidence disabilities, their characteristics, causes and instructional implications; the laws affecting special education; assessments and evaluations; the referral process and the general educator's role in the evaluation and IEP processes. 10 hours of field placement required. 3 credits.

SPE202 Introduction to Special Education II

This course will provide an expanded study of legal issues and the IEP process. In addition, collaborative teaching, co-teaching, and cooperative learning, as well as communication with professionals will be addressed. 10 hours of field placement required. Prerequisite: SPE201. 3 credits.

SPE403 Diagnostic Teaching of Reading in the Inclusive Classroom

This senior course develops a diagnostic approach to the teaching of reading skills in the elementary grades. Students will administer a variety of formal and informal

assessments and then evaluate and plan instructional strategies based on the results. This course has a field placement component. Prerequisite: EDU317. 3 credits.

SPE440 Sign Language I

This course offers the student the opportunity for individual hands-on experience in language learning. Emphasis is given to a study of cultural behaviors, values and norms. The use of videotext to improve conversational skills and preserve the integrity of the language is a critical component of this course. 3 credits.

SPE441 Sign Language II

This course offers an opportunity for advanced study of American Sign Language for individual hands-on experience in language learning. Emphasis is given to cultural behaviors, values and norms. The use of video text to improve conversational skills and preserve the integrity of the language is a critical component of this course. Prerequisite: SPE440. 3 credits.

SPE160-460 Workshop in Special Education

This workshop is designed to meet current special education needs and/or interests. Demonstrations and activities are employed. 1-3 credits.

Division of Psychology and Human Services

HUMAN SERVICES

HUS102 Introduction to Human Services

This is an introductory survey course designed to help students examine career options and educational requirements in the field of human services. Some of the specialty areas examined include social rehabilitative and welfare services to children, families, and the elderly, correctional/criminal justice services, substance abuse, mental retardation and vocational rehabilitation services. Additional topics include an analysis of historical, current, and projected trends in the field and issues involved in the provision of human services provider agencies. 3 credits.

HUS105 Professional Development and Community Service

This course is designed primarily for freshman human services and psychology students, as well as others interested in exploring opportunities in volunteerism, or the helping professions. All students will participate in a minimum of 25 hours of volunteer activity in an approved community setting during the semester, as well as 8 hours (minimum) at CSJ or other site (e.g. high school) in relevant personal and professional development activities. 1 credit.

HUS106 Professional Development: Crisis Management

This course examines the topic of personal crisis from a developmental perspective as well as addressing characteristics of situational crises that may require some type of emergency response at the individual and systems level. Both preventive and reactive intervention approaches will be studied. Students will have the opportunity to be certified to participate in a community disaster response network, as well as in courses in Community First Aid, CPR, and Disease Prevention. 1 credit.

HUS107 Career Development in the Helping Professions

This course is designed primarily for sophomore-level human services and psychology students and others interested in exploring opportunities in volunteerism or the helping professions. Students participate in a minimum of 25 hours of volunteer activity in an approved community setting during the semester, as well as 8 hours (minimum) involvement in relevant Divisional and other CSJ community activities. 1 credit.

HUS216 Evaluation Techniques

The purpose of this course is to acquaint the student with the philosophy, techniques, and role of assessment in designing and evaluating individual client treatment and agency-level programs within the area of human services. The course is designed to aid in the understanding of basic psychometric concepts and the interpretation of standardized tests. Prerequisite: PSY102 for Psy. majors; HUS102 or permission of the instructor. 3 credits.

HUS221 Introduction to Alcohol and Substance Abuse Services

This introductory level course examines the use and abuse of alcohol and other drugs as well as other addictions such as gambling, in the United States, with special attention given to local and regional problems. Topics include prevention; signs and symptoms of abuse; biological, cultural and environmental influences; effects of abuse on individual, family and other interpersonal relations, co-occurring mental health disorders, and current medical, psychosocial and peer support intervention models and techniques involved in the recovery process. Students will develop a working familiarity with ethical principles and standards which guide the behavior of individuals in the profession, as well as training, credentialing and career opportunities within the profession. Students will also be introduced to competencies and core functions which substance abuse professionals are expected to be able to perform. Field assignments will expose students to the spectrum of services which are utilized for treatment and direct knowledge of the impacts of alcohol and drugs on individuals, families and communities. 3 credits.

HUS305 Theories of Personality

This course will survey major counseling approaches focusing on basic concepts, therapeutic processes, the nature of the client/therapist relationship, and specific procedures applicable to individual and group situations. Professional, ethical and legal issues which impact on the counselor will be examined, and special attention will be given in helping students assess their own values and communication styles as a prerequisite to counseling others through a required interpersonal skills field experience. Prerequisite: 9 hours in HUS or PSY including HUS102, PSY304 or permission of the instructor. 3 credits.

HUS306 Case Management and Counseling

Students are instructed in the skills of assessing a client's unique treatment or program needs, designing a treatment or service plan, delivering a course of counseling, documenting and evaluating progress, and working within a team approach in order to ensure that appropriate services are provided to clients. As part of the course, students will focus on refining their skills to develop and maintain effective relationships with clients, and practice specific counseling strategies and techniques in the context of simulated individual and group counseling situations. Prerequisite: 12 hours in HUS or

PSY including PSY103 and 304. HUS305 is also recommended. 3 credits.

HUS315 Culture and Community in Human Services

This course explores the historical underpinnings of service delivery as well as current day practices and service characteristics in the field of human services. The course will also address issues of ethnic-sensitive practices as well as institutional vs. community based helping services. Current legislation including the Americans with Disabilities Act will be studied. Fieldwork component will also be required. Prerequisite: PSY102 or HUS102 (required for Human Services majors), or permission of instructor. 3 credits.

HUS316 Alcohol and Society

This course explores issues related to the effects of alcohol abuse and dependence on society. Areas for learning include: health care costs, effects on the body and medical complications, etiology of alcohol dependence, effects on personal behavior and mental health, on family members and significant others, crisis intervention, prevention, assessment, treatment planning needs, counseling, alcohol's interaction effects with other drugs, as-risk populations, co-occurring disorders, cultural effects/sensitivities and ethical standards of practice. Information related to client, family and community education will be provided and the alcohol and drug abuse (IC&RC) counselor 12 core functions and SAMHSA counselor competencies will be addressed throughout the course. 3 credits.

HUS317 Foundations of Alcohol and Substance Abuse

This course explores issues of substance abuse and chemical dependency with a discussion of the relationships between mood-altering substances and behavior, including tobacco and caffeine. The course will discuss other aspects of addiction such as gambling, family dysfunctions and behavioral and personality disorders, and other co-occurring mental health disorders which can be causative and resultant factors associated with addiction. Phases of addiction and recovery and current treatment approaches for children and adults will be explored (such as 12 step, peer support, medical, psycho-social, relapse prevention and intervention models), with opportunities for practice and field work provided. Information related to the spectrum of institutional and community-based services will be reviewed along with information related to promoting health maintenance and prevention of diseases (such as HIV/AIDS, STDs, Tuberculosis (TB) and other infectious diseases. 3 credits

HUS320A Field Experience I in Child and Family Services

The purpose of this course is to provide an introductory opportunity for supervised application of theory to practice in a child and family services setting under direct supervision of qualified persons in a sponsoring agency and of the college faculty. This experience provides the opportunity for a student to determine interest in a particular area of child and family services through “hands on” experience in a child and family services agency. Component of 3 credits requires 120 actual hours in the field and attendance in a weekly seminar. (Practicum supervision fee is required.) Prerequisite: Completion of core requirements, except HUS306 Case Management and Counseling and 400 level courses, a minimum of a “C” grade in PHI301 Ethics for the Professional, HUS315 Culture and Community in Human Services, and an overall cumulative average of at least “2.0” in major coursework prior to the semester in which the field experience is scheduled, or permission of the instructor. 3 credits.

HUS320B Field Experience I in Community Development and Counseling

The purpose of this course is to provide an introductory opportunity for supervised application of theory to practice in a community development and counseling setting under direct supervision of qualified persons in a sponsoring agency and of the college faculty. This experience provides the opportunity for a student to determine interest in a particular area of community development and counseling through “hands on” experience in a community development and counseling agency. Component of 3 credits requires 120 actual hours in the field and attendance in a weekly seminar. (Practicum supervision fee is required.) Prerequisite: Completion of core requirements, except HUS306 Case Management and Counseling and 400 level courses, a minimum of a “C” grade in PHI301 Ethics for the Professional, HUS315 Culture and Community in Human Services, and an overall cumulative average of at least “2.0” in major coursework prior to the semester in which the field experience is scheduled, or permission of the instructor. 3 credits.

HUS336 Family Dynamics

This course is designed to increase the student’s understanding of human behavior, relationships, marriage, and the family. Developmental milestones, family transitions, family abuse, cycle of violence, legal, medical, and counseling strategies will be emphasized. Prerequisite: six credits of psychology or human services. 3 credits.

HUS401 Ethics and Foundations of Alcohol & Substance Abuse Counseling

This course examines ethical, legal and foundational issues that confront practitioners in substance abuse counseling. Students will develop substantial knowledge of the substance abuse counselor core functions and national competency standards. Ethical standards for best practice will be explored in detail including the 12 specific principles of: non-discrimination, responsibility, competence, legal and moral standards, public statements, publication credit, client welfare, confidentiality, client relationships, collegial relationships, remuneration and societal obligations, and students will learn and practice utilizing a values-based ethical decision making process to address ethical dilemmas. Professional training and credentialing requirements as well as various career opportunities in Vermont and surrounding states will be reviewed. Professional issues such as disclosure and privacy regulations, liability and risk management practices, insurance impact of culture, legal issues, and health maintenance practices will be reviewed. An overview of the spectrum of addictive disorders and co-occurring disorders as well as treatment options will be reviewed. 3 credits.

HUS405 Group Counseling

This course examines the group process of psychotherapy. Students will discuss major theoretical perspectives and will be given an opportunity to develop a group and to facilitate the group process. Groups for children, adolescents, adults, families, and the elderly will be analyzed. Stages of group development, group theory, cross-cultural and gender issues, as well as ethical and professional guidelines involved in group work will be major themes of this course. 3 credits.

HUS406 Family Counseling & Mediation

This course focuses on Counseling from a Home-Based perspective. Students will examine the use of Mediation, Crisis Intervention, Mentoring, Parent/Family Education and Intensive Family Based Services as they relate to families and their clinical needs in today’s changing society. Differences between traditional office based counseling and

the more recent expansion of family based interventions through home-based services will be examined as well as the importance and use of “wrap around services,” collaboration between agencies, and safety in the home and out in the community. Prerequisites: HUS305 and HUS315 3 credits.

HUS416 Principles and Techniques of Supervision in Human Services

This course will address basic supervision skills and management concepts involved in the Human Services profession. Topics such as planning, organizing, staffing, budgeting, staff training and evaluation. The role of supervisor as teacher, resource person, facilitator and systems mover will be explored. Prerequisites: 12 hours in HUS including HUS102 or permission of the instructor. 3 credits.

HUS420A Field Experience II in Child and Family Services

The purpose of this course is to provide an opportunity for supervised application of theory to practice in an approved child and family services setting under direct supervision of qualified persons in the host agency and of the College faculty. This experience provides the opportunity for a student to implement his/her chosen service role while involved in a “hands on” basis within an approved child and family services setting along with an accompanying weekly seminar. It is recommended that an agency different from the one selected for Field Experience I be chosen. Prerequisites: Completion of core requirements (except 400 level courses), a minimum of a “C” grade in PHI301 Ethics for the Professional, HUS315 Culture and Community in Human Services, and an overall cumulative average of at least “2.0” in major course work prior to the semester in which the field experience is scheduled or permission of the instructor. 6 credits.

HUS420B Field Experience II in Community Development and Counseling

The purpose of this course is to provide an opportunity for supervised application of theory to practice in an approved community development and counseling setting under direct supervision of qualified persons in the host agency and of the College faculty. This experience provides the opportunity for a student to implement his/her chosen service role while involved in a “hands on” basis within an approved community development and counseling setting along with an accompanying weekly seminar. It is recommended that an agency different from the one selected for Field Experience I be chosen. Prerequisites: Completion of core requirements (except 400 level courses), a minimum of a “C” grade in PHI301 Ethics for the Professional, HUS315 Culture and Community in Human Services, and an overall cumulative average of at least “2.0” in major course work prior to the semester in which the field experience is scheduled or permission of the instructor. 6 credits.

HUS420C Field Experience in Alcohol/Substance Abuse Services

The purpose of this course is to provide an opportunity for supervised application of theory to practice in an approved alcohol and substance abuse setting under direct supervision of qualified persons in the host agency and of the College faculty. This experience provides the opportunity for a student to implement his/her chosen service role while involved in a “hands on” basis within an approved alcohol and substance abuse setting along with an accompanying weekly seminar. Prerequisites: Completion of core requirements (except 400 level courses), a minimum of a “C” grade in PHI301 Ethics for the Professional, HUS315 Culture and Community in Human Services, HUS400A Ethics and Foundations of Alcohol and Substance Abuse Counseling, and an overall cumulative average of at least “2.0” in major course work prior to the semester in which

the field experience is scheduled or permission of the instructor. 6 credits.

HUS427 Community Organizations & Counseling

This course focuses on issues which impact on the provision of services in human service community settings. The effects of organizational, fiscal, and philosophical trends (such as restructuring, interagency collaboration, managed care, and shifting governmental priorities) will be discussed as they impact on providing behavioral health services and client welfare. Alternative models of service delivery and methods of outcome-based assessment will be discussed. Students will have an opportunity to conduct field research in area community agencies. 3 credits.

HUS435 Adolescence, Alcohol and Substance Abuse

The use and abuse of alcohol and other chemical substances most commonly begins in adolescence. This course will focus on the nature and scope of adolescent substance abuse, other addictions such as gambling and other and mental health disorders, and related issues including: stressors associated with normal adolescent development, diagnostic considerations, legal involvement, best practice interventions, special treatment needs, and how communities can help solve the problems associated with adolescent substance abuse. 3 credits.

HUS436 Domestic Violence

This course will provide the student with an understanding of the battered woman's syndrome, the cycle of violence, the continuum of control and the psychology of the male batterer. In addition, legal, medical, social and counseling alternatives to handle family violence will be presented. This course will also discuss the areas of child abuse, sexual assault and abuse of the elderly and disabled individuals. 3 credits.

HUS440 Violence in the Community

This course will address causes, characteristics, and treatment as well as legal and other issues associated with domestic violence. The cycle of battering and the impact on individuals, the family, and the community will be discussed. Treatment options of offenders and survivors will be described; recent initiatives nationally, within Vermont, and locally will also be presented. Student will have the opportunity to learn from guest speakers and from conducting field research. 3 credits.

HUS443 Contemporary Issues in Social Justice

This course will examine contemporary issues of social justice that impact on individuals, families, organizations, and communities within our society and in different cultures. Topics will include issues such as poverty, violence, substance abuse, health promotion and maintenance, discrimination, international relations, the impact of the media and technology, and cultural reform. The roles and responsibilities of individual citizens in general, and professionals in business, education and the helping professions in particular, will be explored as they relate to the process of social change. Students will be provided with the opportunity to participate in fieldwork and applied research. 3 credits.

HUS455 Senior Honors Project

This course provides an opportunity for a senior level honor student to investigate a topic of interest related to the field of human services. Normally completed on an independent study basis, eligibility requirements include: a) grade point average of 3.0

overall and 3.3 in human services and psychology courses; b) advisor recommendation; c) faculty sponsor; and d) approval of the Division Chairperson and Vice President. 3 credits.

HUS160-460 Workshop in Human Services

Various workshops designed to address current human services needs and/or interests relevant to field experience and practical applications. 1-3 credits.

HUS490 Independent Study in Human Services 3 credits

PSYCHOLOGY

PSY101 Seminar in Effective Living

A subjective study of "who I am" topics include a review of processes involved in learning in general, development of effective communications, interpersonal and decision-making skills, development of friendship, love, marriage and work relationships and coping with life changes and issues such as loneliness, separation and stress. 3 credits.

PSY102 Introduction to Psychology

This course provides an overview of the major areas of psychological study including biology and behavior, sensation and perception, learning, memory, intelligence, language, motivation, emotion, abnormal psychology, and therapy. Historical and current theoretical approaches to understanding human behavior will be reviewed and the student will be introduced to scientific methods of inquiry in psychology. This is a basic course intended for both psychology majors and others interested in the field of psychology. 3 credits.

PSY103 Developmental Psychology

A systematic examination of the processes of human development from birth to death. Emotional, intellectual, social, biological and other psychological aspects of growth will be considered from the perspectives of stage theorists such as Freud, Piaget, and Erickson as well as from perspectives derived from classical and operant conditioning work of Pavlov, Skinner, and social learning theorists. Prerequisites: PSY102. 3 credits.

PSY201 Principles of Learning

An investigation is conducted with respect to learning principles derived from classical and operant conditioning. The student is led through a step-by-step examination of processes such as response acquisition, extension, relearning higher order conditioning, generalization, and discrimination, principles and schedules of reinforcement, punishment, and other related processes. Emphasis is placed on developing a solid understanding of basic scientific principles and an opportunity for utilizing data collection and experimental design procedures is part of a field experience. 3 credits.

PSY202 Behavior Assessment and Intervention

This course will focus on the application of principles of Behavior Analysis to human service and educational settings. Topics will include observation and functional behavior assessment procedures, task analysis, design, implementation and evaluation of incremental learning programs as well as the use of decelerative procedures for the management of socially inappropriate behaviors. Ethical, legal, and practical considerations in the use of behavioral and medical behavior-control procedures will be exam-

ined. Prerequisite: PSY201 or permission of instructor. 3 credits.

PSY230 Gender Issues

This course will explore the changing definitions of gender as the concept relates to both men and women. In other words, what does it mean to be a woman or a man in today's society? The psychological, social, political and physiological aspects will be investigated. 3 credits.

PSY240 Sports Psychology

This course provides an overview of the emerging field of sports psychology. This is a basic course designed to familiarize athletes and other health conscious individuals with techniques of skills improvement. There will be an emphasis on the practices of psychological techniques of health/fitness maintenance. PSY102 is recommended as a prerequisite. 3 credits.

PSY302 Social Psychology

This course studies how people influence others. Specific areas of study are: personal relations, aggression, impact of sex roles and the influence of changing attitudes. Prerequisites: PSY102 and 103. 3 credits.

PSY304 Abnormal Psychology

This course examines the etiology and treatment of abnormal human behaviors. Areas of study include: historical and current approaches to conceptualizing abnormal behavior, and a review of the characteristics and treatment of organic and functional disorders described in the current edition of The Diagnostic and Statistical Manual of the American Psychiatric Association (including areas such as anxiety, affective and personality disorders, schizophrenia, impaired brain disorders and disorders of childhood.) Prerequisites: PSY102. 3 credits.

PSY320 Field Experience I in Psychology

The purpose of this course is to provide an introductory opportunity for supervised application of theory to practice in a psychology setting under direct supervision of qualified persons in a sponsoring agency and of the college faculty. This experience provides the opportunity for a student to determine interest in a particular area of psychology through "hands on" experience in a human services agency. Component of 3 credits requires 120 actual hours in the field and attendance in a weekly seminar. (Practicum supervision fee is required.) Prerequisite: Completion of core requirements, except HUS306 Case Management and Counseling and 400 level courses, a minimum of a "C" grade in PHI301 Ethics for the Professional, HUS315 Culture and Community in Human Services, and an overall cumulative average of at least "2.0" in major coursework prior to the semester in which the field experience is scheduled, or permission of the instructor. 3 credits.

PSY329 Infant and Early Childhood Development

This course provides an in-depth study of major developmental theories, concepts, and issues which are pertinent to infancy and preschool age children. The importance of this formative period of development will be addressed from a multi-dimensional perspective. Effective parenting and early education strategies will be studied as well as issues and disorders which can begin to emerge at this time of life. Field research will be

an integral part of this course. 3 credits.

PSY330 Child Growth and Development

This course will provide a detailed investigation into current family systems and lifestyle patterns, with a focus on healthy child rearing practices. The course will provide a review of development from birth through early childhood, and then emphasize the development of the child through late childhood until the onset of adolescence. Physical, social, emotional, behavioral, educational, and other issues will be examined as well as disorders which are relevant to this period of development. Applied learning activities and field experiences will be important components of this course. 3 credits.

PSY331 Issues in Adolescence

This course will examine the major psychological, social and physiological changes that occur as children develop into adolescents, through the teenage years, and into young adulthood. Issues explored will include the process of individualization and development of self-identity, the importance of peer relationships, the emergence of sexuality and idealism. Special focus will be placed on relevant issues such as maintenance of positive relationships with parents, alcohol/substance abuse, adolescent depression and suicide, as well as legal and judicial issues in cases involving adolescents. Students will have the opportunity to interact with various professionals in the field. A minimum of 10 hours fieldwork is required. Students in secondary licensure programs must complete their fieldwork in a middle and/or high school setting. 3 credits.

PSY336 Adult Development

This course is designed to explore the aging process with greater emphasis on the adult years. The course will examine the major psychological, social and physiological changes that occur as men and women transition through the adult years. 3 credits.

PSY350 Educational Psychology

This course examines theories and principles of learning as they relate to human development through childhood, adolescence and into the adult years. Emphasis will be placed on examining ways to produce optimal conditions for learning to occur, and the evaluation of teaching strategies and procedures that are utilized in educational settings. Prerequisite: PSY102. 3 credits.

PSY355 Experimental Psychology

This course will introduce students to the principles and methods of the field of experimental psychology. Students will participate in and conduct investigations of psychological phenomena. Prerequisite: PSY102. 3 credits.

PSY410 Research Methods I

This course introduces the student to scientific assumptions and methodology that apply to research and program development, implementation, and evaluation in psychology as well as allied human service, business, and educational disciplines. Individual and group designs will be examined as well as statistical and behavioral methods to analyze research results. As part of this course, students will develop a written proposal for a possible research project, although the study will not be completed in this course. 3 credits.

PSY420 Field Experience II in Psychology

The purpose of this course is to provide an opportunity for supervised application of theory to practice in an approved psychology setting under direct supervision of qualified persons in the host agency and of the College faculty. This experience provides the opportunity for a student to implement his/her chosen service role while involved in a “hands on” basis within a psychological setting along with an accompanying weekly seminar. It is recommended that an agency different from the one selected for Field Experience I be chosen. Prerequisites: Completion of core requirements (except 400 level courses), a minimum of a “C” grade in PHI301 Ethics for the Professional, HUS315 Culture and Community in Human Services, and an overall cumulative average of at least “2.0” in major course work prior to the semester in which the field experience is scheduled or permission of the instructor. 6 credits.

PSY411 Research Methods II

This course provides an opportunity for students who have satisfactorily completed Research Methods I to carry out the research project that they designed in that course. Students will conduct research, submit data that have been selected to statistical and/or behavioral analysis, and write a paper in APA format which describes the results, significance, limitations, and implications of their research findings. Students will have the opportunity to present their research as part of a public colloquium, and exemplary papers may be considered for submission to an appropriate professional journal. Prerequisite: Minimum grade of "B" in PSY410. 3 credits.

PSY415 Eastern Psychology

An introduction into the basic concepts of Buddhist psychology and its application to our understanding of human nature, normal and abnormal behavior, and the process of human growth and development. Basic concepts are contrasted to various Western philosophical and scientific approaches. 3 credits. *

PSY420 Field Experience II in Psychology

The purpose of this course is to provide an opportunity for supervised application of theory to practice in an approved psychology setting under direct supervision of qualified persons in the host agency and of the College faculty. This experience provides the opportunity for a student to implement his/her chosen service role while involved in a “hands on” basis within an approved psychology setting along with an accompanying weekly seminar. It is recommended that an agency different from the one selected for Field Experience I be chosen. Prerequisites: Completion of core requirements (except 400 level courses), a minimum of a “C” grade in PHI301 Ethics for the Professional, HUS315 Culture and Community in Human Services, and an overall cumulative average of at least “2.0” in major course work prior to the semester in which the field experience is scheduled or permission of the instructor. 6 credits.

PSY424 Health Psychology

This course will examine the interrelationships between physical health and psychological factors. Research regarding the influence of biological contributions and life experiences in health maintenance and the onset of medical illness and psychological disorders will be covered. Roles and relationships of various medical and allied health providers as well as various diagnostic and treatment techniques will be discussed. Opportunities for field research will be provided. 3 credits.

PSY442 Organizational Behavior Management

This course examines the application of behavioral principles to the design and management of organizational systems and personnel in business, industry and service agencies. This course is designed primarily for students who are or anticipate working in a supervisory or staff training capacity in an applied setting. Current research is reviewed and students will be expected to apply principles from the course to their applied setting. Recommended prior course work: PSY201 and one of the following: HUS416, BUS305, 305A, 306 or permission of the instructor. 3 credits.

PSY450 History and Systems

This course will examine the philosophical origins, development, and parameters of the field of psychology from Greek Naturalism through present day scientific psychology, with emphasis placed on the current status, issues, and areas of application in the field. The inter-relatedness of the science to other fields of inquiry, cultural and global issues will be emphasized. Prerequisites PSY102. 3 credits.

PSY451 Psychology and Law

This course examines some of the ways in which the fields of psychology and law interface. Students will explore how different theories of crime and human behavior are related to dilemmas arising from issues of legality, morality and justice. In addition, the criminal justice system process, the roles of the psychologist and other professionals, legal limitations on psychology and mental health practice in Vermont, and other special topics will be explored. 3 credits.

PSY452 Physiological Psychology

The biological bases of behavior will be explored. The nervous system, genetics and sensory systems will be discussed as they relate to normal human development as well as assessment and treatment of psychological disorders. Prerequisite: PSY102 3 credits.

PSY455 Senior Honors Project

This course provides an opportunity for a senior level honor student to investigate a topic of interest related to the field of Psychology. Normally completed on an independent study basis, eligibility requirements include: a) grade point average of 3.0 overall and 3.3 in human services and psychology courses; b) advisor recommendation; c) faculty sponsor; and d) approval by the Division faculty and Vice President. May be repeated for credit. 3 credits.

PSY160-460 Workshops in Psychology 1-3 credits

PSY190-490 Independent Study in Psychology 1-3 credits

Graduate Courses

Division of Business

GBA500 Leadership in the 21st Century

This course will investigate a broad variety of leadership theories. Students will analyze each theory for its strengths and weaknesses in relationship to their organizational settings. Participants will approach their investigation of leadership from both the personal and organizational perspective. The course will utilize case studies, and students will produce a personal leadership development plan. 3 credits.*

GBA501 Legal, Social, and Environmental Implications of Business Decisions

Participants will gain an understanding of business decision making within the context of legal, societal, and environmental factors. Readings and discussion will focus on critical issues surrounding human resources management, organizational behavior and corporate responsibility. 3 credits.*

GBA502 21st Century Management

Students will gain an understanding of state-of-the-art business theories and will be encouraged to apply them to real world situations. Through application to contemporary work settings, students will challenge the ideas of 20th Century thinkers and share their own theories, applied models, and paradigms. 3 credits.*

GBA503 Managing Organizational Behavior

This course will provide strategies to manage personal, interpersonal, and group processes. Students will develop the interpersonal skills needed to assume responsibility for leading and promoting teamwork among diverse stakeholders and will learn to manage individual and group behaviors to improve organizational productivity and performance. They will analyze their personal and professional observations and experiences and integrate their assessment into proactive applications for organizational growth and renewal. 3 credits.*

GBA504 Informational Technology Applications in Management Decisions

Effective managers know what information systems are, how they affect the organization and its employees, and how IT can make organizations more productive and competitive. Students will learn to design and develop computer applications, which use common end-user software packages, to solve problems facing managers. In addition, they will explore the Internet and its capabilities, as well as electronic commerce and its underlying technologies. 3 credits.*

GBA505 Ethics and the Leadership Role

Students will examine ethical theory and determine its application to the challenges that leaders face in fulfilling their roles in organizational settings. Participants will learn to identify moral problems in organizational settings, analyze them utilizing a structured approach to moral decision making, and articulate a code of ethics and professional values which could yield higher quality human performance within organizations. 3 credits.*

GBA506 Delivering Superior Customer Value

Students will learn to apply the customer value paradigm in creating a market-driven culture which designs and delivers optimum long-term value to customers. Course materials will examine strategies for optimizing and communicating customer value, measuring customer orientation, and building customer relationships. In addition, students will learn, through the use of case analysis and exercises, a method of blending the delivery of service and product quality with pricing strategies to maximize value. 3 credits.*

GBA507 Quantitative Thinking

Participants will learn to apply statistical reasoning, methods, and tools in detecting, diagnosing, and making business decisions. This course is designed to provide students with the quantitative capacity to improve problem solving and decision-making processes that optimize organizational and stakeholder value. Prerequisite: Undergraduate Introductory Quantitative Analysis or equivalent. 3 credits.*

GBA508 Economic Thinking

Students will learn to use economic thinking in making managerial decisions and in motivating others to make decisions that increase the value of organizations. Prerequisite: Undergraduate Introductory Economics or equivalent. 3 credits.*

GBA509 Accounting for Decision Makers

Participants will learn to analyze and interpret accounting information for managerial decision making and will use this analysis to create financial guidelines for deciding among capital ventures, product and service offerings, and funding options including budgets. Prerequisite: Undergraduate Introductory Accounting or equivalent. 3 credits.*

GBA510 Managerial Marketing

This course provides students with a working knowledge of marketing management. Participants will learn to develop marketing plans by aligning marketing initiatives with market opportunities. Emphasis will be placed on the implementation of functional strategies and marketing plans that optimize customer and organizational value. Prerequisite: Undergraduate Introductory Marketing or equivalent. 3 credits.*

GBA511 Applying Managerial Finance

Students will gain a working knowledge of managerial finance by learning to develop a systematic approach to financial analysis. They will also learn to apply techniques for planning, forecasting, and managing, as well as to evaluate and recommend improvements in the organization's financial performance in the areas of capital budgeting, long and short-term financing, and management of working capital. Prerequisite: Undergraduate Principles of Finance or equivalent. 3 credits.*

GBA512 Operations and Systems Management

Participants will gain a working knowledge of methods for designing organizational functions, systems, and processes by learning to apply strategic and operational decisions in improving administrative and transformational (production) processes for delivering goods and services to internal and external customers. Students will learn approaches to analysis and will apply techniques employed by organizations to achieve

competitive advantage in both manufacturing and service industries. Prerequisite: Graduate-level Quantitative Thinking. 3 credits.*

GBA513 Entrepreneurial and Strategic Thinking

Students will gain a well-developed understanding of American business enterprises and the entrepreneurial and strategic thinking that drives them in a dynamic competitive regional, national, and global economy. In addition, students will learn to apply entrepreneurial and strategic management practices to organizations of varying sizes. Case studies will be the primary learning tool. (This course should be taken as the last course in the MBA Program.) 3 credits.*

*Prerequisite: Courses must be taken in sequence.

Division of Education

ELEMENTARY AND GENERAL EDUCATION

GED500 Educational Research

The student is exposed to contemporary practices in educational research. Topics investigated include: research design, data analysis and interpretation, and literature review. Designs for researching problems and issues in public schools are emphasized through use of the Action Research model. 3 credits.

GED501 Contemporary Issues in Education

This course will focus on the identification, definition and analysis of some of the most important problems facing the contemporary American elementary school. 3 credits.

GED502 Law and the Education of Children

The operation of public elementary and secondary schools and institutions of higher learning as they are affected by the Constitution, acts of Congress, state statutes and regulations and the common law. Areas of consideration will include state control of education, church-state matters, tort liability, teacher and student rights, collective bargaining, desegregation, and the rights of individuals with disabilities. 3 credits.

GED503 Curriculum Development

The course will explore the foundations for curriculum development, curriculum procedures and practices. The role of philosophy in curriculum planning as well as the impact of current trends in educational reform will direct class activities. Work on curriculum projects will center around *Vermont's Framework of Standards and Learning Opportunities*. (Student taking GED503 may not take for GSE503 for credit.) 3 credits.

GED504 Child Growth and Development

The course is designed to provide the student with an understanding of the psychology of child development from infancy to adolescence. Special emphasis will be given to those areas of child development that give rise to emotional and behavioral problems. 3 credits.

GED505 Educational Psychology

Students will examine fundamental principles and concepts which apply to teaching.

Learning theories, instructional methods, student diversity, organization and management of the classroom, and assessment approaches will be examined. Application of principles will occur through written exercises and simulations. Field observations will illustrate course-related concepts, and literature reviews will be assigned for exploring particular issues. 3 credits.

GED506 Fundamentals of Education

This course will address issues related to the everyday processes of teaching. Topics include behavior management, curriculum and lesson planning, classroom organization and management, instructional strategies, current trends, the law and education, *Vermont's Framework of Standards and Learning Opportunities*, the special education process, and a look at the historical foundations of education. Students will also begin putting together their professional portfolio. 3 credits.

GED509 Math Concepts and Methods

Students will develop, teach and evaluate lessons and activities for developing mathematical reasoning, problem solving, and for teaching the major strands in math curricula. Students will investigate thematic units that combine math with the disciplines of science and technology, developing goals and objectives that correspond to national and state standards in mathematics, including *Vermont's Framework of Standards and Learning Opportunities*. 3 credits.

GED510 Science in the Elementary School

Students will explore curriculum and materials in elementary science and become familiar with national and state standards for K-8 student performance in science, including *Vermont's Framework of Standards and Learning Opportunities*. Students will develop and demonstrate lessons in science and thematic units that integrate science with other disciplines, including math and technology. 3 credits.

GED520 Student Teaching in Elementary Education

This placement provides the student with an opportunity to acquire competencies as an entry-level elementary school teacher. Placements are a full semester of full-time teaching and are supervised by cooperating teachers and College faculty. Students are expected to progressively assume responsibility for planning, teaching, and managing the classroom program. Students are required to attend a biweekly, late afternoon seminar for receiving assistance on portfolios and more effective instructional practices, classroom management, and sharing. Student Teacher fee. Grade of "B" or better is required. 12 credits.

GED520A Practicum in Elementary Education

The purpose of the practicum is to provide the student with additional field experience to develop the competencies related to the initial licensure in elementary education. Students are required to spend 60 hours in the field, devote activities to preparation and evaluation, and participate in supervisory meetings. Grade of "B" or better is required. 3 credits.

GED520B Practicum in Elementary Education

The purpose of the practicum is to provide the student with additional field experience to further develop the competencies related to the endorsement in elementary education. Students are required to spend 120 hours in the field, devote activities to preparation and

evaluation, and participate in supervisory meetings. Must be completed within the time period of the semester enrolled. Grade of "B" or better is required. 6 credits.

GED520C Student Teaching

This placement provides the student with an opportunity to acquire competencies as an entry-level teacher. Placements are a full semester of full-time teaching and are supervised by cooperating teachers and College faculty. Students are expected to progressively assume responsibility for planning, teaching, and managing the classroom program. Students are required to attend a biweekly, late afternoon seminar for receiving assistance on portfolios and more effective instructional practices, classroom management, and sharing. Student Teacher fee. Grade of "B" or better is required. 12 credits.

GED527 Methods of Teaching Social Studies in the Elementary Schools

This course will provide an exploration of the problems and issues facing elementary teachers of social studies. A review of several approaches to teaching social studies and the materials that accompany each will take place. Emphasis is on the inquiry method and interdisciplinary content. 3 credits.

GED528 Computers in the Classroom

A practical course for teachers of all grade levels and disciplines designed for immediate classroom use. The participants will learn word processing, evaluation of educational software and utilization of spreadsheets and databases for numeric data manipulation and information retrieval. No computer or math prerequisites. \$20 lab fee. 3 credits.

GED560 Workshops in Elementary Education/General Education

These workshops are designed to meet current elementary education needs and/or interests. Demonstrations and activities are employed. 1-3 credits.

GED590 Independent Study in Elementary/General Education

Credit varies, depending on the course.

READING EDUCATION

GRE507 Children's Literature and Language Arts

This course presents a survey of traditional and modern literature including folk tales, fantasy, fiction, biography and informational literature. The language arts areas of speaking, listening, and writing are integrated with the literature. Emphasis will be placed on the writing process, handwriting, spelling, grammar, usage, and mechanics issues. 3 credits.

GRE511 Emergent Literacy

This course will examine the development of literacy skills, including language development, listening, speaking, reading, and writing, in early childhood from birth through grade 2. Emphasis will be on current theories, teaching methods, and assessment tools. 3 credits.

GRE512 Developmental Reading

After an in-depth investigation of the reading process is conducted, students will investigate a variety of approaches to the teaching of reading, classroom management, and student evaluation. 3 credits.

GRE513 Reading Diagnosis & Remediation

This course will introduce students to a variety of reading assessments for use in the elementary and secondary schools to identify the strengths and needs of students in the area of reading. In addition, students will identify the characteristics of proficient and non-proficient readers so that they can design effective teaching programs to meet the needs of all students. Prerequisite: GRE512 or instructor permission. 3 credits.

GRE514 Reading in the Content Areas

Content teachers at Elementary and Middle School levels, and reading specialists experience the need to teach reading so their students might gain the maximum from textbooks and resource materials. This activity course concentrates on the investigation and development of practical classroom techniques and material to meet those special needs. (Students taking GRE514 may not take GSE514 for credit.) 3 credits.

GRE515 Advanced Seminar in Reading

The student is provided the opportunity to conduct an in-depth investigation of a topic of interest. Within the course of study, the student is expected to become thoroughly knowledgeable of this area. Prerequisite: At least nine credits of reading courses. 3 credits.

GRE516 Reading and Writing Workshop

Students will participate in a reading/writing workshop format where they will examine current theories and practice to understand the relationship between reading and writing. Students will process much of their learning through creative and reflective writing. They will also examine the writing process on the basis of technical and stylistic expectations. 3 credits.

GRE517 Reading Clinic - Practicum

Students will participate in a supervised practicum experience where they will be responsible for designing and implementing a program for children in a grade K through 12 setting to enhance reading and writing skills. Ongoing assessment strategies and record keeping of progress will be incorporated in their daily work. Prerequisite: At least nine credits of reading courses including GRE513. Grade of "B" or better is required. 6 credits.

GRE518 Word Study

This course will provide for intensive study of current theories and practice in word recognition and spelling. Students will analyze the work of children and design appropriate, individualized learning activities. 3 credits.

GRE560 Workshops in Reading

These workshops are designed to meet current reading needs and/or interests. Demonstrations and activities are employed. 1-3 credits.

GRE590 Independent Study in Reading

Credit varies, depending on the course.

SECONDARY EDUCATION

GSE503 Curriculum Development - Secondary

The course will explore the foundations for curriculum development, procedures and practices at the secondary level. The role of philosophy in curriculum planning as well as the impact of current trends in educational reform will direct class activities. Work on curriculum projects will center around *Vermont's Framework of Standards and Learning*. (Students taking GSE503 may not take GED503 for credit.) 3 credits.

GSE510 Teaching for Effective Classroom Management

This course will examine classroom management techniques appropriate to a secondary classroom with a focus upon quality teaching as the most effective classroom management tool. Students will explore and design classroom management plans, activities and lessons which promote positive classroom behavior, as well as research some aspect of classroom management. 3 credits.

GSE514 Reading in the Content Area - Secondary

Content teachers at the secondary level (7-12) experience the need to teach reading so their students might gain the maximum comprehension from textbooks and resource materials. This activity course concentrates on the investigation and development of practical classroom techniques and material to meet those special needs at the secondary level. (Students taking GSE514 may not take GRE514 for credit.) 3 credits.

GSE518A Secondary Methodology and Technology – English

This course is designed to fulfill licensure requirements for future English teachers (grades 7-12). Specific areas of study include examination of methods and materials required in the secondary/middle school classroom including educational technologies, lesson preparation, adolescent literature, the teaching of writing and grammar, issues in professional development, examination of *Vermont's Framework of Standards and Learning*, and an examination of requirements for licensure. A minimum of 20 hours of supervised field experience at school sites is a requirement of this course. Grade of "B" or better is required. 4 credits.

GSE518B Secondary Methodology and Technology – Social Studies

This course is designed to fulfill licensure requirements for future Social Studies teachers (grades 7-12). Specific areas of study include examination of methods and materials required in the secondary/middle school classroom including educational technologies, lesson preparation, assessment issues, team and interdisciplinary teaching methods, issues in professional development, examination of *Vermont's Framework of Standards and Learning*, and an examination of requirements for licensure. A minimum of 20 hours of supervised field experience at school sites is a requirement of this course. Grade of "B" or better is required. 4 credits.

GSE520 Practicum in Secondary Education

The purpose of the practicum is to provide the student with teaching field experience to develop the competencies required for initial licensure in secondary education (grades 7-12). The practicum experience will be at least 60 hours in an inclusive setting and will include experience in more than one of the secondary grade levels*, classroom observations, small group work, and whole class instruction in a developmentally appropriate sequence. A grade of "B" or better is required. 3 credits.

*If the practicum does not include experience in the middle grades (7-8), the student's subsequent

student teaching experience *must* include at least one of the middle grades.

GSE521 Student Teaching in the Secondary School

Student teaching is the culminating experience for students in the teacher licensure program. Students are provided with a full-semester placement in a secondary/middle school. During the experience, students are expected progressively to assume planning, teaching and managing responsibilities under the supervision of the cooperating teacher and the college supervisor. Students are required to attend a biweekly, late afternoon seminar for receiving assistance on portfolios, instruction, and classroom management. All courses required in the licensure program must be completed before the student begins this experience. Student teacher fee is required. Grade of "B" or better is required. 12 credits.

GSE560 Workshops in Secondary Education

These workshops are designed to meet current secondary education needs and/or interests. Demonstrations and activities are employed. 1-3 credits.

GSE590 Independent Study in Secondary Education

Credit varies, depending on the course.

SPECIAL EDUCATION

GSP503 Behavior and Learning Characteristics of Students with Special Needs

In this introduction to special education, students will examine the major disabilities common to the school age population. Findings from research and practice will be considered in relation to current delivery models in education, including pull-out and full-inclusion models. Therapeutic and educational approaches in the regular classroom and in alternative settings will be reviewed. Students will prepare literature reviews and when appropriate, conduct interviews and field site visitations for learning how schools and other agencies serve identified populations of students with special needs. 3 credits.

GSP504 Assessment in Special Education

Students will examine informal and formal assessment procedures and identify approaches which are appropriate for different assessment purposes in special education. Students will evaluate assessment procedures and determine if they are developmentally appropriate for specific purposes as well as psychometrically sound. Students will practice the administration of assessment procedures and prepare reports that describe the results and related recommendations for instruction. \$15 lab fee. 3 credits.

GSP505 Instruction and Curriculum in Special Education

This course is designed to prepare students to teach the elementary and secondary school curricula for students with special learning needs. Curriculum-based assessment approaches, scope and sequence charts of basic skills, developmental concepts and characteristics of the different disabilities are reviewed as sources for developing curricula and instructional approaches. Adaptation of IEP objectives to the *Vermont Framework of Standards and Learning Opportunities* and the study and development of curricula for school to work opportunities are included in course content. Students are expected to do observations and interviews as field sites. 3 credits.

GSP506 Program Development and Management in Special Education

A study of models of special education delivery in the schools in relation to current legislation, historical factors, funding sources, and local systemic influences of communities and families. Students will model planning evaluation teams, at the pre-referral and special education referral stages and role-play various scenarios in team-building for implementing student IEP and 504 objectives. Functional behavior assessments and the development of behavioral plans are practiced in relation to different case examples of students. 3 credits.

GSP508 Special Education Law

This course reviews the requirements of the federal law Individual with Disabilities Education Act (IDEA). It looks at pertinent court cases which have influenced this law. The state regulations of both Vermont and New York are studied. A case study requiring a comprehensive evaluation and an individualized education plan is required. The relationship of Section 504 of the Rehabilitation Act, the American with Disabilities Act and the unique Vermont state statutes and their relationship to IDEA are also studied. 3 credits.

GSP512 Communication Disorders

This course introduces the student to various kinds of speech disorders. Symptoms, causes and management of common speech and language defects are analyzed. Methods of detection and prevention and general principles are taught. 3 credits.

GSP517 Education of the Gifted and Talented

Students will investigate identification of gifted children and how best to accommodate these students with special needs in the elementary school. Included will be a focus on differentiating curriculums, enrichment activities, use of community resources, and parent involvement. 3 credits.

GSP520 Student Teaching in Special Education

This placement provides the student with opportunities to develop competencies as a special education teacher in the area of assessment, curriculum development, teaching and program development and management. The placement is scheduled for a full semester of full time teaching in a special education setting in a public school. The student assumes progressive steps of responsibility for planning, teaching, and managing instructional programs under the supervision of a cooperating teacher and College supervisor. Students are required to attend a bi-weekly late-afternoon seminar that focuses on providing information and assistance for more effective evaluation, instruction, and management functions. One-half of this placement is in an elementary setting and one-half is in a secondary setting. Student Teacher fee. Grade of "B" or better is required. 12 credits.

GSP520A Practicum in Special Education

This practicum assists the student in acquiring competencies related to the initial licensure in special education and to a successful student teaching placement. Students are required to spend 60 hours in the field, devote activities to preparation and evaluation, and participate in supervisory meetings. Must be completed within the period of the semester enrolled. Grade of "B" or better is required. 3 credits.

GSP520B Practicum in Special Education

The purpose of the practicum is to provide the student with additional field experience to further develop the competencies related to the endorsement in special education. Students are required to spend 120 hours in the field, devote activities to preparation and evaluation, and participate in supervisory meetings. Must be completed within the period of the semester enrolled. Grade of "B" or better is required. 6 credits.

GSP531 Reaching and Teaching Students with ADD/ADHD

This course is designed to assist the classroom teacher to accept and direct those students who have been diagnosed as ADD/ADHD. Teachers will be directed toward an understanding of the inattentiveness, impulsiveness, hyperactivity, disorganization, and other difficulties that face these students. The class will provide a focus on accommodations within the classroom environment for the ADD/ADHD student. 3 credits.

GSP540 Sign Language I

This course offers the student the opportunity for individual hands-on experience in language learning. Emphasis is given to a study of cultural behaviors, values and norms. The use of videotext to improve conversational skills and preserve the integrity of the language is a critical component of this course. 3 credits.

GSP541 Sign Language II

This course offers the student the opportunity for advanced study of American Sign Language for individual hands-on experience in language learning. Emphasis is given to a study of cultural behaviors, values and norms. Video text will be used to improve conversational skills and preserve the integrity of the language. Prerequisite: GSP540. 3 credits.

GSP560 Workshops in Special Education 1-3 credits.

GSP590 Independent Study in Special Education 1-3 credits.

Division of Psychology and Human Services

GPS500 Ethics and Foundations of Counseling

This course examines the ethical, legal and foundational issues that confront professional counselors in various mental health and educational settings and roles. The role of the counselor is explored. The course is designed to teach students how to think ethically and to understand the relationship between the counseling profession, the legal system and the community. 3 credits.

GPS500A Ethics and Foundations of Alcohol & Substance Abuse Counseling

This course examines ethical, legal and foundational issues that confront practitioners in substance abuse counseling. Students will develop substantial knowledge of the substance abuse counselor core functions and national competency standards. Ethical standards for best practice will be explored in detail including the 12 specific principles of: non-discrimination, responsibility, competence, legal and moral standards, public statements, publication credit, client welfare, confidentiality, client relationships,

collegial relationships, remuneration and societal obligations, and students will learn and practice utilizing a values-based ethical decision making process to address ethical dilemmas. Professional training and credentialing requirements as well as various career opportunities in Vermont and surrounding states will be reviewed. Professional issues such as disclosure and privacy regulations, liability and risk management practices, insurance impact of culture, legal issues, and health maintenance practices will be reviewed. An overview of the spectrum of addictive disorders and co-occurring disorders as well as treatment options will be reviewed. 3 credits.

GPS501 Developmental Psychology

This course is designed to provide students with an in-depth review of developmental theory. Developmental stages are examined with an eye to intellectual, psychosocial, moral, and physical growth of the human being. Students will also be exposed to behavioral disorders and treatment concerns across the life span. 3 credits.

GPS502 Advanced Theories of Psychotherapy

This course provides an opportunity for students to begin to develop their own theory of psychotherapy by examining the major theories of today. Students will be required to present their own theoretical perspective for review and discussion. 3 credits.

GPS503 Research Methods

This course looks at the methods of scientific investigation, experimental and non-experimental methods, appropriate analysis of data, procedures of developing, analyzing, and interpreting original research problems, and critical analysis of published research. 3 credits.

GPS504 Advanced Abnormal Psychology

The focus of this course is on diagnosis and treatment interventions for handicapping conditions and disorders of childhood, adolescence, and adulthood. Major treatment approaches and modalities will be discussed, and those which emphasize clients' strengths will be given priority. Students will learn to use the current Diagnostic and Statistical Manual of the American Psychiatric Association. Advantages and disadvantages of diagnostic classification systems will be reviewed. Case scenarios dealing with infant, child, adolescent, and adult treatment methods will be presented to give students an opportunity to practice their diagnostic skills, as well as to develop treatment plans, based on hypothetical cases. 3 credits.

GPS505 Group Counseling

This course examines the group process of psychotherapy. Students will discuss major theoretical perspectives and will be given an opportunity to develop a group and to facilitate the group process. Groups for children, adolescents, adults, families, and the elderly will be analyzed. Stages of group development, group theory, cross-cultural and gender issues, as well as ethical and professional guidelines involved in group work will be major themes of this course. 3 credits.

GPS506 Family Systems

This course is designed to facilitate an understanding of current concepts and theories of human dynamics using a system approach. The major theoretical perspectives will

be presented for students to discuss and evaluate. Students will be asked to demonstrate, for class observation and discussion, one of the major theoretical models. Implications for appropriate therapeutic intervention in dysfunctional family functioning, as well as ethical practices, will be addressed. 3 credits.

GPS507 Psychological Appraisal

This course provides a survey of psychological procedures. Ethical standards for developing and using various assessment procedures will be reviewed as defined by the APA. An overview of the purpose, theory and techniques of assessment as a basis for designing and evaluating client treatment plans and agency level programs within human service agencies and educational settings will be addressed. The student will develop knowledge of observation and interview techniques, the manner in which standardized tests are administered, scored and interpreted, as well as the manner in which results are disseminated in professional reports. 3 credits.

GPS508 Intellectual Assessment

This course examines the theory and methodology of cognitive assessment. Students will learn to administer, score and interpret the Wechsler Scales and other similar evaluation instruments. Prerequisite: Matriculation in Clinical Psychology program and/or permission of advisor and Division Chairperson. 3 credits.

GPS509 Personality Assessment

Personality is assessed through the use of clinical techniques including observation, interview, objective paper and pencil instruments and projective techniques. Students will learn to administer, score and interpret such instruments as the MMPI-2, Millon, TAT and/or H-T-P. The dynamics of the assessment process and report writing will be emphasized. Prerequisites: Matriculation in Clinical Psychology Program and/or permission of advisor and Division Chairperson. 3 credits.

GPS511 Psychology of Learning

Learning principles derived from classical, operant conditioning and cognitive learning will be investigated in depth. Principles of response acquisition, extinction, re-learning, higher order conditioning, generalization and discrimination, principles and schedules of reinforcement, punishment and other related processes will be examined. Students will learn effective strategies for managing and instructing groups in classrooms and other organization settings. 3 credits.

GPS513 Career Counseling

Students will investigate the major theories in career development and will present their theory of career counseling for discussion. Issues in curriculum planning and academic advising in educational settings (K-12) will be discussed with emphasis on the special education process, college and post-secondary career counseling and counseling individuals regarding lifestyles issues related to mid-life career changes. Students will develop a working knowledge of and ability to administer a variety of career development assessment tools. 3 credits.

GPS514 Adolescence, Alcohol and Substance Abuse

The use and abuse of alcohol and other chemical substances most commonly begins in adolescence. This course will focus on the nature and scope of adolescent substance

abuse, other addictions such as gambling and other and mental health disorders, and related issues including: stressors associated with normal adolescent development, diagnostic considerations, legal involvement, best practice interventions, special treatment needs, and how communities can help solve the problems associated with adolescent substance abuse. 3 credits.

GPS515 Psychology of Aging

This graduate level course is open to anyone who has a more advanced interest, whether personal or professional, in the aging process. The specific focus will be on adult development issues and theory and on the socio-cultural, cognitive and physiological factors of aging. Participants will conduct in depth research in a related field of particular interest. 3 credits.

GPS517 Advanced Social Psychology

This course is designed to provide students with an in-depth look at selected topics in the field of social psychology. Emphasis will be given to the theory of "self," social learning theory and social cognition. 3 credits.

GPS518 Diversity and Professional Relationships

This course addresses the issues of cultural diversity. The course takes into consideration the specific values, beliefs and actions that are conditioned by a person's ethnicity, gender, religion, socioeconomic status, political views, life-styles and geographic region. The following are investigated as they relate to the aforementioned: time, self-disclosure, family values, nonverbal behavior, trusting relationships, self-actualization, directedness and assertiveness. Students are challenged to look at their cultural biases and stereotypical beliefs that may influence the therapeutic process and to look for bridges that can influence and assist in the process of relation. 3 credits.

GPS519 Counseling Techniques

This course is designed to help students develop and maintain effective counseling relationships with clients. Specific counseling strategies and techniques for children, adolescents and adults will be reviewed and practiced in the context of simulated individual sessions and in the context of a group experience conducted as part of the course. Students will practice skills related to conducting initial interviews, establishing treatment objectives, using various treatment procedures and homework assignments, terminating sessions and managing the counseling relationship. Special issues related to ethical standards, diagnostic nomenclature, children and adolescents, managed care and short-term counseling and other topical issues within the field will be covered. 3 credits.

GPS522 Foundations of Alcohol and Substance Abuse

This course explores issues of substance abuse and chemical dependency with a discussion of the relationships between mood-altering substances and behavior, including tobacco and caffeine. The course will discuss other aspects of addiction such as gambling, family dysfunctions and behavioral and personality disorders, and other co-occurring mental health disorders which can be causative and resultant factors associated with addiction. Phases of addiction and recovery and current treatment approaches for children and adults will be explored (such as 12 step, peer support, medical, psychosocial, relapse prevention and intervention models), with opportunities for practice and

field work provided. Information related to the spectrum of institutional and community-based services will be reviewed along with information related to promoting health maintenance and prevention of diseases (such as HIV/AIDS, STDs, Tuberculosis (TB) and other infectious diseases. 3 credits

GPS523 Assessment, Case Management and Treatment of Alcohol/Substance Abuse

The course looks in depth at assessment, case management and treatment of alcohol/substance abuse as defined by the IC&RC counselor core functions and SAMHSA counseling competencies. In particular, students will gain a deeper understanding of the procedures for evaluation, coordination of services and utilization of counseling theories and techniques in the treatment of alcohol/substance abuse for individuals and families. Cross-cultural and gender issues as well as co-occurring disorders, polysubstance abuse and dependence, and other addictions such as gambling will be addressed and students will acquire skills in screening, intake and assessment, as well as orienting clients to the nature and goals of services being provided (with regard for requirements involving professional disclosure, privacy and client rights). Students will develop skill at case file organization, management, and record keeping and the importance and process of making referrals and consulting with other professionals. 3 credits.

GPS524 Health Psychology

This course will examine the interrelationships between physical health and psychological factors. Research regarding their influence of biological contributions and life experiences in health maintenance and the onset of medical issues and psychological disorders will be covered. Roles and relationships of various medical and allied health providers as well as various diagnostic and treatment techniques will be discussed. Opportunities for field research will be provided. 3 credits.

GPS525 Psychopharmacology

The biological bases of behavior will first be reviewed with an emphasis placed on the brain, nervous system and genetics as they relate to normal and abnormal behavior. The course will then focus on their identification, uses and cautions regarding various types of psychotropic medications which are utilized for treating different psychological disorders. Implications of psychotropic medication use will be addressed and models for the use and evaluation of conjoint medical and psychotherapeutic approaches will be emphasized. Issues related to abuse of various psychoactive medications, interaction effects and information and controversies related to the use of agonist therapy for patients with alcohol and other drug dependence will be discussed. 3 credits.

GPS526 School Based Prevention and Intervention Services

This course will address issues of relevance to counselors, students, assistance professionals and other health-related educators who work in school settings on a full time, part time or consultant basis. Topics will be presented in modules and will cover issues such as legal mandates in school, prevention education and programming, standards-based lesson planning and curriculum development, classroom management, risk assessment and crisis intervention. 4 credits.

GPS527 Organizational and Community Counseling

The course focuses on issues which impact on the provision of counseling services in community settings. The effects of organization, fiscal and philosophical trends (such as restructuring, interagency collaboration, "downsizing" and managed care) will be discussed as they impact on providing behavioral health services and client welfare. Alternative models of service delivery and methods of outcome-based assessment will also be discussed, with an opportunity for students to conduct field research in local community agencies. 3 credits

GPS528 Organization and Administration of a School Counseling Program

Foundations, current status and future directions in the field of School Counseling, will be reviewed as well as philosophical perspectives and current state requirements for the development, administration and evaluation of school counseling services, as described in the Vermont State Standards for Guidance Services. Ethical, legal, state mandated, educational and other issues which impact on the organization and administration of school based guidance and counseling programs will be explored, in light of competencies for educators and students, as described in the current editions of *Vermont's Framework of Standards and Learning Opportunities & Five Standards for Vermont Educators; A Vision for Schooling*, and other pertinent resources. The role of the school guidance counselor as a advocate for students, in coordinating services from home and community, and as a systems change agent to promote healthy educational communities will be examined. 4 credits.

GPS531 Clinical Psychology Field Experience I

GPS532 Clinical Psychology Field Experience II

These are experiential courses where students apply their theoretical knowledge and counseling skills in a structured, clinical field setting under supervision by faculty and other licensed, practicing, counseling professionals in the sponsoring agency. Students will complete a minimum of 200 clock hours in the field each semester, in addition to attending weekly coordinating seminar sessions on campus. Course size is limited. Students are required to talk with their advisors early in the semester that precedes the field experience. GPS531 is normally completed in the fall semester, with GPS532 completed in the spring semester. Prerequisite: Candidacy status, good academic standing and advisor consent. 3 credit each, a total of six credits is required.

GPS533 Community Counseling Field Experience I

GPS534 Community Counseling Field Experience II

These are experiential courses where students apply their theoretical knowledge and counseling skills in a structured, community field setting under supervision by faculty and other licensed, practicing, counseling professionals in the sponsoring agency. Students will complete a minimum of 200 clock hours in the field each semester, in addition to attending weekly coordinating seminar sessions on campus. Course size is limited. Students are required to talk with their advisors early in the semester that precedes the field experience. GPS533 is normally completed in the fall semester, with GPS534 completed in the spring semester. Prerequisite: Candidacy status, good academic standing and advisor consent. 3 credits each, a total to six credits is required.

GPS535 Clinical Mental Health Counseling Field Experience I**GPS536 Clinical Mental Health Counseling Field Experience II**

These are experiential courses where students apply their theoretical knowledge and counseling skills in a structured, clinical mental health field setting under supervision by faculty and other licensed, practicing, counseling professions in the sponsoring agency. Students will complete a minimum of 200 clock hours in the field each semester, in addition to attending weekly coordinating seminar sessions on campus. Course size is limited. Students are required to talk with their advisors early in the semester that precedes the field experience. GPS535 is normally completed in the fall semester, with GPS526 completed in the spring semester. Prerequisite: Candidacy status, good academic standing and advisor consent. 3 credits each, a total of six credit is required.

GPS537 School Counseling Field Experience I

This is an experiential course where students apply theoretical knowledge and counseling skills in a structured school setting under supervision of College faculty and licensed, guidance counseling professionals in the school. Students will complete a minimum of 180 clock hours in the field (60 hours each in elementary, middle and high school settings), in addition to attending weekly coordinating seminar sessions on campus. Students are required to talk with their advisors early in the semester that precedes the field experience. Prerequisite: Candidacy status, good academic standing and advisor consent. 3 credits.

GPS538 Alcohol/Substance Abuse Field Experience I**GPS539 Alcohol/Substance Abuse Field Experience II**

These are experiential courses where students apply their theoretical knowledge and counseling skills in a structured, clinical field setting under supervision by faculty and other licensed, practicing, substance abuse counseling professionals in the sponsoring agency. Students will complete a minimum of 200 clock hours in the field each semester, in addition to attending weekly coordinating seminar sessions on campus. Course size is limited. Students are required to talk with their advisors early in the semester that precedes the field experience. GPS538 is normally completed in the fall semester, with GPS539 completed in the spring semester. Prerequisite: Candidacy status, good academic standing and advisor consent. 3 credit each, a total of six credits is required.

GPS540 Thesis

The thesis is an empirical study of a particular hypothesis in the field of psychology. The study should contribute to the empirical knowledge base of psychology. Prerequisites: GPS503 and advisor consent. 6 credits.

GPS541 Alcohol and Society

This course explores issues related to the effects of alcohol abuse and dependence on society. Areas for learning include: health care costs, effects on the body and medical complications, etiology of alcohol dependence, effects on personal behavior and mental health, on family members and significant others, crisis intervention, prevention, assessment, treatment planning needs, counseling, alcohol's interaction effects with other drugs, at-risk populations, co-occurring disorders, cultural effects/sensitivities and ethical standards of practice. Information related to client, family and community education will be provided and the alcohol and drug abuse (IC&RC) counselor 12 core

functions and SAMHSA counselor competencies will be addressed throughout the course. 3 credits.

GPS542 Drugs and Society

This course will explore issues related to illegal and prescription drug abuse and dependence, and effects on society, including: nicotine, cannabis, inhalants, opiates/narcotics, sedative-hypnotics, stimulants, hallucinogens, anabolic steroids and medicinal drugs. The 12 core functions such as screening, assessment, treatment planning, counseling, case management, crisis interventions, client education and referral and consultation along with SAMHSA counselor competencies will be addressed throughout the course, as well as the ethical standards for alcohol and drug abuse counselors. Special emphasis will be placed on changing patterns of drug use, and local and regional issues related to crime and substance abuse. 3 credits.

GPS543 Contemporary Issues in Social Justice

This course will examine contemporary issues of social justice that impact on individuals, families, organizations and communities within our society and in different cultures. Topics will include issues such as poverty, violence, substance abuse, health promotion and maintenance, discrimination, international relations, the impact of the media and technology and cultural reform. The roles and responsibilities of individual citizens in general and professionals in business, education and helping professions, in particular, will be explored as they relate to the process of social change. Students will be provided with the opportunity to participate in fieldwork and applied research. 3 credits.

GPS544 Forensic Psychology

This course will examine the application of psychological knowledge and methods within the legal system. Specifically, psychological research, roles and practices will be reviewed as they relate to areas of investigation within the civil and criminal justice systems. Topics will include police selection, training and evaluation, criminal profiling, investigations, interrogations, domestic violence, child abuse, rape, trauma, assessment and treatment of offenders within the corrections systems, child custody and family law, suicide and violence risk assessment, public policy formulation and other topics where psychology and law interface. 3 credits.

GPS551 Clinical Psychology Field Experience III

GPS552 Clinical Psychology Field Experience IV

These are experiential courses where students apply their theoretical knowledge and counseling skills in a structured, clinical field setting under supervision by faculty and a qualified mental health professional (normally a licensed, practicing psychologist) in the sponsoring agency. Students will complete a minimum of 300 clock hours in the field each semester, in addition to attending weekly coordinating seminar sessions on campus. Course size is limited. Students are required to talk with their advisors early in the semester that precedes the field experience. GPS551 is normally completed in the fall semester, with GPS552 completed in the spring semester. Prerequisite: Candidacy status, good academic standing and advisor consent. 3 credits each; a total of six credits is required.

GPS553 Clinical Mental Health Counseling Field Experience III

GPS554 Clinical Mental Health Counseling Field Experience IV

These are experiential courses where students apply their theoretical knowledge and counseling skills in a structured, clinical field setting under supervision by faculty and a qualified mental health professional (such as a licensed psychologist, social worker, mental health clinician, psychiatrist, or marriage and family counselor) in the sponsoring agency. Students will complete a minimum of 300 clock hours in the field each semester, in addition to attending weekly coordinating seminar sessions on campus. Course size is limited. Students are required to talk with their advisors early in the semester that precedes the field experience. GPS533 is normally completed in the fall semester, with GPS554 completed in the spring semester. Prerequisite: Candidacy status, good academic standing and advisor consent. 3 credits each; a total of six credit is required.

GPS557 School Counseling Field Experience II

GPS558 School Counseling Field Experience III

Provides an opportunity for supervised application of theory to practice in an approved school setting, under the direct supervision of a licensed school guidance counselor in the school and by an assigned faculty member. The student receives direct supervision each week by the field site supervisor in addition to weekly seminars on campus to discuss professional concerns. The internship consists of a minimum of 600 clock hours during the fall (GPS557) and spring (GPS558) semesters. Prerequisites include candidacy status, good academic standing, completion of field experience and advisor consent. 3 credits each semester; a total of six credits is required.

GPS560 Workshops in Counseling 1-3 credits.

GPS560A Human Sexuality and Gender Issues

This course is designed to give students a deeper awareness of how human sexuality and gender issues are defined across cultures. In this course students will explore our culture's and other cultures; beliefs on gender identity, sexual identity, sex and sexual violence. Students will gain a deeper understanding of the biological, psychological and emotional aspects of the life span of human sexuality. Students will have the opportunity to explore what our society says about what it means to be a man or a woman. Students will explore how past and present myths, taboos and stereotypes about gender and sexual identity still play a role in today's culture. 3 credits

GPS590 Independent Study in Counseling 1-3 credits.



Directories

Board of Trustees

Robert Carrara, Sr., North Clarendon, VT
Bartley J. Costello, III, Albany, NY
Michael Curran, Rutland, VT
Thomas M. Dowling, Rutland, VT
Joan Dumais, SSJ, South Hadley, MA
Susan Englese, Essex Junction, VT
John A. (Jack) Facey, Rutland, VT
Maureen Gardner, So. Burlington, VT
Ronald L. Hance, Rutland, VT
Kathleen M. Imbruno, SSJ, Holyoke, MA
Kathleen C. Keating, SSJ, Chicopee, MA
Maureen A. Kervick, SSJ, Chicopee, MA
Timothy J. Kononan, Poultney, VT
Norman Lash, Center Rutland, VT
Peter Longchamp, Cornwall, VT
Anthony Marro, Bennington, VT
Dr. Frank G. Miglorie, Rutland, VT
James Reddy, Proctor, VT
Mary Shea, SSJ, Holyoke, MA
John Socinski, Castleton, VT
James Toher, Proctor, VT
Allen W. Wilson, Chittenden, VT
Dr. Donald Harpster, Faculty Representative
Chadd Viger, Student Representative



Administration

General Administration

President - Frank G. Miglorie, B.A., M.A., Ed.D.

Academic Administration

Vice President of Academic Affairs - Luis Garcia, B.A., Ph.D.

Chairperson of Arts & Sciences - Donald E. Harpster, B.A., M.A., M.Div., Ph.D.

Chairperson of Business - Robert Foley, B.S., C.S.S., M.B.A., M.S.

Chairperson of Education - Roberta Kapi Reith, B.A., M.Ed., Ph.D.

Chairperson of Psychology & Human Services - Craig W. Knapp, B.A., M.A., Ph.D.

Librarian - Doreen J. McCullough, B.A., M.L.S.

Registrar - Patricia C. Miglorie, B.S.

Assistant Registrar I - Gregory Chamberland, B.S.

Assistant Registrar II - Ann Hicks, B.A.

Admissions

Director of Admissions - Tracy Gallipo, B.A., M.S.

Admissions Counselor - Allison Stacey, B.A.

Admissions Counselor - Parrish Eiskamp, B.A.

Communications

Director of Communications - Jaime Insinga, B.A.

Development and Alumni Relations

Director - Deborah Doenges, B.A.

Data Systems Manager - Melissa Stevens, B.S., M.S.A.

Financial Administration

Business Manager - T. Gerald Tofferi, B.S., M.B.A.

Controller - Kristie M. Johnson, B.S., M.B.A.

Student Financial Services Coordinator - Yvonne Payrits

Computer Systems Administrator - Raymond Gibbs, B.S.

Student Services

Director of Student Services - Heather Charpentier, B.A.

Director of Career Services - TBA

Athletic Director - Mark Benetatos, B.A.

Coach/Recruiter - James Graffam, B.S.

Campus Minister - TBA

Personal Growth Counselor - Sara Poulin, B.A., M.S. Candidate

Resident Hall Director - Francis Zajac, B.A.

Resident Hall Director - Kirby Reutter, B.A. & Areli Reutter, B.A.

Student Support Services

Director of Project Success - Charlotte R. Gillam, B.A., M.Ed.

Faculty

Full-Time Faculty Members

- David B. Balfour
Professor of History
B.A., Rhode Island College
M.A., Rhode Island College
Ph.D., University of Connecticut
- Richard Cillo
Assistant Professor of Mathematics
B.S., Castleton State College
M.S., Toledo University
- Sandra S. Coyle
Assistant Professor of English
B.A., Saint Joseph College, Connecticut
M.A., University of Toronto, Canada
- Gregory G. Fallon
Assistant Professor of Business
B.S., Merrimac College
M.B.A., Rivier College
- Robert Foley
Assistant Professor of Business
B.S., University of Massachusetts at Boston
C.S.S., Harvard University
M.B.A., Colorado State University at Fort Collins
M.S., Leslie College
- Janet Gallant
Assistant Professor of Education
B.S., College of St. Joseph
M.Ed., College of St. Joseph
- Donald E. Harpster
Professor of History and Political Science
B.A., Pennsylvania State University
M.A., Pennsylvania State University
M.Div., Yale University
Ph. D., Pennsylvania State University
- Ronald Hedgepeth
Assistant Professor of Psychology & Human Services
B.A., Nyack College, Nyack NY (Psychology)
- M.S., State University of NY at Albany
Ph.D., St. John's University
- Craig W. Knapp
Professor of Psychology and Human Services
B.A., Plattsburgh State University
M.A., Plattsburgh State University
Ph.D., Western Michigan University
- Tina Knapp
Instructor in Education
B.S., College of St. Joseph
M.Ed., College of St. Joseph
- Mark Lowenstein
Assistant Professor of Business
B.A., University of Vermont
M.B.A., Babson College
J.D., Suffolk University Law School
- Jennifer Manner
Assistant Professor of Psychology & Human Services
B.A., Hope College
M.S.S.A., Case Western Reserve University
- Eugenia J. McMullen
Assistant Professor of Education
B.S., College of St. Joseph
M.Ed., College of St. Joseph
- Michael J. Reed
Assistant Professor of Psychology and Human Services
B.A., St. Edward's University
M.S., University of Pittsburgh
M.A., Fielding Graduate Institute
Doctoral Candidate, Fielding Institute
- Roberta Kapi Reith
Associate Professor of Education
B.A., Rutgers University
M. Ed. Temple University
Ph.D., Temple University

Part-Time Faculty Members

Kristin Andrade

Instructor in Psychology

B.A., Skidmore College

M.S., Antioch New England Graduate
School

Paul Andriscin

Instructor in History

B.A., Johnson State College

M.A., Norwich University

David Baker

Assistant Professor of Mathematics

B.S., Castleton State College

M.Ed., Castleton State College

Charles Bearman

Instructor in Education

A.A., Community College of Vermont

B.A., Johnson State College

M.S., Boston University

Catherine W. Bell

Instructor in Education

B.S., Johnson State College

M.Ed., Johnson State College

C.A.G.S., Castleton State College

C.A.G.S., University of Vermont

Cecile Betit

Instructor in Business

A.B., Emmanuel College

M.Ed., Temple University

Ph.D., Temple University

John R. Bill

Professor of Psychology

B.A., California State University at Chico

M.A., California State University at LA

Ph.D., Washington State University

Bruce Bishop

Instructor in Religion

B.A., Alderson-Broadbudd College

M.Div., Eastern Baptist Theological
Seminary

Luther Brown

*Associate Professor of Sociology and
Psychology*

B.S., Savannah State College

M.S.W., State University of New York

M.S., Long Island University

D.S.W., Columbia University

James Cassarino

Instructor in Fine Arts – Music

B.A., Castleton State College

M.A., Ball State University

Francesca Catalano

Instructor in Science

B.S., Loyola University Chicago

M.T., Loyola University Chicago

Ph.D., Loyola University Chicago

J.D., DePaul Collge of Law

Christopher Chadwick

Instructor in Psychology

B.S., Florida Southern College

M.A. Cand., Norwich University

C.A.S.A.C., C.A.D.C

Heather Christian

Assistant Professor of Science

B.S., University of Vermont

D.V.M., Ross University School of
Veterinary Medicine

John Fitzpatrick

Instructor in Education

B.A., Middlebury College

M.S., University of Montana

M.A., Johnson State College

M Ed., Castleton State College

Rhonda Foley

Instructor in Business

B.S., Central Connecticut State Univ.

M.A., Oakland University

Charlotte R. Gillam
Instructor in Developmental Studies
B.A., College of St. Joseph
M.Ed., College of St. Joseph

Johnathan Gilmore
Instructor in Psychology
C.A.S., University of Vermont
B.A., University of Wisconsin
M.S., College of St. Joseph

Gerald P. Gormley
Assistant Professor of Business
B.A., Lehigh University
M.S., Lehigh University

James Graffam
Instructor in Physical Education
B.S., University of Southern Maine

Alis Headlam
Associate Professor of Education
B.A., University of Massachusetts
M.A., Lesley College
Ed.D., University of Massachusetts

Lynn D. Hebert
Assistant Professor of Science
B.A., St. Michael's College
M.Ed., State University of New York
Ed.D., State University of New York

W. David Hoisington
Instructor in Psychology
B.A., University of Vermont
M.A., Dartmouth College
M.Ed., Plymouth State College
Ph.D., Syracuse University

Samuel N. Hollander
Instructor in Psychology
B.S., San Diego State University
M.S., Montana State University

John Iurato
Instructor in Education
B.S., Manhattan College
M.Ed., Manhattan College

Kristie Johnson
Instructor in Accounting
B.S., College of St. Joseph
M.B.A., Nova Southeastern University

Sally J. Keefe
Assistant Professor of Fine Arts
B.A., Castleton State College
M.A., Rhode Island School of Design

Nance F. Kittner
Professor of History and Political Science
B.A., McGill University, Montreal
M.A., Boston College
M.A., University of London, England
Ph.D., University of London, England

Melissa Knipes
Instructor in Education
B.S., College of St. Joseph
M.A., Castleton State College

Michelle LaRouche
Instructor in Education
B.S., College of St. Joseph
M.A., Cardinal Stritch College

William Lucci
Instructor in Communications and English
B.A., North Adams State College
M.Ed., Bridgewater State College

Vincent Merluzzi
Assistant Professor of Science
B.A., Northeastern University
Ph.D., Boston University

Frank G. Miglorie
Professor of Philosophy
A.B., Saint Michael's College
M.A., University of Vermont
Ed.D., Nova Southeastern University

Russell North
Instructor in Business
B.S., Bentley College
M.S., Bentley College

Thomas S. O'Brien
Assistant Professor of Accounting
B.S., Iona College
C.P.A., State of Vermont

Shirley Oxidine
Instructor in Psychology
B.A., San Francisco State University
M.A., Notre Dame de Banur University
Psy.D., California Institute of Integral
Studies

John Poljacik
Instructor in Education
B.S., Castleton State College
M.A., Castleton State College

Carol Protivansky
Instructor in Education
B.S., College of St. Joseph
M.Ed., College of St. Joseph

Lynn Reardon
Instructor in Psychology
B.S., College of St. Joseph
M.A., Antioch College

JoAnn T. Riley
Assistant Professor of Fine Arts
B.A., Carlow College
M.Ed., Pennsylvania State University

Dale Robb
Instructor in Psychology
B.A., College of St. Joseph
M.S., College of St. Joseph

Connie S. Smith
Instructor in English
B.A., Syracuse University
M.A., Boston College

Thomas Smith
Instructor in Education
B.S., Castleton State College
M.S., Purdue University

Melissa Solomon
Instructor in Psychology
B.A., SUNY Binghamton
M.S., College of St. Joseph

Katherine Stahle
Instructor in Science
B.A., Appalachian State University
M.A., Appalachian State University

Gary Thompson
Instructor in Psychology
B.A., New England College
M.S., College of St. Joseph

Jill Tofferi-Blank
Instructor in Psychology
B.S., Castleton State College
M.Ed., Keene State College

Peter Valine
Instructor in History
B.A., University of Vermont
M.A., Dartmouth College

Joseph Whalen
Instructor in English and Education
B.S., Castleton State College
M.A.L.S., Wesleyan University
C.A.G.S., University of Connecticut

Carl Zeller
*Instructor in Computer Science and
Business*
B.S., Stockton State College
M.S., University of Maryland - College
Park

Frederick A. Zimmer
Assistant Professor of Business
B.A., State University of New York
M.B.A., State University of New York

Index

A

Academic Administration 173
Academic Advising 31, 86
Academic Calendar 3
Academic Competitiveness Grant 15
Academic Dishonesty Policy 39
Academic Issues 35
Academic Life 29
Academic Policies 29, 76
Academic Standing 30
Academic Support Services 41
ACCEL 57
ACCEL Courses 133
Accepting Admission 8
Accounting Course 128
Accounting Major 50, 51
Accounting Minor 55
Accreditation 6
Activities Courses 111
Activities Director 25
Adding Courses 32, 58, 61
Adirondack Comm. College Scholarship 17
Administration 173
Admissions 7, 173
Admission Guidelines 7
Admission Procedures 7
Adult Learners Admission 9
Adult Learners Credit 36
Advanced Placement Program 8
Alcohol Policy 28
Alcohol & Substance Abuse Services Program
88, 93, 103, 105
Anthropology Courses 112
Appealing a Grade 34
Application Review and Appeal Process 8
Associate of Arts in Liberal Studies 42
Associate of Science in Business 50
Associate of Science in Human Services 87
Associate of Science in Radiologic Tech 47
Athletic Center 27
Athletic Director 25
Athletics 27
Attendance Policy 31, 58

B

Bachelor of Arts 43
Bachelor of Arts in Business 53
Bachelor of Arts in Organ. Leadership 57
Bachelor of Arts in Psychology 92
Bachelor of Science in Business 51
Bachelor of Science in Education 66
Bachelor of Science in Human Services 88
Bachelor of Science in Radiologic Tech. 47
Bachelor of Science in Radiologic Technology/
Management 48
Blue & White Academic Scholarship 16
Board of Trustees 172
Business Administration Major 50, 53
Business Administration Minor 56

Business Core 51
Business Courses 129
Business Minors 55

C

Campus Minister 25
Campus Visit 7
Candidacy 96
Certification 6
Child and Family Services Major 90
Clarkson 4+1 MBA Option 49
Clinical Mental Health Counseling Program 99,
100
Clinical Psychology Program 97, 99
Collection of Monies from Students 24
College of St. Joseph Scholarship Programs 16
College of St. Joseph Grant 18
College Work Scholarship 18
Communications 173
Communications Courses 112
Community College of Vermont Scholarship 17
Community Counseling Program 101, 102
Community Development & Coun. Major 90
Comprehensive Exams 78, 98, 100, 109
Computer Information Systems Courses 134
Conditional Admission 10
Confidentiality of Student Records 39
Correspondence 5
Course Descriptions 111
Credit Definition 34
Credit, Graduate 35
Credit, Undergraduate 35
Credits Taken Away From This College 36
Curriculum Overview - MBA 60

D

Dean's List 38
Deferred Admission 10
Development and Alumni Relations 173
Developmental Studies Courses 113
Directed Study 40
Director of Career Services 25
Director of Student Services 25
Directories 172
Dismissal 30, 31, 62, 79, 95
Division of Arts and Sciences 41, 111
Division of Business 49, 128, 154
Division of Education 63, 139, 156
Division of Psychology & Human Services 86,
143, 163
Dropping Courses 32, 58, 61
Drug Policy 28

E

Early Admission 10
Early Childhood Education Courses 139
Economics Courses 137

Education Admission Requirements 63
Education Content Requirements 67
Education Program Theme 63
Education Records Policy 39
Education Testing Requirements 63
Elementary and General Education Courses
139, 156
Elementary Education Program 68, 80, 81
English Courses 113
English Major 43
English Minor 24
Entrepreneurship Minor 55
Expenses 21

F

Faculty-Full-Time 174
Faculty Part-Time 175
Federal Programs 14
Federal Pell Grants 14
Federal PLUS Loan 15
Federal Perkins Loan 14
Federal Stafford Loan 14
Federal Supplemental Education Grant 14
Federal Work-Study 14
FERPA 39
Field Experience 65, 77, 97
Financial Delinquency 24
Financial Administration 173
Financial Aid 11
Financial Aid Application 11
Financial Aid Awarding 12
Financial Aid Award Types 14
Financial Aid Disbursement 13
Financial Aid Eligibility 11
Financial Aid Fund Returns 23
Fine Arts Courses 116
Freshman Admission 8
Freshman Scholarships 16
Full-Time Enrollment 29
Full-time Faculty Members 174
Full-time Student Expenses 21

G

General Education Core 41, 50
General Administration 173
General Education Program 84
Geography Courses 117
Grade-Point Average 35
Grade Reporting 35
Grading System 33
Graduate Admission 10, 59, 74
Graduate Courses 154
Graduate Credit 35
Graduate Grading Policies 34, 62, 79, 96
Graduate Programs 4
Graduate Student Dismissal 31, 62, 79, 95
Graduate Student Probation 31, 62, 79, 95
Graduation 30, 80, 96
Grievance Policy 35

H

Hardship Withdrawal 32
Harvest Credit 37
High School Student Discount 22
History Courses 118
History Major 44
History Minor 44
Home Schooled Student Admission 8
Home School Student Discount 22
Honor Societies 39
Honors at Commencement 38
Hudson Valley Comm. College Scholarship 17
Humanities Courses 122
Human Services Courses 143
Human Services Minor 91

I

Incompletes 33, 58
Independent Study 40
Initial Licensure Portfolio Completion Policy
64, 78
Interdisciplinary Studies Courses 122
International Student Admission 9
Internships 54
Introduction to the College 5

L

Language Courses 122
Law Enforcement College Track 37
Learning Resources Development Courses 122
Leave of Absence 24
Liberal Education Requirements 67
Liberal Studies Major 45
Licensure Requirements 70, 73, 80, 84
Life Experience 37

M

Management Major 52
Marketing Minor 56
Master of Business Administration 59
Master of Business Administration Courses 154
Master of Education 73
Master of Science 94
Mathematics Courses 122
Mission 6

N

North Country College Scholarship 17

O

Organizational Leadership Courses 133
Organizational Leadership Major 57

P

Part-time Admission 10
Part-Time Enrollment 29
Part-Time Faculty Members 175
Part-time Student Expenses 21
Pass/No Pass Courses 34
Personal Growth Counselor 26
Philosophy Courses 123
Physical Education Courses 124
Plagiarism Policy 39
Plan of Study 60, 95
Policies 29
Political Science Courses 124
Political Science Minor 44
Portfolio Completion Policy 64, 78
Portfolios 64, 78, 109
Postbaccalaureate Admission 71
Postbaccalaureate Teacher Certification 71
Precandidacy 96
President's List 38
President's Message 5
Private Aid Programs 20
PRAXIS Examination 109
Prior CSJ Credits 76
Probation 30, 31, 62, 79, 95
Professional Studies-Health Sciences Major 48
Project Success 41, 173
Psychology Courses 149, 163
Psychology Major 92
Psychology Minor 93

Q

Qualifying Examinations 102, 105

R

Radiologic Technology 46
Reading Courses 158
Reading Program 83
Readmission to the College 31
Refund Policies 22, 58, 61
Registration 29
Release of Student Records 40
Religion Courses 125
Removal from Student Teaching 78
Repeated Courses 34, 62, 80, 96
Residence Hall Directors 25
Residence Halls 26
Residency Requirements 9, 29
Resort & Recreation Management Courses 137
Resort & Recreation Management Minor 56

S

Satisfactory Acad. Progress, Financial Aid 13
Schenectady County Community College
Scholarship 17
Scholarships 17
School Counseling Program 106, 110
Science Courses 126

Secondary Education Courses 141, 160
Secondary Education Program 68, 70, 75, 85
Secondary Licensure Program-English 68
Secondary Education Program-History 69
Secondary Education Program-Social Studies 69
Senior Citizen Discount 22
Services 29
Sociology Courses 128
Special Education Courses 142, 161
Special Education Program 82, 83
Special Fees 21
Special Types of Admission 10
Special Academic Information 30
Sports Management Courses 138
Sports Management Major 54
State Aid Programs 15
State Grants 15
St. Joseph Hall 26
Student Services 25, 173
Student Services Team 25
Student Government Association 27
Student Records 40
Student Rights and Responsibilities 28
Student Support Services 173
Student Teaching, Graduate 77
Student Teaching Requirements 65
Studio Arts Minor 45

T

Table of Contents 2
Teacher Education Program 63
Teacher Licensure 66
Teacher Preparation for Undergraduates 63
Thesis/Non-thesis 98
Time Limit 61, 96
Title II Disclosure 63
Transcript Requests 40
Transfer Admission 8
Transfer Credits, Graduate 59, 76, 95
Transfer Scholarships 17
Tuttle Hall 26

U

Undergraduate Courses 111
Undergraduate Credit 35
Undergraduate Degree Requirements 29
Undergraduate Programs 4
Undergraduate Student Dismissal 30
Undergraduate Student Probation 30

V

Vermont State Grants 15
Vermont National Guard Discount 22
Veteran's Benefits 15
VSAC Advantage Loan 20

W

Withdrawal from the College 22, 35