# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to the College</td>
<td>5</td>
</tr>
<tr>
<td>Correspondence</td>
<td>5</td>
</tr>
<tr>
<td>Admissions</td>
<td>8</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>13</td>
</tr>
<tr>
<td>Expenses</td>
<td>28</td>
</tr>
<tr>
<td>Student Services</td>
<td>31</td>
</tr>
<tr>
<td>Academic Life</td>
<td>35</td>
</tr>
<tr>
<td>Programs of Study</td>
<td></td>
</tr>
<tr>
<td>Division of Arts &amp; Sciences</td>
<td>52</td>
</tr>
<tr>
<td>Division of Business</td>
<td>65</td>
</tr>
<tr>
<td>Division of Criminal Justice</td>
<td>78</td>
</tr>
<tr>
<td>Division of Education</td>
<td>82</td>
</tr>
<tr>
<td>Division of Psychology &amp; Human Services</td>
<td>111</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Courses</td>
<td></td>
</tr>
<tr>
<td>Division of Arts &amp; Sciences</td>
<td>144</td>
</tr>
<tr>
<td>Division of Business</td>
<td>161</td>
</tr>
<tr>
<td>Division of Criminal Justice</td>
<td>172</td>
</tr>
<tr>
<td>Division of Education</td>
<td>176</td>
</tr>
<tr>
<td>Division of Psychology &amp; Human Services</td>
<td>181</td>
</tr>
<tr>
<td>Graduate Courses</td>
<td></td>
</tr>
<tr>
<td>Division of Business</td>
<td>192</td>
</tr>
<tr>
<td>Division of Education</td>
<td>194</td>
</tr>
<tr>
<td>Division of Psychology &amp; Human Services</td>
<td>203</td>
</tr>
<tr>
<td>Directories</td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>212</td>
</tr>
<tr>
<td>Administration</td>
<td>213</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>214</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>215</td>
</tr>
<tr>
<td>Index</td>
<td>218</td>
</tr>
</tbody>
</table>

**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.

Information regarding the most recent audited financial statement can be obtained from the CSJ Business Office.

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 2014 Semester

Full-time Student Tuition Due: August 15
Staff Meeting and Faculty In-Service Days: August 18, 19, 21
Freshmen Student Orientation/Registration: August 20, 21, 22, 23, 24
First Day of Classes: August 25
Last Day to Add a Class: September 5 at 4:00 pm
Last Day to Drop a Class*: September 19 at 4:00 pm
Fall Break: October 13
Classes Resume: October 14
Last Day for Hardship Withdrawal: October 21 at 4:00 pm
Registration: Seniors: November 6, 7
Registration: Juniors: November 10, 11
Registration: Sophomores: November 12, 13
Registration: Freshmen: November 14, 17, 18
Veteran's Day: November 11
Thanksgiving Holiday: November 26, 27, 28
Classes resume: December 1
Last Day of Day Classes: December 11
Final Examinations: Day: December 12, 15, 16, 17
Final Examinations: Evening: December 11, 15, 16, 17
Snow/Make-up Exam Days: December 18
Application for Graduation Due: December 19

Spring 2015 Semester

Full-time Student Tuition Due: January 1
First Day of Classes: January 12
Martin Luther King Day (no classes): January 19
Last Day to Add a Class: January 23 at 4:00 pm
Last Day to Drop a Class*: February 6 at 4:00 pm
Winter Break: February 16-20
Classes Resume: February 23
Last Day for Hardship Withdrawal: March 3 at 4:00
Feast of St. Joseph/Founder's Day (no daytime classes): March 19
Registration: Seniors: March 31
Registration: Juniors: April 1, 2
Registration: Sophomores: April 3, 6
Registration: Freshmen: April 7, 8, 9
Easter Break: April 2-6 (classes resume at 4 pm on April 6th)
Day Classes Resume: April 7
Capstone Wednesday (class-related activities): May 6
Last Day of Day Classes: May 7
Final Examinations: Day classes: May 8, 11, 12, 13
Final Examinations: Evening classes: May 6, 7, 11, 12
Senior Grades Due: May 13 at noon
Baccalaureate: May 16 at 3:00 pm
Commencement: May 17 at 1:00 pm

Summer 2015 Semester

Classes Begins Session I: May 25 - June 29
Classes Begin Session II: July 6 - August 7

* Drop dates are for classes which meet at least once per week over the regular 15 week 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 at least once per week over the regular 15 week semester, check the published course schedule or the outline of that course.
Undergraduate Programs

Arts & Sciences
   English
   Health Science
   History
   Liberal Studies
   Radiography

Business
   Accounting
   Business Administration
   Organizational Leadership
   Radiography/Management
   Sports Management

Criminal Justice

Education
   Secondary English or Social Studies

Psychology & Human Services
   Behavioral Sciences
   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
   Secondary Education in English or Social Studies
   Reading
   Special Education
   Postbaccalaureate Teacher Certification in English, Social Studies, Elementary Education, Special Education and Reading

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
Introduction to the College

Message from the President

Welcome to the College of St. Joseph. As our Mission states, CSJ 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 community."

We take our Mission seriously. We believe in educating the whole person, mind, body, and spirit. Our desire is that all CSJ students and alumni understand the importance of living a life of purpose and meaning.

To achieve our goals, we provide you with a curriculum that links theory and practice. We believe in an education that combines the value of a liberal arts curriculum with career-oriented training and opportunities. This curriculum is delivered by faculty who love to teach and who are dedicated to intellectual inquiry.

We also believe that students develop leadership skills when they work, play, and serve together. Therefore, CSJ offers you a number of co-curricular opportunities that foster leadership skills, civic responsibility, and service to the campus and larger community.

The faculty, staff, and administrators at CSJ are dedicated to your success and are here to help you discover your life’s passion and prepare you to live well now, and into the future.

Rich Lloyd
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
Career Services
Counseling Services
Financial Aid
General College Matters
Graduate School
Library
Special Services
Student Services
Veteran Affairs

Division Chairpersons
Vice President for Academic Affairs
Registrar
Director of Admissions
Director of Development
Athletic Director
Vice President for Business Affairs
Director of Career Services
Director of Counseling Services
Director of Financial Aid
President
Division Chairpersons
Librarian
Director of Learning Center
Vice President for Student Affairs
Controller

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; Reaffirmed 7/10.

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.

Characteristics of a College of St. Joseph Graduate

College of St. Joseph graduates possess a number of particular skills, capacities, aptitudes, knowledge and abilities that will enable them to fulfill their various callings and to think creatively. In addition to their knowledge, skills and applications we want them to take on leadership roles; forge new, unforeseen syntheses; and offer their unique contributions to the world.

Personal Growth & Professional Development (PG/PD)

Graduates of the College of St. Joseph will:

a. demonstrate the ability to collaborate with others.
b. develop moral and ethical standards to guide them personally, professionally and socially.
c. demonstrate tolerance for and appreciation of ideas, attitudes and behaviors that differ from their own.

Intellectual Development (ID)
Graduates of the College of St. Joseph will:
   a. engage in critical thinking, which involves application, analytical integration, synthesis and evaluation skills.
   b. effectively communicate with others - orally, in writing and visually.
   c. be able to utilize various forms of technology to access a variety of information.
   d. develop research skills as they might apply to personal and professional goals.
   e. develop an appreciation for the aesthetic.

Service to the Community (SC)
Graduates of the College of St. Joseph will:
   a. understand the interrelationship of personal, civic and economic roles in society.
   b. develop a sense of responsibility to community needs and opportunities.

Characteristics of a College of St. Joseph Master's Graduate

Intellectual Growth:
College of St. Joseph Master's degree graduates will demonstrate:
   a. a depth and breadth of knowledge in their concentration area.
   b. a working knowledge of the current issues in the field.
   c. an ability to analyze, critique and apply research to areas of professional concern.

Professional Competence:
College of St. Joseph Master's degree graduates will demonstrate:
   a. an ability to apply academic theories and principles to real-world situations.
   b. the ability to use communication skills effectively to meet scholarly and professional goals.
   c. the ability to use current research to support continuous improvement in their profession.
   d. the ability to select and implement technology (as appropriate within his/her field).
   e. an understanding of the need for ongoing professional development.
   f. the academic (and, where appropriate, experiential) preparation for professional licensure, where applicable, in their chosen profession.
   g. a commitment to the values and ethics of their chosen field.
Certification and Accreditation

The College of St. Joseph is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. 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, Suite 201 Bedford, MA 01730, (781) 271-0022, cihe@neasc.org; 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.camppsite.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. The requirements for consideration help the Admissions Office develop a sense of each applicant.

Guidelines

In determining whether an applicant qualifies for admission, the Admissions Office considers courses, grades, letters or recommendation and SAT or ACT scores. Although not required but strongly recommended for admission are the SAT II Writing Test, extracurricular activities as well as other factors that the College considers relevant. Due to licensure requirements, a grade point average of 3.0 or higher is required for admission into an education major. The Admissions Office 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 Office. 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:
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.

The applicant should submit the following to the Admissions Office:
1. A completed application form, online at www.csj.edu/apply or the Common Application;
2. A brief essay (250 word minimum) describing your background;
3. Official high school and college transcripts*;
4. An academic letter of recommendation;
5. A nonrefundable application fee of $25.

The college may require applicants to submit additional information such as SAT and/or ACT scores or an on-campus interview with an admissions counselor before determining acceptance.

*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.

Admission to the CSJ STEPS Program
Students applying to the College of St. Joseph STEPS Program (Students Taking an Effective Path to Success) for youth transitioning out of foster care in Vermont, are required to meet the requirements outlined above, but the application fee is waived. All STEPS Program applicants are required to interview with the STEPS Program Director.

Application Review and Appeal Process
In order to be accepted, each student's application must be approved by the Admissions Office. If a denied applicant wishes to appeal the decision, 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 Office 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 and a $250 housing deposit (residential students only). 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.
A deposit of $200 is due May 1st for all new full-time students. The deposit is nonrefundable after May 1st for fall semester applicants and after November 1st for spring semester applicants.

**Advanced Placement Program**
The College participates in the Advanced Placement program (AP) of the College Board. Those interested in receiving college credit for an AP course or in being allowed to substitute another appropriate CSJ course for an AP course must take the appropriate test(s) and have the results and booklet sent to the College for evaluation. Credit will be accepted for scores of 4 or 5. Appropriate course substitution will be allowed for scores of 3.

**Freshman Admission**
The Admissions Office 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 a member of the Admissions Office is required.

**Vermont Dual Enrollment Program for High School Students**
The College participates in the statewide Vermont Dual Enrollment Program sponsored by Vermont's Next Generation Funds. Dual enrollment allows academically prepared high school students to take one course tuition free while still in high school. Students are not required to take the Introduction to College Studies prior to enrollment at CSJ. High school students who are interested in taking a course at CSJ should contact the College of St. Joseph representative, Greg Chamberland, Registrar, at 802-776-5255 or gregory.chamberland@csj.edu.

**Undergraduate Transfer Admission**
Each transfer student’s record is considered individually and a transfer evaluation is prepared by the Registrar and/or Vice President for Academic Affairs as part of the Admissions process. 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.

*Certain courses may need to have a passing grade of "C" in order to be transferred.

**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, or Behavioral Sciences.

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 or college/university 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 immigration 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 each Division offering graduate programs. You will need to submit the following to the Director of Admissions:
- completed application;
- $35 application fee;
- Two letters of recommendation;
- 500-1000 word essay;
- resume;
- information satisfying the specific program admissions requirements;
- official college transcript(s); and
- scores from PRAXIS, as required by some programs.

For specific information regarding admissions requirements for each program, see sections on Divisions of Business, Criminal Justice, 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, and Reading and Critical Thinking Skills. Students may need to reduce their course load, attend summer school and extend the college experience to complete all degree requirements. In addition, students with a high school grade point average of less than 2.0 are not eligible to play a sport until they are in good academic standing.

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 Admissions. 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 expenses. 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. Contact the CSJ Financial Aid Office with questions regarding the financial aid application process, aid eligibility, and sources of aid.

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 or certificate program or accepted for admission to the College of St. Joseph;
- Enroll at least half-time to qualify for loans (three credits for Pell Grant eligibility);
- Meet the College of St. Joseph’s satisfactory academic progress standards (once attending);
- Be registered 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.
- Use federal student aid for educational purposes only.
- Show you are qualified to obtain a college education by having a high school diploma, GED, or completion of high school education in home school setting approved by your state.

Financial Aid Application Process

Financial aid is awarded per academic year. Students must reapply for financial aid each year. The College of St. Joseph uses a fall, spring, and summer award year sequence in most cases. Financial aid is awarded on a first come, first serve basis, subject to availability of funds. Students who apply on or before the March 1st deadline preceding the fall term will receive priority consideration.

Application for Federal Student Aid

Free Application for Federal Student Aid (FAFSA). Complete your FAFSA online at www.fafsa.ed.gov as soon after January 1 as possible but not prior to that date. The information needed is listed below:
- Your Social Security Number; Your parent's Social Security Number if you are a dependent student;
- Your alien registration card (if you are not a U. S. citizen);
- Your driver’s license (if applicable);
- 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 parent's federal income tax form (if you are a dependent student);
- Records of untaxed income such as veteran’s non-education benefits, interest income, child support received;
- Current bank statements and records of stocks, bonds and other investments;
- Your business or farm records.

Please enter the College of St. Joseph (Federal School Code 003685) in the school code section.

When completing the FAFSA online, a Personal Identification Number (PIN) is required to sign the application electronically. To acquire a PIN go to www.pin.ed.gov. If your parent(s) information is required on the FAFSA, a parent must also sign with their own PIN. The PIN is yours to use year after year. Keep it in an accessible, secure location for future reference.

Vermont State Grant Application
If you are a Vermont resident in your first undergraduate degree program, apply for the Vermont State Grant at www.vsac.org. VSAC will determine your Vermont Grant eligibility. Notification is sent to the student as well as the school noted on the application.

Out-of-state residents are encouraged to check with their state grant agency. Review the eligibility criteria and application process. Not all states allow their state grant assistance to be used out-of-state.

Once the FAFSA has been processed, the CSJ Financial Aid Office will receive an electronic record of the data provided on the FAFSA. A Student Aid Report (SAR) is sent to the student for review. This report can be retrieved online at www.fafsa.ed.gov.

The Financial Aid Office 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. You may be asked to provide an IRS tax return transcript, untaxed income verification, household information, food stamp documentation as well as child support paid.

The CSJ Financial Aid Office will determine your eligibility for Federal Financial Aid. Federal funding includes grants, work study and loans. All full-time, undergraduate student aid packages (excludes student enrolled in accelerated program of study) will be reviewed for college funded aid eligibility, subject to availability of funds.

Financial need is determined by taking the Cost of Attendance minus the Expected Family Contribution (EFC) that is generated when the FAFSA is completed. The EFC is used as a guideline when determining financial aid eligibility. The Cost of Attendance is set up annually by the financial aid office and includes tuition, fees, books, room and board, transportation and personal expenses. Some funds require a student to have financial need as an eligibility requirement.
Student Rights and Responsibilities

Listed below are some rights and responsibilities that you, as a financial aid recipient, have as you partner with the College of St. Joseph in utilizing federal, state and institutional resources for funding your college education.

You have a right to:
- Have an explanation of the award process which includes how to apply, the cost of attendance for your program of study, how your financial aid eligibility was determined, the types and amount of aid available to you and when the funds will disburse onto your student account.
- Be notified of changes in your financial aid status and the reason why.
- Know the conditions of any loan you accept.
- Know the terms, conditions and pay rate for any student job you accept through work study.
- Know how academic progress is determined and what you need to do to continue with your financial aid eligibility.
- Request a re-evaluation of your financial aid eligibility due to extenuating circumstances.
- Have all records and data with your application for financial aid treated as confidential information as prescribed by the Family Education Rights and Privacy Act (FERPA) and available to you to view upon request.

It is your responsibility to:
- Submit completed application materials to the appropriate agencies prior to any deadline dates.
- Provide accurate information when applying for financial aid and understand that false information could be cause for denial, reduction, withdrawal or repayment of disbursed financial aid.
- Read all information you receive and respond promptly to document requests from the CSJ Financial Aid Office as well as other agencies. Keep copies for your own record.
- Know and comply with the rules governing aid you receive. You must not be in default on any prior education loan nor owe a refund on any Federal grant. You must comply with the provisions of any promissory note and all other agreements you sign.
- Understand financial aid eligibility is subject to adjustment based on changes to: funding availability; any information reported on the Free Application for Federal Student Aid (FAFSA); enrollment status; program of study; academic standing as well as notification of additional financial assistance. You must report private sources of financial assistance to CSJ Financial Aid Office in writing.
- Register each term. Know the impact of dropping a course, not attending or withdrawing from the College of St. Joseph.
- Use student financial aid proceeds solely for direct educational costs and related living expenses.
- Maintain satisfactory academic progress toward your program of study.
- Report any changes in your name, address, living arrangements and enrollment to CSJ Financial Aid Office.
**Change in Financial Aid Eligibility**

Enrollment: Financial Aid awards will be re-evaluated when there is a change in enrollment. The Financial Aid package may be adjusted, depending on the significance of the change.

Living arrangement: The financial aid package will be re-evaluated and the aid package may be adjusted should the student decide to move off-campus or move on-campus.

Additional Resources: The CSJ Financial Aid Office is required by Federal Regulations to take into account any resources a student is getting toward educational expenses. These resources include scholarships from outside sources, tuition assistance from employers, etc. The student is required to inform CSJ Financial Aid Office in writing. The financial aid package may be adjusted due to this notification.

Change in FAFSA information: When the college receives an updated FAFSA, the financial aid eligibility is re-evaluated and the financial aid package may change.

Credits earned: Federal Loan eligibility will be re-evaluated after the summer/fall semester and may be adjusted due to grade level change.

Satisfactory Academic Progress: Academic performance is reviewed each term the student is enrolled to determine continued financial aid eligibility.

Funding: Financial Aid awards may be adjusted due to funding changes.

**Disbursement of Financial Aid**

Your annual financial aid award will be distributed among the terms in which you intend to enroll, after the start of the semester. It is important to make sure that the financial aid file and all loan paperwork and/or requirements are complete. Failure to complete paperwork and other requirements will delay the disbursement of financial aid.

Work Study funds must be earned. Employment is not guaranteed. Work Study from federal funding will be paid by check directly to the student for hours worked. Work Study paid from college funds will be credited to your student account until your bill is paid in full. Most students work 4-6 hours per week. It is recommended that a student not work more than 20 hours a week while attending classes.

**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. The amount of the grant is set by the Federal government each year. Repayment is not required.
Federal Supplemental Educational Opportunity Grant (FSEOG)
The FSEOG program is designed to assist Pell-eligible students with exceptional need. Awards are determined by the financial aid office, subject to availability of funds. Repayment is not required.

TEACH Grant
Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to $3,708 per year with a maximum of two scheduled award years to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. This grant does not have to be repaid unless the student fails to carry out the service obligation, in which case the grant is repaid as a Federal Direct Unsubsidized Loan with interest accrued from the date the grant was disbursed. Recipients must sign an Agreement to Serve saying that they will teach full-time in a designated teacher shortage area for four complete years within eight years of completing their academic program at an elementary or secondary school serving children from low-income families in a high-need field. Visit www.studentaid.ed.gov for further information regarding this grant. To be considered, the student must be enrolled in a TEACH grant eligible program and meet the specific academic requirements.

Federal Work Study (FWS)
The FWS program provides employment opportunities for full-time undergraduate students (not enrolled in the accelerated degree program) with demonstrated financial need. A wide variety of employment opportunities exists for students. Employment in community service positions is encouraged. Employment is not guaranteed. Award based on need and availability of funds.

Federal Perkins Loan
The Federal Perkins Program provides a guaranteed 5% interest loan to students with need. Repayment begins nine months after the student ceases to be enrolled at least halftime. Administered by CSJ Financial Aid Office, 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 Direct Loan Program- Subsidized and Unsubsidized
The Federal Direct Loan Program allows students to borrow a guaranteed loan. Eligibility for the federal interest subsidy (subsidized loan) is based on financial need and remaining loan eligibility. The federal interest subsidy applies to subsidized loans while the student is enrolled at least half-time and during grace and deferment periods. Students enrolled in graduate level programs do not qualify for subsidized loans. Interest on unsubsidized loans accrues to the borrower from the date of disbursement. Maximum loan levels are based on credits earned. The U.S. Department of Education is the lender.

Federal Direct PLUS Loan Program (for parents and for graduate students)
The Federal Direct PLUS Loan is a credit-based loan for parents of dependent undergraduate students and for graduate students. Students must be enrolled at least halftime. Graduate students are required to apply for the Federal Direct Unsubsidized Loan first to be considered an applicant for the Federal Direct GRAD PLUS Loan. The maxi-
mum loan amount is the difference between the cost of attendance and the student's financial aid. Repayment begins on the date of loan. Deferment and forbearance options are available for parent and graduate student borrowers. The U.S. Department of Education is the lender.

**State Programs**

**Vermont State Grant**
The Vermont Grant Program provides full-time and part-time grants to eligible Vermont residents who are pursuing their first undergraduate degree and demonstrate financial need. Notification of eligibility will be sent to the student directly from VSAC.

**Other State Grants**
Some of the states whose grants can be used at the College of St. Joseph include: Connecticut, Maine, Massachusetts, Rhode Island, District of Columbia, Pennsylvania, and U.S. Virgin Islands.

**Code of Conduct**
The Financial Aid staff at the College of St. Joseph is expected always to maintain exemplary standards of professional conduct in all aspects of providing student financial aid. As a member of the National Association of Student Financial Assistance Administrator's (NASFAA) we have adopted their State of Ethical Principles and Code of Conduct, which helps to ensure transparency in the administration of student financial aid programs.

As a financial aid professionals, we:

- Shall not solicit or accept any gifts having a monetary value of more than a nominal amount from a lender, guarantor, or servicer. This restriction also applies to family members of financial aid professionals.
- Shall refrain from taking any action for any personal benefit.
- Will not participate in revenue sharing arrangement with any lender between the College of St. Joseph or its employees.
- Shall not accept from any lender or affiliate of any lender, any fee, payment or other financial benefit as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.
- Shall not request or accept funds from any lender for private education loans including funds for an opportunity pool loan to its students in exchange for the school providing promises of a specified loan number or volume or a preferred lender arrangement for educational loans.
- Shall not assign, through award packaging or other methods to first-time borrowers, a particular lender or refuse or delay processing of a loan based on the borrower's selection of a lender or guarantor.
- Shall not accept or request any assistance with call center or financial aid staffing from any lender.
- Shall refrain from taking any action that is contrary to law, regulation or the best interests of the students and parents served.
- Shall ensure that the information provided to students and families is accurate,
unbiased and does not reflect any preference arising from actual or potential personal gain.
- Will be objective in making decisions and in advising the College of St. Joseph regarding relationships with any entity involved in any aspect of student financial aid.
- Will refrain from soliciting or accepting anything of other than normal value from any entity (other than an institution of higher education or governmental entity such as the US Department of Education) involved in making, holding, consolidating or processing of any student loans, including anything of value for serving on an advisory body or a part of a training activity of or sponsored by any such entity.

**Enrollment and Financial Aid**

Enrollment status: Academic year = fall and spring. Summer enrollment may apply.

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Three-quarter time</th>
<th>Half-time</th>
<th>Less than half-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>12+ credits</td>
<td>9-11 credits</td>
<td>6-8 credits</td>
<td>1-5 credits</td>
</tr>
<tr>
<td>Graduate</td>
<td>9+ credits</td>
<td>N/A</td>
<td>6-8 credits</td>
<td>1-5 credits</td>
</tr>
</tbody>
</table>

A student must be enrolled at least half-time to receive aid from the Federal Direct Student/Parent Loan programs. If a student is enrolled in courses that do not count toward his/her degree they cannot be used toward his/her financial aid enrollment status unless they are eligible developmental courses. A repeated course that was previously passed can only be counted in enrollment once. Harvest credits do not qualify for Federal Student Aid assistance.

**Dropping/Adding Course(s)**

Financial aid eligibility is reviewed and may be adjusted after the end of the second week of classes due to the student's enrollment status change. After the end of the second week, for students enrolled in full-semester courses, there is no adjusted federal financial aid unless the student ceases attendance in all classes. Institutional and state funds may be adjusted based on their refund policy.

Student's enrollment status will be monitored if enrolled in courses that do not run the full semester. If the student does not start each class, his/her financial aid eligibility will be reviewed and may be adjusted. The student will be notified on any adjustments.

**Return of Financial Aid Funds: Withdrawal, Leave of Absence, Dismissal and all "F" for Grades in a Term**

When a student receives Title IV Federal Funds, it is assumed attendance will be for the entire period in which assistance is awarded. If a student withdraws, takes a leave of absence or is dismissed from the College of St. Joseph, the student may be subject to the Federal Return of Title IV Aid, state aid return policies and college funded aid adjustment. The student must notify the College of St. Joseph Registrar's Office about any changes in planned enrollment, meet with the Director of Financial Aid to discuss potential adjustments to financial aid eligibility and the Business Office to discuss adjustment (if any) to their college bill due to the impact of the withdrawal. Formal withdrawals and leave of absences must be submitted in writing, must include the reason and must be signed and dated.
CSJ Financial Aid Office is required by federal stature to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60% of an enrollment period (term). Recalculation is based on the percentage of earned aid following the Federal Return of Title IV funds formula. The percentage of aid earned is equal to the number of days of the term completed up to the withdrawal date divided by the total days in the term. Scheduled breaks of five days or more are excluded from the calculation enrollment period. Unearned aid must be returned to the appropriate federal program. If a student earned less aid than was disbursed, CSJ is required to return a portion of the funds the student has received. The student may end up owing the College of St. Joseph. If the student earned more aid than was disbursed, CSJ would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student withdrawal.

Unearned CSJ grants and/or scholarships are returned to the program(s) from which the student received aid. State grants are private scholarships and are adjusted based on their refund policy. Unearned federal financial aid is returned to the Title IV programs in the following order: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grand (FSEOG) and Iraq Afghanistan Service Grant.

A student's withdrawal date is:
- the date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or
- the midpoint or later date of the period for a student who stops attending all classes without notifying the institution; or
- the student's last date of attendance at a documented academically-related activity.

Per federal regulations, a student who receives all failing grades for his/her semester classes will be subject to the Return of Title IV policy. If a student unofficially withdraws, the aid will be calculated as of the last date of attendance at a documented academically-related activity or at the 50% mark of the term if the last date of attendance cannot be determined. A student whose attendance is documented past the 60% mark will not be subject to the Return to Title IV policy.

**Module Program of Study (Accelerated)**

If a student withdraws from CSJ after completing at least one course in one module within the term, the student is not considered to have withdrawn, however, a recalculation of Pell eligibility is required.

If a student withdraws from CSJ before completing at least one course in the module, the student is considered to have withdrawn and the Return of Title IV Funds is required.

**Satisfactory Academic Progress (SAP)**

To be eligible for Federal Student Aid funding, a student must meet the satisfactory academic progression measurements after each semester. The satisfactory academic policy is used to **measure** the student's academic progression toward the completion of a degree for all College of St. Joseph students whether or not the student has previously received Title IV financial aid. Two measurements required by federal regulations, quali-
Qualitative Requirement (Grade-based): Undergraduate student: The total cumulative GPA must be at least a 1.6 for the first three semesters at CSJ. At the end of the second academic year, defined as attending for four semesters at CSJ regardless of enrollment status, the student must have a cumulative GPA of 2.0. Graduate student: The minimum cumulative GPA is 3.0.

Quantitative Requirement (Pace toward degree completion) - Two standards must be met to retain aid eligibility:
Credit Completion Rate (Pace): All students must earn at least 67% of their cumulative attempted credits. This is calculated by multiplying attempted cumulative credits by the number of cumulative earned credits. Examples: If you attempt/enroll in a total of 12 credits for a semester, you must successfully complete at least 8 credits (12 x 67% = 8). If a student attempts 9 credits, the student must pass/earn 6 credits (9 x 67% = 6). If a student has cumulative attempted 39 credits, they must successfully earn 26 of the credits attempted (39 x 67% = 26).

Maximum Time Frame: An undergraduate student who has attempted more than 150% of the normal credits required to obtain their degree is no longer eligible to receive financial aid. Undergraduate Degree (based on full-time enrollment); Associate Degree - three years; Bachelor Degree - six years; Graduate Degree - length of the program.

Considerations: The following are included in cumulative attempted credits: grade of "W", "HW", (for courses dropped after drop period), transfer credits and each repeated course credits. Transfer credits count in the cumulative earned credits and not in the cumulative GPA. Developmental courses are not counted in the time progression toward the degree or cumulative GPA, however, are assessed when reviewing the overall progression. Change of Major: A student's SAP will be reestablished when a student changes his/her program of study. Ceasing to attend for a semester or paying out-of-pocket does not change the previous SAP results.

Once the end of the semester review is complete, any student not meeting SAP, unless officially dismissed, will be notified in writing from the Director of Financial Aid through their CSJ e-mail account of their SAP status. Financial Aid Warning: The first time the student falls below the SAP requirements. Financial Aid Probation: The second consecutive time the student fails to meet the SAP requirements. Student is not eligible for financial Aid. Appeal letter is required. Financial Aid Suspension: The third consecutive time the student has failed to meet the SAP requirements. The student is not eligible for financial aid. Student may appeal with an academic plan.

Any student that has lost his/her financial aid eligibility may submit a letter of appeal to the Director of Financial Aid. The letter of appeal must include the extenuating circumstance(s) outside the normal school activity that has impacted the student's ability to achieve the minimum standards of satisfactory academic progress and what has changed that will allow the student to make SAP at the next evaluation. Circumstances might include illness, severe injury, relative dies, among others. The appeal will be reviewed by the Director of Financial Aid and the student will be notified of the decision in writing. Approved appeals may impose conditions or an academic plan for the student to meet which will be stated in writing to the student. All granted appeals
Financial Aid Penalties for Drug Law Violations

A Federal or state drug conviction can disqualify a student from Federal and College of St. Joseph financial aid. Students convicted of possession or sale (including conspiring to sell) of illegal drugs where the offense occurred while the student was receiving Federal Student Aid, will be ineligible for Federal and College of St. Joseph financial aid as described below. Funds include, but are not limited to, Federal Pell and SEOG grants, Federal student loans, Federal Work Study and institutional sources of aid.

The list below illustrates the period of ineligibility for financial aid funds, depending on whether the conviction was for sale or possession and whether the student had previous offenses. (A conviction for sale of drugs includes convictions for conspiring to sell drugs.) Convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving Title IV aid. Also a conviction that was reversed, set aside or removed from the student's record does not count, nor does one received when the student was a juvenile, unless the student was tried as an adult. The student self-certifies when completing the Free Application for Federal Student Aid (FAFSA).

<table>
<thead>
<tr>
<th>Offense</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of Illegal Drugs</td>
<td>Ineligible for 1 year from date of conviction</td>
<td>Ineligible for 2 years from date of conviction</td>
<td>Ineligible indefinitely from date of conviction</td>
</tr>
<tr>
<td>Sales of Illegal Drugs</td>
<td>Ineligible for 2 years from date of conviction</td>
<td>Ineligible indefinitely from date of conviction</td>
<td></td>
</tr>
</tbody>
</table>

To regain eligibility, a student must successfully complete a qualified drug rehabilitation program, pass two unannounced drug tests given by such program or becomes eligible after the period of ineligibility ends.

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

College of St. Joseph Scholarship Programs

Scholarships/Grants for Incoming Students

The College of St. Joseph offers scholarship opportunities to undergraduate students. To be considered, the student must be accepted for full-time admission to the college. CSJ funded scholarship/grant assistance must be applied toward tuition at CSJ and is not transferrable to another college. Students that qualify for more than one scholarship will be evaluated based on academic performance and financial need. Scholarship awards may be adjusted due to notification of outside financial assistance. Aid assistance cannot exceed the overall cost of attendance.
The Provider Scholarship Program

The College of St. Joseph is furthering its mission and addressing national concern over the rising cost of higher education with the Provider Scholarship Program. The scholarship for full-time undergraduate students incorporates a commitment to academic excellence, personal and professional growth and community service. This scholarship is available to full-time undergraduate students (excluding ACCEL students). A 2.0 or better GPA is required. Subject to limited number of spaces. No separate application is required for the incoming students.

Students must remain in good academic standing, participate in one campus activity and one community service event each semester and take college experience courses to develop a common bond. The program fosters personal leadership skills, civic responsibility and community service while providing students of all income levels an education they can afford.

Residential students in the program receive up to $14,500 in year one, up to $15,500 in year two up to $16,500 in year three and up to $17,000 in the fourth year as long as they meet the obligations of the program. In addition to the scholarship award, the cost of room, board and tuition are locked while participating in the Provider program.

Commuter students (excluding ACCEL students) in the program receive up to $6,000 for year one, up to $7,000 in year two up $8,000 in year three and $8,500 in year four as long as they meet the obligations of the program. In addition to the scholarship award, the cost of tuition is locked while participating in the Provider program.

The college and student provide for each other:

<table>
<thead>
<tr>
<th>CSJ Provides</th>
<th>Student Provides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Excellence and Support</td>
<td>Intellectual Commitment</td>
</tr>
<tr>
<td>Leadership Opportunities</td>
<td>Campus Participation</td>
</tr>
<tr>
<td>Financial Accessibility</td>
<td>Community Service</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Career Preparedness</td>
</tr>
</tbody>
</table>

Blue and White Academic Scholarship

This scholarship is available to eligible students who are not participating in the Provider Scholarship program. It is awarded by the College of St. Joseph scholarship committee to a high school student entering as a first-year undergraduate who is accepted for full-time admission to CSJ. High school academic performance must show completion in college preparatory courses with above average academic performance as determined by the CSJ scholarship committee. This scholarship is renewable based on the student maintaining good academic standing, demonstrating a positive contribution to the CSJ community and full-time enrollment status. The scholarship must be used for tuition only. There is no separate application for this scholarship as all decisions will be based on the student's admission and financial aid file information. (FAFSA required).

College of St. Joseph Alumni Referral Scholarship

Funded by the college, this scholarship is available to full-time undergraduate students only (excludes accelerated programs of study). The name of the College of St. Joseph alumni who has referred the student to CSJ must be noted on the student's Admission application at the time of submission or the alumni may complete and
submit the Alumni Scholarship Referral form that is located in the Alumni section of the College of St. Joseph website. 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. This scholarship is renewable. Subject to availability of funds.

**College of St. Joseph Grant**
Funded by the college, this grant is designed to assist full-time undergraduate students with demonstrated financial need as determined by the College of St. Joseph scholarship committee. Subject to availability of funds.

**Sisters of St. Joseph Grant**
The Sisters of St. Joseph Grant of $1,000 is for students who will perform first-year community service at a faith-based institution or nonprofit organization. This non-renewable grant is for full-time commuter and resident students and is applied during their first year at CSJ. The grant is also available to students in the Provider Program who wish to serve a faith-based institution for their first-year service requirement. A letter from a priest/pastor/minister in support of the student’s service is required.

**College of St. Joseph Family Grant**
Funded by the college, this renewable $1,000 grant is available to commuter and resident students when more than one immediate family member attends CSJ full time.

**Current CSJ Student Scholarships**
The following scholarship opportunities are available to College of St. Joseph continuing full-time undergraduate students (excludes students in the ACCEL program) for the upcoming academic year. Based on academic performance, a letter of special invitation and a scholarship application will be sent to select students. The FAFSA form for the upcoming year is required. Applications are due mid-March. The scholarship committee will review and affirm the scholarship(s) that the applicant can potentially receive. Committee members include the Director of Financial Aid, President, Vice President for Business Affairs, and the Vice President for Academic Affairs. Scholarships are awarded based on qualifications and availability of funds.

**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 up to $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 may be 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.

Michael T. O'Malley Criminal Justice Scholarship
This scholarship of $1,000 is awarded to a junior or senior who has financial need, is enrolled full time and has declared a major in Criminal Justice. Recipient must have a cumulative GPA of 3.0 or better, provide service to the community and is committed to the mission of the College.

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 (with a population smaller than 5,000) 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.

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. The amount awarded is determined annually based on the performance of the fund.

College of St. Joseph Alumni Association Endowed Scholarship
This scholarship was established through the hard work and perseverance of the College of St. Joseph Alumni Association to assist current CSJ students to achieve their educational goals. The Alumni Association has been fundraising for many years to make this scholarship possible. This fund is one of the ways the Association provides its members with an opportunity to support their alma mater and the students it serves.
The amount of the award is determined annually based on the performance of the fund.

The scholarship will be provided on a competitive basis to a full-time student who has a well-developed work ethic, strong academic performance, good moral character and contributes to the quality of life on campus and in the 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.

**Maria & Anthony Benetatos Memorial Scholarship**
This fund was established by Christopher and Rosa Benetatos to memorialize the lives of Maria and Anthony Benetatos. An annual scholarship will be provided on a competitive basis to a full-time student who has a well-developed work ethic, strong academic performance, good moral character and contributes to the quality of life on campus and in the community. The amount awarded is determined annually based on the performance of the fund.

**William "Billy" Martino Memorial Scholarship**
This scholarship was established to memorialize the life of William "Billy" Martino who started his college education at CSJ in 2001 but never finished his bachelor's degree due to a fatal automobile accident in the summer of 2004. Billy was a unique individual who touched the hearts of everyone on campus and was loved by all.

Proceeds from this fund will be awarded annually on a competitive basis to a full-time student who has a well-developed work ethic, strong academic performance, good moral character and contributes to the quality of life on campus.

**Georgiana LaPietra Memorial Scholarship**
Born in Italy and raised by the Trombetta family in Rutland, Vermont, Georgiana LaPietra always regarded College of St. Joseph as an important organization that helps many disadvantaged students achieve their goal of a higher education. This scholarship was established by the College of St. Joseph Trustees and funded initially by a gift from a trust established by Georgiana LaPietra. As a long time resident of Rutland City, she wanted a portion of her estate to help needy students who would benefit from a college education at the College of St. Joseph. The amount of the award is determined annually based on the performance of the fund.
Other Programs

Tuition Exchange
The College of St. Joseph participates in the Tuition Exchange program. This program is a reciprocal scholarship program for family members of faculty and staff employed by participating institutions/colleges. For more information visit www.tuitionexchange.org.

Veteran’s Benefits
The College of St. Joseph is a Yellow Ribbon Program Participant and has been designated a Servicemembers Opportunity College and a Military Friendly College.

There are various educational programs 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. Contact CSJ Business Office for assistance.

Payment Plan
Contact the College of St. Joseph Business Office to discuss payment plan options made directly through the college. There is an annual fee of $50 to participate in the payment plan.
**Costs**

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

### Full-time Student Costs 2014-2015

<table>
<thead>
<tr>
<th></th>
<th><strong>Fall Semester</strong> (Payable August 15)</th>
<th><strong>Spring Semester</strong> (Payable January 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Undergraduate Tuition</td>
<td>$10,300.00</td>
<td>$10,300.00</td>
</tr>
<tr>
<td>(12 to 17 credits each semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Graduate Tuition</td>
<td>$6,750.00</td>
<td>$6,750.00</td>
</tr>
<tr>
<td>(9 to 12 credits each semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time ACCEL Organ. Leadership Program</td>
<td>$6,900.00 for each of three terms</td>
<td></td>
</tr>
<tr>
<td>Full-time ACCEL Behavioral Sciences Program</td>
<td>$5,850.00 for each of three terms</td>
<td></td>
</tr>
<tr>
<td>Room and Board</td>
<td>$4,700.00</td>
<td>$4,700.00</td>
</tr>
<tr>
<td>Room Damage Deposit (refundable)</td>
<td>$400.00</td>
<td></td>
</tr>
<tr>
<td>Private Room Rate</td>
<td>$550.00</td>
<td>$550.00</td>
</tr>
<tr>
<td>Undergraduate Activity Fee (nonrefundable)</td>
<td>$300.00</td>
<td></td>
</tr>
<tr>
<td>Technology Fee (nonrefundable)</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>Health Insurance* (nonrefundable) under Age 26</td>
<td>$1548.00</td>
<td>$1106.00**</td>
</tr>
<tr>
<td>Health Insurance (nonrefundable) Age 26 or older</td>
<td>$2119.00</td>
<td>$1506.00**</td>
</tr>
</tbody>
</table>

**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.

**Part-time Student Costs Per Semester 2014-2015**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time rate per credit hour up to 11 credits (undergraduate)</td>
<td>$280.00</td>
</tr>
<tr>
<td>Part-time rate per credit hour up to 8 credits (Psychology &amp; Education)</td>
<td>$500.00</td>
</tr>
<tr>
<td>Part-time rate per credit hour up to 11 credits (Postbaccalaureate students)</td>
<td>$500.00</td>
</tr>
<tr>
<td>Part-time rate per credit hour (MBA program)</td>
<td>$550.00</td>
</tr>
<tr>
<td>Part-time fee per semester (nonrefundable)</td>
<td>$75.00</td>
</tr>
</tbody>
</table>

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

### Special Fees (All Fees Nonrefundable)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing Deposit (residential students only)</td>
<td>$250.00</td>
</tr>
<tr>
<td>Orientation Fee (New full-time students)</td>
<td>$150.00</td>
</tr>
<tr>
<td>Application Fee (Undergraduate)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Application Fee (Graduate)</td>
<td>$35.00</td>
</tr>
<tr>
<td>Undergraduate overload tuition fee per credit hour (over 17)</td>
<td>$280.00</td>
</tr>
<tr>
<td>Graduate overload tuition fee per credit hour (over 12) (Educ. &amp; Psych)</td>
<td>$500.00</td>
</tr>
<tr>
<td>Harvest Program Enrollment Fee</td>
<td>$840.00</td>
</tr>
<tr>
<td>Harvest Credits earned above 12 (per credit)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Graduate &amp; Undergraduate Student Teaching Fee</td>
<td>$650.00</td>
</tr>
</tbody>
</table>
Human Service Practicum/Internship Field Experience Fee (per semester) $200.00
School Counseling Portfolio Fee (per each of three semesters) $100.00
Practicum Endorsement Portfolio Fee $200.00
Directed/Independent Study (Undergraduate) Fee per credit* $280.00
Directed/Independent Study (Graduate) Fee per credit* $500.00
Graduation Fee (Undergraduate) $100.00
Graduation Fee (Graduate) $125.00
Late Registration Fee $50.00
Transcript (per copy) $5.00
Course Syllabi (per copy) $2.00
Trans Eval Fee (non-matric) $10.00
Payment Plan Fee (per year) $50.00
Late Payment Fee (per semester) $50.00
Placement Testing Fee $20.00
Lab fees Listed in course descriptions
Student mailbox replacement key fee $10.00
Fee for unreturned mailbox keys $25.00
Replacement diploma fee $25.00

*Students will be charged an administrative fee of $280 for an undergraduate course or $500 for a graduate course in addition to the per credit charge for the course.

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

**Billing Policy for Adding or Dropping Courses for Full Time Students**

Students may add or drop full semester courses during the first two weeks of the semester. At the end of the two week period, students are financially responsible for the total number of credit hours for which they are enrolled. At the end of the two week period, there will be **NO** adjustment of tuition for courses dropped after the second week of classes.

**Exception:** For courses fewer than 3 credits and/or accelerated courses, please contact the Business Office.

Students receiving financial aid should contact the CSJ Financial Aid Office to discuss the impact on aid due to change in enrollment.

**Billing Policy for Adding or Dropping Courses for Part Time Students**

Part time students who drop a course prior to the beginning of the class will receive 100% refund of tuition. If the course is dropped in the first or second week of the semester there will be a 75% refund. **NO** adjustment of tuition for courses dropped after the second week of classes will be made.

**Exception:** For courses fewer than 3 credits and/or accelerated courses, please contact the Business Office.

Students receiving financial aid should contact the CSJ Financial Aid Office to discuss
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 charges.

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. For individuals who are currently attending high school or are home schooled and wish to register up to the last semester prior to graduation, the college offers a discount. The discount does not apply to individuals who have received a diploma, 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 status.)

Refund Policies for Withdrawing from College
Withdrawal From the College - Full Time Students (except ACCEL Program)
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 1st through 2nd weeks of the semester: 75%
- During the 3rd through 4th weeks of the semester: 50%
- After the 4th week of the semester: 0%

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

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

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

Refund schedule applies only to 3 credit courses during a 15-week semester. All fees are
non refundable. Contact the Business Office for exact refund amounts. Academic timelines for withdrawal differ from refund timelines.

Refer to Financial Aid section for withdrawal policy for Federal, State and institutional funds.

Collection of Monies from Students
Payment for the fall semester is due August 15th. Payment for spring semester is due January 1st. 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 available at the start of the semester.

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 late payment fee of $50 will be charged per semester if the account is not paid in full by the due date. An interest 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.

Vice President for Student Affairs
The Vice President for Student Affairs is responsible for the overall coordination of the Department, including social and cultural activities, 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.

**Learning Center - Academic Support Services**
The Learning Center offers study skills assistance, tutoring and the coordination of accommodations. Located in Tuttle Hall, the Learning Center provides a quiet, supportive study environment for all students.

Should a student require accommodations due to a disability, it is the student's responsibility to bring documentation of their disability to the Learning Center Director. The Learning Center Director will review the documentation as well as have a discussion with the student as to how to help him/her be successful. Once an accommodation plan is developed, it is the student's responsibility, at his/her discretion, to share the plan with instructors.

**Director of Career Services**
This specialist is responsible for providing students with guidance in developing career interests and job search strategies that will enhance student's 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.

**Director of Counseling Services**
The Director of Counseling Services 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.

**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 person-
nel to foster a living-learning environment that promotes and advances respect for others and values the rights and views of all students.

**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, men's baseball, and women's softball. Both the men’s and women’s programs are members of the United States Collegiate Athletic Association (USCAA) and the Yankee Small College Conference (YSCC). The College currently competes with teams throughout Vermont, Maine, Massachusetts, New Hampshire and New York.

In addition to intercollegiate athletics, a schedule of informal intramurals and recreational activities including basketball, 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 fewer credits in a semester. A part-time graduate student is one carrying eight or fewer 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. Part-time students will be advised by the full-time faculty for undergraduate and graduate programs. Part-time students are expected to abide by all academic regulations of the College.

Policy on Credits and Degrees
Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than-

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit or the equivalent of work over a different time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities established by the institution including laboratory work, internships, practica, studio work and other academic work leading to the award of credits.

Registration
Upperclass students register for the fall semester during the designated period of time in the spring. Advisors assist students in selecting courses and students register online. Freshman and transfer students register during summer orientation. The dates will be provided by the institution. 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.

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. Note: Education majors must maintain a 3.0. See Division of Education section for further information. 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 for 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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>End of first semester</td>
<td>1.6</td>
</tr>
<tr>
<td>End of second semester</td>
<td>1.8</td>
</tr>
<tr>
<td>All semesters thereafter</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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 for Academic Affairs.

Undergraduate Credit Standing
To obtain Freshman standing: 0-29 credits earned
To obtain Sophomore standing: 30-59 credits earned
To obtain Junior standing: 60-89 credits earned
To obtain Senior standing: 90 + credits earned
**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:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of first semester</td>
<td>1.6</td>
</tr>
<tr>
<td>End of second semester</td>
<td>1.6</td>
</tr>
<tr>
<td>End of third semester</td>
<td>1.8</td>
</tr>
<tr>
<td>End of fourth semester</td>
<td>1.8</td>
</tr>
<tr>
<td>All semesters thereafter</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**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 for 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 for Academic Affairs may allow a second probationary semester. Students concerned about their progress should see their advisor or the Vice President for 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 seek 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 for Academic Affairs. 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 for Academic Affairs may extend the probationary period. Graduate students concerned about their progress should see their advisor, Division Chair or Vice President for Academic Affairs.
Readmission to the College
Students who have been dismissed from the College for academic reasons may petition the Vice President for 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. Students wishing to be readmitted must submit their request in writing to the Vice President for Academic Affairs. In the request, the student must state why they wish to be readmitted and how they will approach their studies.

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.

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.

(During the second 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.

Note: Courses may not be added after the second week of the semester or the equivalent.
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.

Note: Night courses may not be added after the second week of the semester or the equivalent.

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 fewer than 3 credits and/or courses offered outside of the traditional 15 week, 45 contact hour format, please contact the Registrar's Office for specific dates or refer to the specific program for details.

Hardship Withdrawal: A student may seek a hardship withdrawal no later than the 40th day of classes (5 day week) for the semester. Hardship withdrawals are granted to students who can show just cause (illness or family emergency). Students requesting a hardship withdrawal must submit a letter to the Vice President for Academic Affairs and request a withdrawal form from the Registrar's office. The withdrawal form must be signed by the Advisor, Instructor, Vice President for Academic Affairs and Registrar (in that order). If approved, the student will receive an HW. Remission of tuition and/or fees will be made in accordance with institutional policy.

It is the student's responsibility to carry out schedule changes in accordance with the procedures described above. The penalty for failure to drop properly 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 for Academic Affairs. Students must 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 Registrar's 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 for 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:

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

*Incomplete s are given rarely and only with the consent of the Vice President for Academic Affairs. They are disregarded when averaging. 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. It is the student’s responsibility to inform the Registrar’s Office if a course is being repeated.

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.

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.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Grade</th>
<th>Value</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>A</td>
<td>4.0</td>
<td>12.0</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>2.0</td>
<td>6.0</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>3.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>29.0</td>
</tr>
</tbody>
</table>

Formula: \( \frac{\text{Total Product}}{\text{Total Credits}} = \text{Grade Point Average} \)
Application: \( \frac{29}{13} = 2.23 \text{ gpa} \)

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

Reporting of Grades
Grade reports are available on-line 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 Vice President for Student Affairs, Academic Advisor, Director of Financial Aid, Vice President for Business Affairs, Librarian, Vice President for 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, submit a letter to the Vice President for Academic Affairs stating the reason for the request and outlining the steps that have been taken to resolve the issue in question.
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 for Academic Affairs.

Graduate courses may be taken for graduate or undergraduate credit. If a graduate course is taken with the intent of having it substituted for an undergraduate degree requirement, a Substitution Form must be completed. Graduate courses applied towards an undergraduate degree cannot be retaken for graduate credit.

Credits Taken At Another Institution
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 for 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 to 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 33 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 with 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. Students wishing to seek Life Experience/Harvest credits will be assigned a mentor who will guide them through the process of developing a portfolio. Students may obtain up to 45 credits to meet general education requirements and/or electives. Harvest credits cannot be used to replace the core courses of the major. Students may register for Harvest credits within the last two semesters of their program. Financial aid is not available for Harvest credits. The Harvest fee, equal to the cost of a three-credit course, covers the first 12 credits earned. There will be a $75 charge for each additional credit earned.
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.

<table>
<thead>
<tr>
<th>Honor</th>
<th>Cumulative Scholastic Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.40</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.60</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.90</td>
</tr>
</tbody>
</table>

The honor, "With Distinction," will be awarded to transfer students who have earned fewer than 64 credits in residence at the College of St. Joseph but who meet the following criteria:
- completed at least 33 credits at the College of St. Joseph (excludes Harvest & Challenge Exam credits),
- have earned a cumulative average of at least 3.40 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 33 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 Upsilon (Human Services), Phi Alpha Theta (History), Psi Chi (Psychology), Sigma Tau Delta (English), Sigma Beta Delta (Business), and Kappa Delta Pi (Education).

College of St. Joseph Copyright Policy and File-Sharing

File-Sharing Policy and Sanctions
College of St. Joseph and Giorgetti Library are subject to the copyright law of the United States (Title 17, United States Code) which governs the making of photocopies or other reproductions - including digital-of copyrighted material. Copyright is the right of an author, composer, or other creator of a work to control the use of that work by others. This protection extends to literature, music, drama, pantomimes, choreography, pictures,
graphic works, sculpture, motion pictures, audiovisual works, sound recordings, and architecture. Copyrighted works may not be reproduced without the permission of the individual who owns the copyright. Public display and performances of copyrighted works are also restricted. The penalties for infringement are very harsh: the court can award up to $150,000 for each separate act of willful infringement. Individuals, as well as the College, may be held liable for damages. Willful infringement means that you knew you were infringing and you did it anyway. Ignorance of the law is not an excuse. Even if you don't know that you are infringing, you and the College may still be liable for damages - only the amount of the award will be affected. In addition to the award, there are attorneys' fees.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions, is that the photocopy or reproduction is to be "used for...private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

**Intellectual Property**

Intellectual property created by faculty members and employees of College of St. Joseph are protected under College of St. Joseph's copyright policy.

**Fair Use**

"Fair Use" is a copyright law doctrine that permits the reproduction or other use of a copyrighted work, without the copyright owner's permission, for purposes such as criticism, commentary, news reporting, teaching and research. Under "fair use", libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

**Determining Fair Use**

The Copyright Act of 1976, Section 107 created standards for conditions that constitute "Fair Use." Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other mean specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purpose.

A work of caution: several courts have held that absence of financial gain is insufficient for a finding of fair use.

- The nature of the copyrighted work (especially whether creative or informational).

Photocopies of a newspaper article are more apt to be considered "fair use" than photocopies of a short story or poem.
• The amount and substantiality of the portion used in relation to the copyrighted work as a whole. The smaller the portion, the more likely it is to be "fair use".
• The effect of the use upon the potential market for or value of the copyrighted work.

Probably the most important: if the reproduction of a copyrighted work reduces the copyright holder's potential for sales and profit, the use is unlikely to be "fair use".

Guidelines for Classroom Copying
A single copy may be made by a faculty member for his or her scholarly research OR for use in teaching:
- A chapter from a book
- An article from a newspaper or periodical
- A short story, short essay, or short poem, whether or not from a collective work
- A chart, group, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

DVDs for Classroom Use
Using a DVD from Giorgetti Library or from a local video rental store is permissible under current copyright law as part of a face-to-face class meeting. In the case of a virtual class, viewing a DVD is permissible under the Teach Act (see below) assuming that the work is essential to the class to meet teaching goals. The work should be password protected to ensure that only students enrolled in the class will have access to the video. Furthermore, the video should have a limited availability, preferably only visible during the scheduled class time and limited to streaming video. As with any copyrighted work, a copyright notice should be visible to all students. Classroom screening of copyrighted material does not require performance licensing as long as it meets "fair use" provisions.

Section 110 (1) of the Copyright Act
Performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, unless, in the case of a motion picture or other audiovisual work, the performance, or the display of individual images is given by means of a copy that was not lawfully made...and that the person responsible for the performance knew or had reason to believe was not lawfully made.

Viewing Videos and DVDs Outside the Classroom
Viewing a DVD outside of the classroom either in the Library, residence hall, or office is permissible so long as it is in a small group setting. Large group viewing in a residence hall lounge or other large public room on campus may be considered a public performance by the copyright holder. This circumstance may require permission from the copyright holder in the form of public performance rights.

Video Recordings/Off-Air Recording for Classroom Use
Guidelines have been created for the educational and scholarly use of off-air recording as follows:
• Only recorded programs that are broadcast for the general public, not
programs from paid cable television channels, are permissible.  
- The recording must be shown within ten school days of the taping.  
After the ten day period, the recording can only be viewed for  
evaluation purposes and must be destroyed within 45 days of original  
broadcast.  
- The recorded program may not be altered.

Reproducing Copyrighted Works  
Libraries or archives may reproduce copyrighted works for the purpose of preservation,  
scholarship, or research provided that the work is no longer available commercially, a new  
copy cannot be obtained at a reasonable price, or that the copyright owner or its agent  
provides notice that either of the above conditions applies.

Guidelines for Print Reserves  
Giorgetti Library maintains a Reserve Collection behind the Circulation Desk. When  
submitting items for reserve, please allow ample time for library staff to process your  
request. We ask that you allow a minimum of one working day for the Library to place  
all items on reserve.  
In addition:  
- No more than 25 copyrighted items will be placed on reserve for a single  
course.  
- Please include a copy of your course syllabus with your reserve items.  
- All items placed on reserve must be accompanied by a complete  
bibliographic citation. Include the bibliographic citation on the first  
page of photocopied journal articles or include the title page and verso  
for photocopied book chapters.  
- Be advised that all materials will be removed from the Reserve  
Collection shelves at the end of every semester. Instructors should  
make arrangements to collect any personal items at the end of the  
semester.

If you would like to use the same items the following semester for another course, you  
need to inform the Giorgetti Library.

Materials accepted for reserves:  
Print Reserves  
- Library or Instructor owned books, periodicals, CDs, DVDs, and videos.  
- One chapter from a copyrighted book or a portion of a book no more than 15%  
of the entire work.  
- One article per journal issue.  
- Material created by the Instructor (syllabus, lecture notes, PowerPoint,  
presentations, tests, etc.).  
- Student created works (accompanied by a signed consent form).

If you would like to use an item that does not meet the "fair use" provisions, the Library  
will attempt to obtain copyright clearance through the Copyright Clearance Center and  
bill your department for the cost.
Materials not accepted for reserves:

- Consumable material such as workbooks, test prep, and standardized test books.
- Multiple scanned chapters for a single book in excess of 15% of the total number of pages unless accompanied by a letter of permission from the copyright holder.
- Multiple articles from the same journal issue unless accompanied by a letter of permission from the copyright holder.
- Entire course packs or articles, chapters, etc. from course packs unless accompanied by a letter of permission from the copyright holder.

Disclaimer: The Librarian reserves the right to refuse items for reserve, if in her judgement the items do not meet the fair use provisions set forth in the United States Copyright Act of 1976 (Section 107) described above.

Requiring that student purchase materials is still a viable option. Many online bookstores offer discounted rates for students to purchase educational materials.

Peer-to-Peer File Sharing

College of St. Joseph is committed to taking reasonable steps to avoid misuse of its computer network, including use of the computer network to violate the Copyright Law of the United States. Hollywood-supported legislation is part of the higher education bill (Higher Education Opportunity Act 2008) and is designed to curtail music and movie piracy. Campus computer networks are often used illegally to reproduce and distribute copyrighted music, movies, television shows, pictures, and software through the use of peer-to-peer (P2P) networks. P2P file sharing applications allow a computer to connect to a P2P network, and once connected, make it possible to download and share files with other users on the network. Providing or obtaining copyrighted material (e.g., music, movies, videos, text, etc.) without permission from the copyright owner violates the U.S. Copyright Act and College policy.

Beginning in April 2003 when members of the Recording Industry Association of America (RIAA) filed civil suits against students at Michigan Tech, Princeton University and Rensselaer Polytechnic Institute seeking substantial damages for copyright infringement, there has been an increasing level of attention to violators of copyright laws. (Those cases were quickly settled, with each of the student defendants agreeing to pay more than $12,000 in damages.) Since then, there has been increasing pressure on universities to take action against copyright violations, especially those attributable to P2P.

Students cited by the RIAA, the Motion Picture Association of America, Universal Studios, the Business Software Alliance, the Interactive Digital Software Association (now the Entertainment Software Association) or any other legitimate industry protected under copyright laws and are reported to the Computer Systems Manager (CSM) will have their network ports disabled immediately. The College of St. Joseph’s CSM has a legal right to disable the network connection. If a student suspects their network port has been disabled they are to contact CSM for verification. Student's ports will only be enabled after meeting with Residence Life. Illegal Peer-to-Peer programs will be removed from a student's computer by the CSM following the meeting with Residence Life. Repeat offenders will have their network ports turned off for the remainder of the year.
Copyright Protection or Public Domain

Some categories of publications are in the public domain and can be freely used and copied:

• Works published in the United States before 1923.
• Works published in the United States between 1923 and 1963 with an original copyright notice that has not been renewed.
• Works published in the United States between 1923 and 1978 without an original copyright notice.
• Works published in the United States between 1978 and March 1, 1989 without an original copyright notice or copyright registration.

If a publication does not meet any of these criteria, it is not in the public domain, and the copyright holder is protected under law. Publication is not essential for copyright protection, nor is the well known symbol of the encircled "c".

Section 106 of the Copyright Act (90 Stat 2541) generally gives the owner of copyright (and only the owner) the exclusive right to do and to authorize others to do the following:

1. Reproduce copies of the work.
2. Prepare derivative works based on the copyrighted work.
3. Distribute copies of the work by sale, rental, lease, or lending.
4. Publicly perform the work (if it is a literary, musical, dramatic or choreographic work or a pantomime, motion picture or audiovisual work).
5. Publicly display the work (if it is a literary, musical, dramatic, choreographic, sculptural, graphic, or pictorial work -- including the individual images of a film -- or a pantomime).

Online Courses and The TEACH Act

In November, 2002, a bill was signed into law that helps faculty members use copyrighted materials in online education. This bill, the Technology Education and Copyright Harmonization Act, permits professors to use materials free of charge without having to ask permission of copyright holders under specific conditions.

A Copyright Checklist for Online Courses

These criteria must be met:

1. The College must be accredited and nonprofit.
2. The College must have an internal policy on use of copyrighted material and on copyright law.
3. The College must make educational materials on copyright available for use.
4. The work must not have been intended originally for educational use.
5. The work must have been acquired lawfully.
6. The work must be integral to the class session.
7. The work must be part of instructional activities.
8. The work is directly related to teaching.
9. The work is one of the following:
   A non-dramatic literacy work (instructor may use all)
   A non-dramatic musical work (instructor may use all)
   A reasonable and limited portion of any other work or
The display of a work in an amount analogous to the classroom setting.

10. Access is restricted to students enrolled in the course.

11. Controls prevent students from disseminating the material after viewing.

12. Converting from analog to digital:
   No digital version is available to the College or
   The available digital version is technologically protected.

13. Students are informed that the material may be protected by copyright law.

**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 for Academic Affairs, Registrar, Advisor 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 for Academic Affairs, Registrar, Advisor 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 for Academic Affairs, Registrar, Advisor 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, citizenship status, 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, CSJ email address, still photos and videos. 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.

The College is not obligated to retain records provided from outside sources, i.e. transcripts from another academic institution, reference letters, medical records etc. nor
Release of Student Records/Transcript Requests
Student records will be released only on the written request of the student and must include the signature of the student. Verbal and phone requests are not accepted. Record request forms are available on the school website www.csj.edu or from the Registrar's Office. A 48-hour notice must be given. Processing time may increase after the end of each semester due to the high volume of requests. Summer is considered a full semester. The fees per request of a transcript of the student's permanent academic record are:
- $5.00 per official copy;
- 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 does not e-mail transcripts.

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.

Course Syllabus Request
Employers and licensing boards are increasingly asking applicants for copies of records such as course syllabi. Requests for course syllabi may be made to the Vice President for Academic Affairs' office with a 48-hour notice given. The fees per request are $2.00 per copy.

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:
- Juniors, seniors and graduate students
- 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 Instructor, Advisor, Division Chair and Vice President for Academic Affairs.
Students may not enroll for a course as a directed study if the student previously earned an "F" in that course.
Students will be charged an administrative fee equivalent to one undergraduate or one graduate credit in addition to the per credit charge for the course.

Independent Study
When desiring to probe more deeply than the normal course offerings allow into a field
of study, a matriculated student may pursue an independent study only in his/her major, with the approval of the Vice President for 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 for Academic Affairs. If the Vice President for Academic Affairs 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 for 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.

Students will be charged an administrative fee equivalent to one undergraduate or one graduate credit in addition to the per credit charge for the course.

---

**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 believes that all students, regardless of their career choices, should prepare students for the challenges of the twenty-first century by developing the ability to communicate effectively and think critically about others of different cultural, socio-economical and global backgrounds, as well as understanding our responsibility to the world in which we live. The College of St. Joseph learning outcomes of personal growth and professional development, intellectual development and service to the community are acquired through courses in the liberal studies that make up the General Education Core and in major course work. The General Education Core courses are designed to assure that graduates from the College of St. Joseph are competent in written and oral communication in English, scientific and quantitative reasoning, critical analysis and logical thinking and information literacy. In addition, graduates must demonstrate their knowledge and understanding of scientific, historical
and social phenomena, as well as knowledge and appreciation of aesthetic and ethical dimensions of humankind. The *Writing Across the Curriculum* policy and assessment procedures emphasize the inclusion and importance of written communication skills in all courses. The Objectives of the General Education Core Curriculum are measured through the Student Learning Objectives.

At each level of study, students choose courses in the areas of Aesthetics, Systems, Communications and Reasoning to complete the General Education Core based on their major area of study or interest. Course work in the arts and humanities, social sciences (History, Geography, Political Science, Economics), and behavioral sciences (Sociology, Psychology, Human Services, Anthropology) and sciences including mathematics must be at the 100-200 level for 36 credits and 10 credits at the 300-400 level.

In an effort to connect better the general education core requirements to the major, students must take an introductory course in their major or in an area of interest during the first semester. The Career Workshop at the senior level and senior capstone of each major are the culminating experiences of their program.

**Specific Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101 Introduction to College Writing and Information Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG102 Reading and Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>Communication Elective</td>
<td>3</td>
</tr>
<tr>
<td>English Elective (200-400 level)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>MAT202 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences Elective</td>
<td>6</td>
</tr>
<tr>
<td>PHI301 Ethics for the Professional</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy and/or Religious Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>6</td>
</tr>
<tr>
<td>* (History, Geography, Political Science, Economics, Sociology, Anthropology with 3 credits at the 300-400 level)</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral Sciences*</td>
<td>3</td>
</tr>
<tr>
<td>* (Sociology, Psych, Human Services, Anthropology)</td>
<td></td>
</tr>
<tr>
<td>ACT110 College Experience**</td>
<td>1</td>
</tr>
<tr>
<td>ACT120 Career Workshop I**</td>
<td>1</td>
</tr>
<tr>
<td>ACT401 Career Workshop II</td>
<td>1</td>
</tr>
</tbody>
</table>

*Neither Sociology nor Anthropology may be used to fulfill both the social science and behavioral science general education core requirement.*

**Transfer students with at least 24 credits and students who are 22 years or older are exempt from ACT110 College Experience and ACT120 Career Workshop.**

Since the General Education Program provides the foundation for all bachelor degree programs (except Education Programs and Criminal Justice - see the specific requirements for these majors in their sections), 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, Radiography and Health Science. In addition, students can minor in English, History, and Studio Arts. Minors in Business, Psychology, or Human Services may also be selected. Students who matriculate into 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 for Academic Affairs 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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101 Introduction to College Writing and Information Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG102 Reading and Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>Communication Elective</td>
<td>3</td>
</tr>
<tr>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy or Religious Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>ACT110 College Experience</td>
<td>1</td>
</tr>
<tr>
<td>ACT120 Career Workshop I</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

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 twenty-five 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 culminating in the capstone course, ENG430 Seminar 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.

**Credits**

| General Education Core (See pg. 52) | 46 |
| General Electives                   | 45 |
| **Specific Requirements**           |    |
| 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 | 18 |

*Capstone Course

**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.

**Popular Culture Concentration (English)**

English majors may choose a concentration in Popular Culture. The requirements for the Popular Culture Concentration in English are as follows:

- POC200 Introduction to Popular Culture - 3 credits
- 4 Electives in Popular Culture - 12 credits
  - Including at least one course in the following areas:
    - Visual Popular Culture
    - Literary Popular Culture
    - New Media

At least 6 elective credits must be taken at the 300/400 level.
At least 6 elective credits must be taken in English. These credits may count toward
Distributive Requirements in the English Major.
Students in the popular culture concentration must choose a research paper topic appropriate to that concentration in ENG430 Seminar in English.

**English Minor**

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

**Credits**
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 culminating in the capstone course, HIS430 Seminar in 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.

**Credits**
46

**General Education Core (See pg. 52)**
45

**General Electives**

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

**Credits**
3
3
3
3
3
3
3
3

**Distributive Requirements**
History electives with nine credits at or above the 300 level.
12

**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.

127
Popular Culture Concentration (History)

History majors may choose a concentration in Popular Culture. The requirements for the Popular Culture Concentration in History are as follows:

POC200 Introduction to Popular Culture - 3 credits
4 Electives in Popular Culture - 12 credits
At least 6 elective credits must be taken at the 300/400 level.
At least 6 elective credits must be in History. These credits may count toward Distributive Requirements in the History Major.
Students in the popular culture concentration must choose a research paper topic appropriate to that concentration in HIS430 Seminar in History.

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.

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. Students will complete a 36 credit major culminating in the capstone course, INT430 Seminar in Liberal Studies.

General Education Core (See pg. 52) 46
General Electives 45
Specific Requirements
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 Civilizations I 3
HIS102 World Civilizations II 3
HIS103 United States History I 3
HIS104 United States History II 3
Any Political Science, Geography or Economics Course 3
Any Philosophy and/or Religion 3
Any upper level English or History course 3
INT430 Seminar in Liberal Studies* 3
127

*Capstone course

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  
FIA101  Art Fundamentals  
FIA161  Art Appreciation and History  
Six credits must be selected from:  
   FIA102 Arts and Crafts  
   FIA104  Art of Drawing  
   FIA111 Applied Design  
   FIA203 Nature Drawing  
   FIA207 Painting I  
Six credits must be selected from:  
   FIA130  Pottery Workshop  
   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.

Interdisciplinary Popular Culture Minor

The Interdisciplinary Popular Culture Minor is designed to provide students with a background in several areas of popular culture. It will help prepare students for a variety of graduate programs including English, American Studies, Sociology, Psychology and Business Administration, as well as careers in museums and interpretive centers, new media, publishing, film and television production, education and entrepreneurship, or as writers and content providers.

The requirements for the Interdisciplinary Popular Culture Minor are as follows:

POC200 Introduction to Popular Culture - 3 credits
5 Electives in Popular Culture - 15 credits
   Including at least one course in each of the following areas:
      • Visual Popular Culture
      • Literary Popular Culture
      • New Media

At least 6 elective credits must be taken at the 300/400 level.
Elective courses must be taken within at least two academic areas.

Social Media Concentration/Certificate

A student completing a social media concentration or certificate will be equipped to manage social media and Web properties for a business or organization in his/her chosen field. Those completing this concentration will:

• Communicate effectively through writing and design using blogs, social media and other online platforms.
• Analyze website and social media analytics data to assess and improve performance.
• Demonstrate how social media principles can be put to use to engage an audience.
• Design, plan and execute effective online marketing solutions.

Social Media Concentration - Matriculated Students
**Specific Requirements**  
MAT202 Statistics  
BUS432 Web-Based Marketing & Advertising  
SOM201 Writing for the Web  
Social Media Communications  
**One Elective:**  
COM201 Mass Media in American Culture or Digital Marketing Internship  

**Social Media Certificate - Non-Matriculated Students**  
**Specific Requirements**  
MAT202 Statistics*  
BUS432 Web-Based Marketing & Advertising  
SOM201 Writing for the Web  
Social Media Communications  

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT202 Statistics*</td>
<td>3</td>
</tr>
<tr>
<td>BUS432 Web-Based Marketing &amp; Advertising</td>
<td>3</td>
</tr>
<tr>
<td>SOM201 Writing for the Web</td>
<td>3</td>
</tr>
<tr>
<td>Social Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM201 Mass Media in American Culture or Digital Marketing Internship</td>
<td>15</td>
</tr>
</tbody>
</table>

*Students who have completed a statistics course at an accredited college within the past five years may count the completion of that course toward their certificate. Students who have completed a statistics course at an accredited college more than five years prior may opt to test out of the statistics course.

---

**Bachelor of Science in Health Science**

The Health Science major is a pre-professional program that provides a strong foundation in biomedical and clinical sciences knowledge and best practices. The major prepares students for acceptance into Physical Assistant Master's programs, medical school, dental school or Physical Therapy Doctoral programs. Student outcomes for Health Science graduates are:

- Students will recall and explain scientific knowledge.
- Students will explain the role of the physician assistant in the physician-physician assistant team, the current and future health care roles of the physician, the role of dentistry in the health and well-being of people, the role of the physical therapist-physician team, and the role of all four types of health care providers in the delivery of quality health care.
- Students will apply scientific knowledge to clinical-based problems.
- Students will distinguish between personal and professional interpersonal and communication skills.
- Students will formulate skills for working in collaborative teams in a variety of formats.
- Students will assess and produce feedback on their own personal attributes of intelligence, sound judgment, intellectual honesty, respect for self and others, ability to operate within privilege and confidentiality, commitment to others' welfare and the capacity to respond to emergencies in a calm and reasoned manner.

Depending on the track they pursue, students will complete 43-47 credits of basic and biomedical science courses as well as specialized courses/practica. This degree program requires specific admissions standards. The students who will pursue a BS in Health Science...
Science at the College of St. Joseph need to be prepared for rigorous scientific and mathematically intense coursework. An overall high school grade point average of at least 3.0 as well as a strong background in the math and sciences, including a grade point average of at least 3.0 in those areas, are required for admission to any of the health science tracks. SAT and/or ACT scores are strongly recommended and will be taken into account in admissions decisions.

**General Education Core Requirements (48 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101 Introduction to College Writing and Information Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG102 Reading and Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>Communication Elective</td>
<td>3</td>
</tr>
<tr>
<td>English Elective (200-400 level)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>MAT202 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO101 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHE101 Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PHI301 Ethics for the Professional</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy and/or Religious Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences* (History, Geography, Political Science, Economics, Sociology, Anthropology with 3 credits at the 300-400 level)</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral Sciences* (PSY102 Intro to Psychology for Pre-Physical Therapy majors)</td>
<td>3</td>
</tr>
<tr>
<td>ACT110 College Experience**</td>
<td>1</td>
</tr>
<tr>
<td>ACT120 Career Workshop I**</td>
<td>1</td>
</tr>
<tr>
<td>ACT401 Career Workshop II</td>
<td>1</td>
</tr>
</tbody>
</table>

*Neither Sociology nor Anthropology may be used to fulfill both the social science and behavioral science general education core requirement.

**Transfer students with at least 24 credits and students who are 22 years or older are exempt from ACT110 College Experience and ACT120 Career Workshop.

**Pre-Physician Assistant Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Core Requirements</strong></td>
<td>48</td>
</tr>
<tr>
<td><strong>Specific Requirements</strong> (46-47 credits)</td>
<td></td>
</tr>
<tr>
<td>BIO102 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO201 Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>BIO211 Health Science Careers</td>
<td>3</td>
</tr>
<tr>
<td>BIO217 Health Science Practicum</td>
<td>3</td>
</tr>
<tr>
<td>BIO241 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO251 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO321 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO322 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO324 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO430 Health Science Seminar*</td>
<td>3</td>
</tr>
<tr>
<td>CHE102 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE421 Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td><strong>Distributive Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Health Science Electives</td>
<td>3-4</td>
</tr>
</tbody>
</table>
Pre-approved electives include: BIO310 Nutrition; BIO341 Cell Biology; BIO410 Advanced Physiology; BIO412 Immunology; BIO420 Medical Microbiology; BIO422 Neuroscience; PHY241 College Physics I; PHY242 College Physics II; CHE321 Organic Chemistry.

General Electives: 32-33
Total: 127

## Pre-Physical Therapy Track

<table>
<thead>
<tr>
<th>General Education Core Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Requirements (43-44 credits)</td>
<td></td>
</tr>
<tr>
<td>BIO102 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO211 Health Science Careers</td>
<td>3</td>
</tr>
<tr>
<td>BIO217 Health Science Practicum</td>
<td>3</td>
</tr>
<tr>
<td>BIO241 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO321 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO322 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO331 Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO430 Health Science Seminar*</td>
<td>3</td>
</tr>
<tr>
<td>CHE102 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHY241 College Physics I (pre-req MAT204)</td>
<td>4</td>
</tr>
<tr>
<td>PHY242 College Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Distributive Requirements**

Health Science electives: 3-4
Pre-approved electives include: BIO201 Medical Terminology; BIO310 Nutrition; BIO341 Cell Biology; BIO410 Advanced Physiology; BIO412 Immunology; BIO420 Medical Microbiology; BIO422 Neuroscience; CHE321 Organic Chemistry; CHE421 Biochemistry

General Electives (must include Psychology course): 35-36
Total: 127

## Pre-Medical Track

<table>
<thead>
<tr>
<th>General Education Core Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Requirements (43-44 credits)</td>
<td></td>
</tr>
<tr>
<td>BIO102 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO211 Health Science Careers</td>
<td>3</td>
</tr>
<tr>
<td>BIO241 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO251 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO430 Health Science Seminar*</td>
<td>3</td>
</tr>
<tr>
<td>CHE102 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE321 Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHE421 Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>PHY241 College Physics I (pre-req MAT204)</td>
<td>4</td>
</tr>
<tr>
<td>PHY242 College Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Distributive Requirements**

Health Science Electives: 3-4
Pre-approved electives include: BIO 201 Medical Terminology; BIO341 Cell Biology; BIO410 Advanced Physiology; BIO412 Immunology; BIO420 Medical Microbiology; BIO422 Neuroscience

General Electives
Total

Pre-Dental Track

General Education Core Requirements
Specific Requirements (43-44 credits)
BIO102 Biology II 4
BIO211 Health Science Careers 3
BIO241 Genetics 4
BIO430 Health Science Seminar* 3
CHE102 General Chemistry II 4
CHE321 Organic Chemistry 5
CHE421 Biochemistry 5
PHY241 College Physics I (pre-req MAT204) 4
PHY242 College Physics II 4

Distributive Requirements
Health Science Electives 7-8
Pre-approved electives include: BIO 201 Medical Terminology; BIO251 Microbiology; BIO341 Cell Biology; BIO410 Advanced Physiology; BIO412 Immunology; BIO420 Medical Microbiology; BIO422 Neuroscience

General Electives 35-36
Total 127

*Capstone Course

Radiography Degree Completion Programs

For students without the American Registry of Radiologic Technologists (ARRT) certification

Students enter this program with the goal of obtaining a Bachelor of Science in Radiography. Students must have an overall high school GPA of 3.0 to be admitted into this program. GPA in science and math courses will also be considered.

Students will complete 66 credits at the College of St. Joseph, with an overall GPA of at least 2.0 in order to satisfy the General Education Core and pre-requisites for admission into the radiography program. Students must also receive a grade of at least "C" in all science, math and psychology courses. Please note that CSJ does not offer radiology courses nor does it assure admission into a radiography program. While completing the 66 credits at CSJ, students will, on their own, apply to a radiography program of their choice. (Please note: most radiography programs will require students to have completed a Physics course in high school. If that requirement has not been met prior to matriculation into CSJ, it is the student's responsibility to complete an appropriate physics course prior to applying for admission to a radiography program). Once
accepted into a radiography program, and following completion of all CSJ requirements for the degree, students must then complete the radiography program, pass the ARRT certification exam as well as successfully complete all other ARRT certification requirements and transfer 69 radiography program credits into CSJ. The College of St. Joseph will then award the student a Bachelor of Science degree in Radiography.

### Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101 Introduction to College Writing and Information Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG102 Reading and Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>English Elective (200-400 level)</td>
<td>3</td>
</tr>
<tr>
<td>ACT110 College Experience</td>
<td>1</td>
</tr>
<tr>
<td>ACT120 Career Workshop I</td>
<td>1</td>
</tr>
<tr>
<td>Communication Elective</td>
<td>3</td>
</tr>
<tr>
<td>MAT105 Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT202 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Electives (History, Geography, Political Science, Economics, Sociology, Anthropology with 3 credits at the 300-400 level)</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Religion Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHI301 Ethics for the Professional</td>
<td>3</td>
</tr>
<tr>
<td>BIO101 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO102 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO321 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO322 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PSY102 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY103 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total CSJ Credits</strong></td>
<td><strong>66</strong></td>
</tr>
<tr>
<td>Radiography Program Credits</td>
<td>69</td>
</tr>
<tr>
<td>ARRT Certification</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135</strong></td>
</tr>
</tbody>
</table>

For students who have a current certification with The American Registry of Radiologic Technologists (ARRT) and at least 5 years of work experience in the field, three degree options are available.

Students apply for admission into either an associate or bachelor degree program in Radiography or a bachelor degree program in Radiography and Management. Students **must** transfer 69 credits from a completed radiography program into CSJ and **must** provide proof of current ARRT certification and work experience prior to admission into any of the degree options listed below.

### Associate of Science in Radiography (84 Total credits)

- Radiography Certification and Work Experience
- Radiography Program Credits 69
- ENG101 Introduction to College Writing and Information Literacy 4
- Social Science Elective* (History, Geography, Political Science, Sociology, Anthropology, Economics) 3
- Behavioral Science Elective* (Sociology, Psych, Human Services, Anthropology) 3
- Philosophy or Religion Elective 3
### Bachelor of Science in Radiography

**Radiography Certification and Work Experience**

**Radiography Program Credits**

- ENG101 Introduction to College Writing and Information Literacy: 4 credits
- ENG102 Reading and Writing About Literature: 3 credits
- English Elective (200-400 level): 3 credits
- Communication Elective: 3 credits
- MAT202 Statistics: 3 credits
- Math Elective: 3 credits
- Fine Arts Elective: 3 credits
- Social Sciences Electives (History, Geography, Political Science, Economics, Sociology, Anthropology with 3 credits at the 300-400 level): 6 credits
- PHI301 Ethics for the Professional: 3 credits
- PSY102 Introduction to Psychology: 3 credits
- PSY103 Developmental Psychology: 3 credits
- General Electives: 18 credits

**Total CSJ Credits**: 15 credits

### Bachelor of Science in Radiography Management

**Radiography Certification and Work Experience**

**Radiography Program Credits**

- ENG101 Introduction to College Writing and Information Literacy: 4 credits
- ENG102 Reading and Writing About Literature: 3 credits
- English Elective (200-400 level): 3 credits
- BUS102 Business Math: 3 credits
- MAT202 Statistics: 3 credits
- Fine Arts Elective: 3 credits
- Social Science* (History, Geography, Political Science, Economics, Sociology, Anthropology): 3 credits
- Behavioral Science* (Sociology, Psychology, Human Services, Anthropology): 3 credits
- Philosophy or Religion Elective: 3 credits
- PHI301 Ethics for the Professional: 3 credits
- BUS203 Business Communications: 3 credits
- BUS303 Business Law: 3 credits
- BUS205 Principles of Management: 3 credits
- BUS216 Human Resources Management: 3 credits
- BUS309 Marketing: 3 credits
- BUS307 Organizational Behavior: 3 credits
- BUS409 Organizational Design: 3 credits
- BUS440 Business Policy: 3 credits
- Business Elective: 3 credits

**Total CSJ Credits**: 58 credits

---

*Neither Sociology nor Anthropology may be used to fulfill both the social science and behavioral science general education core requirement.*
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 perform successfully 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 52. 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

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC101 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC102 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC201 Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC302 Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC403 Federal Income Tax I</td>
<td>3</td>
</tr>
<tr>
<td>ACC404 Federal Income Tax II</td>
<td>3</td>
</tr>
<tr>
<td>BUS102 Business Math or MAT103 Finite Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>
BUS203 Business Communications 3
BUS205 Principles of Management 3
BUS211 Business Finance 3
BUS303 Business Law 3
ECO207 Macroeconomic Principles 3
ENG101 Introduction to College Writing and Information Literacy 4
ENG102 Reading and Writing About Literature 3
PSY102 Introduction to Psychology or SOCI101 Introduction to Sociology 3
Social Science 3
Philosophy or Religious Studies Elective 3
ACT110 College Experience 1
ACT120 Career Workshop I 1
Arts & Sciences Electives 6
63

### Business Administration Major

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC101 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS102 Business Math or MAT103 Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>BUS203 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS301 Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS303 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS305 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS309 Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CIS305 Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>ECO207 Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ENG101 Introduction to College Writing and Information Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG102 Reading and Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSY102 Introduction to Psychology or SOCI101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ACT110 College Experience</td>
<td>1</td>
</tr>
<tr>
<td>ACT120 Career Workshop I</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy or Religious Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Sciences Electives</td>
<td>6</td>
</tr>
<tr>
<td>Business Electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

### 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, Business Administration and Sports Management. Specific requirements for each major are identified on the following pages.

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 52). The courses identified below are required and may count towards partial fulfillment of the General Education Core requirements. The culmination of the program is the capstone class Advanced Accounting (ACC442), where students complete a specific project that demonstrates the cumulative knowledge of Accounting.

<table>
<thead>
<tr>
<th>Credits</th>
<th>General Education Core Requirements (See page 52)</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Science Requirement:</td>
<td>PSY102 Introduction to Psychology or SOC101 Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>Math Elective Requirement:</td>
<td>MAT103 Finite Mathematics</td>
<td></td>
</tr>
<tr>
<td>General Electives</td>
<td>15*</td>
<td></td>
</tr>
<tr>
<td>Business Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC101 Financial Accounting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS101 Introduction to Business</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS203 Business Communications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS205 Principles of Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS211 Business Finance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS216 Human Resource Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS303 Business Law</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS440 Business Policy: Strategic Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS305 Spreadsheet Applications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS310 Management Information Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO207 Macroeconomic Principles</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO208 Microeconomic Principles</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Specific Accounting Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC102 Managerial Accounting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC201 Intermediate Accounting I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC202 Intermediate Accounting II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC301 Auditing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC302 Cost Accounting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC403 Federal Income Tax I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC404 Federal Income Tax II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC410 (PSY410) Research Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACC442 Advanced Accounting**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS206 Money and Banking</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

127

*9 credit limit in Business courses
** Capstone class

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 52). The courses identified below are required and may count towards partial fulfillment of the General Education Core Requirements. The culmination of the program is the capstone class Business Policy and Strategic Management (BUS440), where students complete a specific project that demonstrates the cumulative knowledge of the business discipline.

** General Education Core Requirements (See Page 52)**

<table>
<thead>
<tr>
<th>Behavioral Science Requirement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY102 Introduction to Psychology or SOC101 Introduction to Sociology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Elective Requirement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT103 Finite Mathematics or BUS102 Business Math</td>
<td></td>
</tr>
</tbody>
</table>

** General Electives **

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>24*</td>
</tr>
</tbody>
</table>

** Business Core **

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC101 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS203 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS205 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS211 Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS216 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS303 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS440 Business Policy: Strategic Management**</td>
<td>3</td>
</tr>
<tr>
<td>CIS305 Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIS310 Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECO207 Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECO208 Microeconomic Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

** Specific Business Administration Courses **

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS307 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS309 Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS352 Introduction to e-Business &amp; Commerce</td>
<td>3</td>
</tr>
<tr>
<td>BUS409 Organizational Design</td>
<td>3</td>
</tr>
</tbody>
</table>

| Business Elective                           | 9       |

** Note:** ACC102 Managerial Accounting is recommended. 127

*9 credit limit in Business courses

** Capstone class

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 52). The courses identified below are required and may count towards partial fulfillment of the General Education Core Requirements. The culmination of the program is the capstone class Business Policy and Strategic Management (BUS440), where students complete a specific project that demonstrates the cumulative knowledge of the Sports Management discipline.

### Credits

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Requirements (See page 52)</td>
<td>46</td>
</tr>
<tr>
<td>Behavioral Science Requirement:</td>
<td></td>
</tr>
<tr>
<td>PSY102  Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>Math Elective Requirement:</td>
<td></td>
</tr>
<tr>
<td>MAT103  Finite Mathematics or BUS102 Business Math</td>
<td></td>
</tr>
<tr>
<td>General Electives</td>
<td>15*</td>
</tr>
<tr>
<td>Business Core</td>
<td></td>
</tr>
<tr>
<td>ACC101  Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS101  Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS203  Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS205  Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS211  Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS216  Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS303  Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS440  Business Policy: Strategic Management**</td>
<td>3</td>
</tr>
<tr>
<td>CIS305  Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIS310  Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECO207  Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECO208  Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>Specific Sports Management Courses</td>
<td></td>
</tr>
<tr>
<td>BUS309  Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPM101  Introduction to Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>SPM315  Sports Facility Management</td>
<td>3</td>
</tr>
<tr>
<td>SPM401  Legal Aspects of Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>SPM410  Financial Implications of Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Electives</td>
<td>6</td>
</tr>
<tr>
<td>Additional Requirements</td>
<td></td>
</tr>
<tr>
<td>PSY240  Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Courses</td>
<td>6</td>
</tr>
</tbody>
</table>

**Note:** ACC102 Managerial Accounting & BUS352 Intro to e-Business & Commerce are recommended.

*6 credit limit in Business courses

** Capstone class

### 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.

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS211 Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>ACC101 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC102 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC201 Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Intermediate Accounting II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** All prerequisites for these classes must be satisfied.

**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.

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC101 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS205 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS211 Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS309 Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS403 Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** All prerequisites for these classes must be satisfied.

**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.

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC101 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS205 Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS205 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS309 Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>Marketing Elective</td>
<td>3</td>
</tr>
<tr>
<td>Marketing Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: All prerequisites for these classes must be satisfied.

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.

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS305 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>RRM305 Legal Aspects of Recreation, Resort &amp; Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>RRM315 Facility &amp; Security Management</td>
<td>3</td>
</tr>
<tr>
<td>RRM410 Retail &amp; Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: All prerequisites for these classes must be satisfied.

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.

**General Education Core Requirements (37)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101 Intro to College Writing and Information Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG102 Reading &amp; Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>Communications Elective</td>
<td>3</td>
</tr>
<tr>
<td>English Elective (200-400 level)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Elective</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Religious Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective* (History, Geography, Pol. Science, Economics, Sociology, Anthropology with 3 credits at the 300-400 level)</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral Science Elective* (Sociology, Psych, Human Services, Anthropology)</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Electives**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
</tr>
</tbody>
</table>

**Specific Requirements**

**Semester 1**

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BUA300 Adult Development &amp; Life Assessment</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>BUA301 Small Group &amp; Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>BUA305 Management Concepts</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>BUA303 Business Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>BUA202 Research &amp; Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>PHA301 Ethics for the Professional</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>ECA201 Principles of Economics</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>BUA310 Accounting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>BUA311 Managerial Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester 3**

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>BUA405 Principles of Management &amp; Supervision</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>BUA307 Marketing in the Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>BUA406 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>BUA410 Leadership for the Professional</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>BUA440 Strategic Planning**</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 127

*Neither Sociology nor Anthropology may be used to fulfill both the social science and behavioral science general education core requirement.

**Capstone Class

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.

Withdrawal from the College - ACCEL Program
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 1st - 4th weeks of the semester | 75% |
| During the 5th - 7th weeks of the semester | 50% |
| After the 7th week of the semester | 0% |

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

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 39. 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. The final course in this sequence, GBA531 Strategy, is the capstone of the program and is a case study oriented business policy course aimed at the strategic side of organizational leadership.

**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 program will start each fall provided there is sufficient enrollment. Courses are offered in a 15-week semester. Courses are scheduled as one night per week for 3 hours or four Saturdays plus two on-line sessions. Summer courses are offered as two 6-week terms of 3.5 hours per class, two nights per week for 4 credit courses and one night per week for a 2-credit course. By attending full time, students complete the degree program in 16 months.

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 courses is as follows:

GBA521 Leadership
GBA522 Legal and Ethical Decision Making
GBA523 Marketing Management
GBA524 Quantitative Analysis
GBA525 Economics
GBA526 Organizational Behavior and Development
GBA527 Consumer Marketing Strategies
GBA528 Managerial Accounting
GBA529 Managerial Finance
GBA530 Operations and Systems Management
GBA531 Strategy*

*Capstone class

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 request-
oring 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 Academic Dean 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 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 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.

Note: Night courses may not be added after the second week of the semester or the equivalent.

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 courses offered outside of the traditional 15 week, 45 contact hour format, please contact the Registrar's Office for specific dates or refer to the specific program for details.

Refund Policies for Withdrawing from College

Withdrawal from College - Full Time MBA Students
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 full-time MBA students who withdraw from the College will be calculated as follows:
Prior to 1st class 100%
During 1st through 2nd weeks of semester 75%
During 3rd through 4th weeks of semester 50%
After 4th week of the semester 0%

Refund schedule applies only to 4 credit/15 week courses. All fees are non refundable. Contact the Business Office for exact refund amounts.

Withdrawal from College - Part Time MBA Students
Refunds of tuition for part-time MBA students who withdraw from the College will be calculated as follows:
Prior to 1st class 100%
Before the 2nd class 75%
Before the 3rd class 50%
Before the 4th class 25%
After the 4th class 0%

Refund schedule applies only to 4 credit/15 week courses. All fees are non refundable. Contact the Business Office for exact refund amounts.

Academic timelines for withdrawal differ from refund timelines.

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 for Academic Affairs. 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 for Academic Affairs may extend the probationary period. Graduate students concerned about their progress should see their advisor or the Vice President for Academic Affairs.

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 for Academic Affairs in consultation with the division. The last grade earned will be used to calculate cumulative grade point average.
Division of Criminal Justice

The Criminal Justice program provides students with basic and applied knowledge on the nature and causes of crime and delinquency, law and the legal system for juveniles and adults in American society, and the decision-making processes of criminal justice agencies. The program provides students with a strong foundation for success in practitioner settings and advanced graduate studies.

Associate of Science in Criminal Justice  
(General Concentration)

| Total General Education credits: | 27 |
| Total Criminal Justice Major credits | 30 |
| Total Criminal Justice Elective credits: | 6 |
|  | 63 |

General Education Core Requirements (27 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT110</td>
<td>College Experience</td>
<td>1</td>
</tr>
<tr>
<td>ACT120</td>
<td>Career Workshop I</td>
<td>1</td>
</tr>
<tr>
<td>ENG101</td>
<td>Introduction to College Writing and Information Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG102</td>
<td>Reading and Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>Communication Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SCI105</td>
<td>Life Science I</td>
<td>3</td>
</tr>
<tr>
<td>SCI106</td>
<td>Life Science II</td>
<td>3</td>
</tr>
<tr>
<td>PSY102</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>One course from each general area below:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences (Geography, History, Political Science, Economics, Sociology, Anthropology)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mathematics (MAT101 or BUS102)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Philosophy/Religious Studies Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

Criminal Justice Major Requirements (30)*  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ210</td>
<td>Law &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>CRJ240</td>
<td>Professional Writing for CRJ</td>
<td>3</td>
</tr>
<tr>
<td>CRJ270</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ280</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ281</td>
<td>Policing in America</td>
<td>3</td>
</tr>
<tr>
<td>CRJ282</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ285</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJ310</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ320</td>
<td>Internship/Co-op I in CRJ</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Major Course Electives (Select two for 6 credits)  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ230; CRJ250; CRJ261; CRJ283; CRJ311; CRJ312; CRJ314; CRJ315; CRJ340; CRJ361; CRJ420</td>
<td>Total 6 credits</td>
<td></td>
</tr>
</tbody>
</table>

*All required courses in Criminal Justice must be completed with an average grade of "C" (2.00) or better.

A minimum of 15 credits must be taken at the College of St. Joseph (regardless of the number of criminal justice credits transferred), nine of which must be in the criminal justice major.

At the time of matriculation, students may request to transfer credits completed at a regionally
accredited college or university if they earned a grade of "C" or better in the course(s).

Note: In-service students should discuss these requirements with their Criminal Justice Advisor. Transfer students from criminal justice programs in other schools are urged to review their transcript evaluation with their advisor or the Registrar's Office. They must satisfy the general education and academic major requirements, regardless of the number of criminal justice credits transferred.

**Associate of Science in Criminal Justice (Corrections Concentration)**

| Total General Education credits:            | 27 |
| Total Criminal Justice Major credits       | 30 |
| Total Criminal Justice Elective credits:   | 6  |

**General Education Core Requirements (27 Credits)**

- ACT110 College Experience: 1
- ACT120 Career Workshop I: 1
- ENG101 Introduction to College Writing and Information Literacy: 4
- ENG102 Reading and Writing About Literature: 3
- Communication Elective: 3
- SCI105 Life Science I or SCI106 Life Science II: 3
- PSY102 Introduction to Psychology: 3
- One course from each general area below:
  - Social Sciences (Sociology, Geography, History, Political Science, Economics, Anthropology): 3
  - Mathematics (MAT101 or BUS102): 3
  - Philosophy/Religious Studies Elective: 3

**Criminal Justice Major Requirements (30 credits)**

| CRJ101 Introduction to Criminal Justice | 3 |
| CRJ210 Law & Society | 3 |
| CRJ240 Professional Writing for CRJ | 3 |
| CRJ270 Victimology | 3 |
| CRJ280 Juvenile Justice | 3 |
| CRJ282 Corrections** | 3 |
| CRJ285 Criminal Procedure | 3 |
| CRJ310 Criminology | 3 |
| CRJ311 Interpersonal Skills for CJ** | 3 |
| CRJ320 Internship/Co-op I in CRJ** | 3 |

**Major Course Electives (Select two for 6 credits)**

| CRJ230; CRJ250; CRJ261; CRJ283; CRJ312; CRJ314; CRJ315; CRJ340; CRJ361; CRJ420 | Total 6 credits |

*All required courses in Criminal Justice must be completed with an average grade of "C" (2.00) or better.

**The College has an articulation agreement with the Vermont Correctional Academy, Vermont Department of Corrections whereby recruits who successfully complete the 8-week residential training program receive 16 credits toward the criminal justice degree at the College of St. Joseph. A minimum of 15 credits must be taken at the College of St. Joseph (regardless of the number of credits
transferred), nine of which must be in the criminal justice major. At the time of matriculation, students may request to transfer credits completed at a regionally accredited college or university if they earned a grade of "C" or better in the course(s).

Note: In-service students should discuss these requirements with their Criminal Justice Advisor. Transfer students from criminal justice programs in other schools are urged to review their transcript evaluation with their advisor or the Registrar’s Office. They must satisfy the general education and academic major requirements, regardless of the number of criminal justice credits transferred.

Bachelor of Science in Criminal Justice

Total General Education credits: 46
Total General Elective credits: 24
Total Criminal Justice Major credits 51
Total Criminal Justice Elective credits: 6

General Education Core Requirements (46 Credits)

- ACT110 College Experience 1
- ACT120 Career Workshop I 1
- ACT401 Career Workshop II 1
- ENG101 Introduction to College Writing and Information Literacy 4
- ENG102 Reading and Writing About Literature 3
- SCI105 Life Science I or SCI106 Life Science II 3
- Communication Elective 3
- PSY102 Introduction to Psychology 3
- PHI301 Ethics for the Professional 3
- MAT202 Statistics 3
- CRJ350 Forensic Science 3
- Social Science Elective (Sociology, Geography, History, Political Science, Economics, Anthropology with 3 credits at the 300-400 level) 6
- Fine Arts Elective 3
- Math Elective (MAT101 or BUS102) 3
- Philosophy or Religion Elective 3
- English Elective (200-400 level) 3

Total: 46

Criminal Justice Specific Requirements (51)*

- CRJ101 Introduction to Criminal Justice 3
- CRJ210 Law & Society 3
- CRJ230 Drugs & Society 3
- CRJ240 Professional Writing for CRJ 3
- CRJ250 Race, Ethnicity, Gender and Class 3
- CRJ270 Victimology 3
- CRJ280 Juvenile Justice 3
- CRJ281 Policing in America 3
- CRJ282 Corrections 3
- CRJ283 Criminal Justice Admin. 3
- CRJ285 Criminal Procedure 3
- CRJ310 Criminology 3
- CRJ311 Interpersonal Skills for CRJ 3
- CRJ312 Criminal Law 3

Total: 51
CRJ320 Internship I in CRJ  
CRJ340 Corporate & White Collar Crime  
CRJ440 Criminal Justice Seminar (Capstone course)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ261; CRJ262; CRJ263; CRJ313; CRJ314; CRJ315; CRJ316;</td>
<td>3</td>
</tr>
<tr>
<td>CRJ361; CRJ370; CRJ400; CRJ420; CRJ420A; CRJ430</td>
<td>3</td>
</tr>
</tbody>
</table>

**Criminal Justice Elective Courses (Select two for 6 credits)**

**General Elective Courses (Select 8-9 for 25 credits)**

Recommended:
ACC101; ACC102; BUS101; CIS242; CIS410; HIS204; LAN105; LAN106; POS102; REL201; REL202; SOC101
Various Psychology and Humans Services Courses

*Six credits may be used to satisfy core social science requirements.
**At least one course must be at the upper (300-400) level.
***No CRJ courses may be used to satisfy this requirement.

A minimum of 33 credits must be taken at the College of St. Joseph (regardless of the number of credits transferred), 18 of which must be upper level courses (3/400); 12 of these must be in the criminal justice major with at least 9 credits at the upper level.

At the time of matriculation, students may request to transfer credits completed at a regionally accredited college or university if they earned a grade of "C" or better in the course(s).

Note: In-service students should discuss these requirements with their Criminal Justice Advisor. Transfer students from criminal justice programs in other schools are urged to review their transcript evaluation with their advisor or the Registrar's Office. They must satisfy the general education and academic major requirements, regardless of the number of criminal justice credits transferred.
Division of Education

Title II Disclosure

In accordance with Title II of the Higher Education Act, the College of St. Joseph is required to report that 93% of Teacher Education Program completers for Elementary Education, Special Education and Secondary Education in the 2010-2013 cohort qualified for Vermont state initial licensure.

The Education Division offers the following programs:

1. For undergraduates seeking initial licensure:
   - Secondary English or Secondary Social Studies (Initial Licensure)
     see - Undergraduate Program for Teacher Preparation

2. For graduate students seeking initial licensure:
   - Secondary English or Secondary Social Studies (Initial Licensure)
     see - Post-Baccalaureate for Secondary Education in English or Social Studies
   - Elementary Education, Special Education K-8 and Gr. 7-Age 21, Secondary English and Social Studies
     see - Graduate Initial Licensure Program Masters

3. For graduate students seeking an additional endorsement and a master's degree:
   - Elementary, Special Education Grade K-8 and/or Gr. 7-Age 21 and Reading
     see - Graduate Endorsement Licensure Programs

4. For graduate students seeking an additional endorsement without a master's degree:
   - Elementary, Special Education Grade K-8 and/or Gr.7-Age 21 and Reading
     see - Graduate Endorsement Licensure Programs

5. For graduate students seeking a master's degree without initial licensure or endorsement:
   - General Education and Secondary Education (Non-licensure)
     see - General Education Program

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 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.

**Undergraduate Program for Teacher Preparation**

The Division of Education offers students a professional curriculum approved by the Vermont State Agency of Education for the licensure of teachers in Secondary Education in the areas of English and Social Studies.

**Admission to the Teacher Education Undergraduate Program**

Students may declare their intent to be admitted to the Teacher Education Program when they apply to the College of St. Joseph. Admission to the College of St. Joseph, however, does not constitute nor guarantee admission to the Teacher Education Program. Students seeking initial teaching licensure must complete one of the following academic majors:

- History - Social Studies Licensure (7-12)
- English - English Licensure (7-12)

In order to ensure compliance with the regulations of the Vermont Standards Board for Professional Educators (VSBPE), admission and retention in the Teacher Education Program requires the following:

- submission of an "Application to the Teacher Education Program" in the semester prior program entry,
- completion of at least 45 credits,
- an overall 2.75 GPA for *provisional* acceptance (including transfer credits),
- an overall 3.0 GPA for acceptance (including transfer credits),
- an overall 3.0 GPA in the major field of study (including transfer credits),
- no grade lower than a C (2.0) in required academic content courses (including transfer credits),
- submission of a passing score on the Core Academic Series (or an alternate exam recognized by the Vermont Standards Board),
- completion of EDU101 Introduction to Education and PSY331 Issues in Adolescence with a grade of "B" or better in each course,
- submission of recommendations from at least two faculty members,
- submission of a draft of Initial Licensure Portfolio Entry 1.

The criteria stated above must be met and the student accepted into the Teacher Education Program prior to registration in Secondary Education 300-400 level courses. If one or more of the above criteria is not met, the application will be reviewed by the Licensure Committee to determine if provisional acceptance is to be granted. If granted, the applicant would need to meet the criteria at the completion of 16 additional credits.
Retention Status
In order to be retained in the Teacher Education Program, students must maintain an overall GPA no less than a 3.0 and a 3.0 GPA in the field of major studies with no grade lower than a C in academic content courses (2.0) and a B (3.0) in professional courses.

PRAXIS Exam Requirements
1. All students seeking initial licensure must submit one of the following for admission to the Teacher Education Program:
   - Core Academic Series (replaces Praxis I)
     * Taken after September 1, 2014
       Reading 156; Writing 162; Math 150
   - (GRE) Graduate Record Exam
     * Taken prior to August 1, 2011
       Combined 1100 Verbal 500 Quantitative 500
     * Taken August 1, 2011 until August 31, 2014
       Combined 300 Verbal 153 Quantitative 144
   - SAT (Scholastic Aptitude Test)
     * Taken prior to April 1, 1995
       Combined 1000 Verbal 420 Math 470
     * Taken between April 1, 1995 and August 31, 2014
       Combined 1100 Critical Reading 500 Math 500
   - ACT
     * Until August 31, 2014
       English 22 Math 22

2. During the semester prior to student teaching, candidates must submit documentation that they have taken PRAXIS II for the area of endorsement they are seeking. 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.

Level I Licensure Portfolio
All undergraduate candidates for teacher licensure are required to demonstrate their acquisition of the Program Theme, Core Teaching Leadership Standards for Vermont Educators and the State competencies for licensure by developing a Level I Teaching Licensure portfolio. The portfolio is begun in the course Introduction to Education. The portfolio is reviewed regularly throughout the program and during the student teaching semester. Using scoring rubrics provided by the State, the Licensure Portfolios are assessed by at least two faculty members. The Licensure Portfolio must meet standard as established by the Vermont Agency of Education in order for the student to be recommended for Vermont licensure.
Initial Licensure Portfolio Completion Policy
Candidates must 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:

- Candidates will have 3 weeks from the first day of the semester, after the one during which they student taught, to complete their licensure portfolios satisfactorily 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 candidate 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.
- Candidates may register for Portfolio Completion Workshop for a maximum of 1 semester immediately following the one during which they student taught ** to complete their portfolios satisfactorily. 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 candidates 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 candidate to be a “program completer” until a satisfactory portfolio has been presented.

**Fall and spring semesters. That is, spring student teachers would be eligible to register for Portfolio Completion Workshop in the following fall terms while fall student teachers would be eligible to register in the spring term

Field Placements
Candidates must document "completion of a minimum of 60 clock hours of supervised field experience through related college courses and program requirements" (VT State Agency of Education). Field assignments provide opportunities for candidates 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 placements are made by the Coordinator of Educational Licensure and Field Placements in consultation with the candidates. The observer/participant hours are a prerequisite to student teaching. Documentation of all early field experience hours is included in the initial licensure portfolio and the application for student teaching.
Admission Requirements for Student Teaching Placement

The student teaching semester is a significant period in the teacher preparation program. It is not only the culmination event of the Teacher Education Program, but it is a requirement for licensure and an opportunity for the candidate to demonstrate his/her ability and commitment to the teaching profession.

The teacher licensure candidate must complete a "Student Teacher Application Form" by February 1 of the semester preceding his/her senior year. A student teaching placement will be made upon decision of acceptance of the student teaching application and the candidate's portfolio by the Coordinator of Educational Licensure and Field Placements. Students not admitted to student teaching may appeal the decision through the Vice President for Academic Affair's office.

The following are required for admission to student teaching:

- an overall GPA of at least 3.0 (including transfer credits),
- an overall GPA of at least 3.0 in the major field of study (including transfer credits),
- no grade lower than a B (3.0) in the professional courses (including transfer credits),
- no grade lower than a C (2.0) in required academic content courses (including transfer credits),
- completion, through related course work, of a minimum of sixty (60) clock hours of supervised field experience,
- no grade lower than a B (3.0) in the practicum,
- completion of all required coursework,
- submission in the semester prior to student teaching of documentation of having taken PRAXIS II for the endorsement being sought,
- submission of drafts Entries 1-4 of Initial Licensure Portfolio.

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 Coordinator of Educational Licensure and Field Placements and the Licensure Committee retain 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**

The following competencies are required for licensure by the State of Vermont:

- a minimum grade of B (3.0) for student teaching,
- a minimum overall GPA of 3.0,
- a minimum overall GPA of 3.0 in the major,
- completion of all required coursework,
- positive recommendation from the College of St. Joseph that includes written input from the cooperating field teacher,
- completion of a Licensure Portfolio that meets standard as defined by the Vermont Standards Board,
- passing scores for the Core Academic Series or alternative exam recognized by the Vermont Standards Board,
- passing scores for PRAXIS II exam required for the area of endorsement.

**Secondary Education Licensure Program in English**

The Bachelor of Arts degree programs in English and Secondary Education are designed for candidates who desire initial licensure in Secondary Education/English (grades 7-12). Students are required to complete the requirements in the general education core of 46 semester hours, an English major of 36 semester hours, the secondary education requirements of 30 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**

<table>
<thead>
<tr>
<th>General Education Core (See page 52)</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contained and counted in the General Education Core</td>
<td></td>
</tr>
<tr>
<td>MAT202  Statistics</td>
<td></td>
</tr>
<tr>
<td>PHI301  Ethics for the Professional</td>
<td></td>
</tr>
<tr>
<td>PSY102  Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>One Science course containing a health component</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Major Requirements</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Electives</td>
<td>15</td>
</tr>
</tbody>
</table>

**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 and Writing in the Content Area - Secondary | 3 |
| SEE401A Secondary Methodology & Technology - English | 3 |
| SEE420  Student Teaching in the Secondary School | 12 |

Total 127
Secondary Education Licensure Program in Social Studies (History)

The Bachelor of Arts degree programs in History and Secondary Education are designed for candidates 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 46 semester hours, a History major of 36 semester hours, the secondary education requirements of 30 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.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Core (See page 52)</strong></td>
</tr>
<tr>
<td>Contained and counted in the General Education Core</td>
</tr>
<tr>
<td>MAT202  Statistics</td>
</tr>
<tr>
<td>PHI301  Ethics for the Professional</td>
</tr>
<tr>
<td>PSY102  Introduction to Psychology</td>
</tr>
<tr>
<td>One Science course containing a health component</td>
</tr>
<tr>
<td><strong>History Major Requirements</strong></td>
</tr>
<tr>
<td><strong>36</strong></td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Social Studies Distributive Requirements</strong></td>
</tr>
<tr>
<td>POS102 American Government</td>
</tr>
<tr>
<td>ECO101 Introduction to Economics</td>
</tr>
<tr>
<td>GEO101 Introduction to Geography or</td>
</tr>
<tr>
<td>GEO203 Physical Geography</td>
</tr>
<tr>
<td>Students must take at least one of the following courses:</td>
</tr>
<tr>
<td>ANT102 Introduction to Anthropology</td>
</tr>
<tr>
<td>ANT202 Cultural Anthropology</td>
</tr>
<tr>
<td>SOC101 Introduction to Sociology</td>
</tr>
<tr>
<td>*6 distributive requirement credits may be used to fulfill the General Education Core social sciences requirement.</td>
</tr>
<tr>
<td><strong>Secondary Education Requirements</strong></td>
</tr>
<tr>
<td>EDU101  Introduction to Education</td>
</tr>
<tr>
<td>PSY331  Issues in Adolescence</td>
</tr>
<tr>
<td>SEE310  Teaching for Effective Classroom Management</td>
</tr>
<tr>
<td>SEE301  Introduction to Special Education in the Secondary School</td>
</tr>
<tr>
<td>SEE308  Reading and Writing in the Content Area - Secondary</td>
</tr>
<tr>
<td>SEE401B  Secondary Methodology &amp; Technology - Social Studies</td>
</tr>
<tr>
<td>SEE420  Student Teaching in the Secondary School</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

Graduate Programs

The graduate 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. Students in the Post-Baccalaureate endorsement programs can complete the requirements in one year by taking six to nine credits for each fall, spring and summer session.

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 Interstate Teacher Assessment and Support Consortium (InTSAC) Model Core Teaching Standards who can meet or exceed the Core Teaching and Leadership Standards for Vermont Educators, 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 reviewed.

**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 Core Teaching and Leadership Standards for Vermont Educators, 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). A student enrolled in a Post-Baccalaureate Program may transfer six credits from other accredited institutions. The merits of all requests will be reviewed by the Licensure Committee with respect to the relevance of the previous experiences to expressed program goals and the requirements of the Vermont State Agency 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.

**Dismissal and Probation Policy for Graduate Students**

The College of St. Joseph reserves the right to dismiss graduate or post-baccalaureate 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 for Academic Affairs. 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 for Academic Affairs may extend the probationary period. Graduate students concerned about their progress should see their advisor or the Vice President for Academic Affairs.

Graduate and Post-Baccalaureate Grading Policies
- A cumulative GPA of 3.0 is required for graduation and licensure.
- No more than 2 grades lower than a B (3.0) and none lower than a C (2.0) 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 Academic Dean in consultation with the division. The last grade earned will be used to calculate the cumulative grade point average. Please note that there may be specific policies related to student teaching and some fieldwork that supersede this policy.

Graduation
A student seeking Level I Initial Licensure 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.

A student seeking an endorsement or a degree in general education must earn a cumulative GPA of 3.0 and satisfactorily meet the portfolio requirements. The portfolio serves as the comprehensive examination requirement for graduation.

Time 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 Licensure Committee and the Vice President for Academic Affairs. 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.
Graduate Initial Licensure Program Masters

Admission to the Graduate Program
The following are required for admission into the Graduate Initial Licensure Program:
• submission a completed application form,
• submission of official transcripts of all undergraduate and graduate course work document-
ing 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,
  • computer skills sufficient to meet or exceed the requirements of the State of Vermont for initial licensure in the endorsement being sought,
  • completion of prerequisite coursework,
• submission of two letters of academic or professional reference from persons able to speak to the candidate's potential to succeed in the program and as a professional educator,
• submission an essay which describes the reason(s) for applying to the Teacher Education Program outlines the desired outcomes from the course of study and serves as an indicator of the candidate's writing and grammar skills sufficient to pursue a master's degree to completion,
• an interview with the Education Division Chair, or designee.

Although individuals are permitted to be enrolled in two or more majors within a Division, they are not permitted to be concurrently enrolled in programs offered by two or more Divisions without the written permission of the Vice President for Academic Affairs. Individuals are required to complete the program and licensure requirements within one Division prior to seeking admission into a program offered by another Division.

Admission to the Teacher Education Graduate Program
Initial Licensure for Elementary Education,
Special Education, Secondary English,
Secondary Social Studies
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 indicating the ability to pursue a master's degree to completion. In accordance with the regulations of the Vermont Standards Board, students must have obtained at least 3.0 in the undergraduate major if pursuing initial licensure. Students will need to interview with the Education Division Chair, or a designee and submit the following documentation to the Admissions Office:
• completed application form,
• official transcripts of all undergraduate and graduate course work docu-
menting 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) in the
liberal arts and sciences for Elementary or Special Education, or in the content area of the endorsement sought with a 3.0 GPA in the major,

- completion of all prerequisite coursework.
- computer skills sufficient to meet or exceed the requirements of the State of Vermont for initial licensure in the endorsement being sought,
- completion of courses in general and adolescent psychology for secondary programs,
- completion of coursework in American, British and World Literature for English,
- completion of 12 credits in history, including U.S. and non-U.S. history and coursework in geography, political science, economics and anthropology or sociology for Social Studies,

- transcript which demonstrates completion of all prerequisite coursework,
- two letters of academic or professional reference from persons able to speak to the candidate’s potential to succeed in the program and as a professional educator,
- an essay which describes the reason(s) for applying to the Teacher Education Program, outlines the desired outcomes from the course of study and serves as an indicator of writing and grammar skills sufficient to pursue a master’s degree to completion and meet or exceed the requirements of the State of Vermont for initial licensure in the endorsement being sought,

- passing scores for the Core Academic Series, or an alternate exam recognized by the Vermont Standards Board, within the first term of enrollment.

A candidate who does not meet one or more of the above criteria may be required to complete additional coursework and be granted provisional candidacy for one to two terms to meet the requirements as set forth by the Vermont Standards Board of Professional Educators and/or 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 admission to the Teacher Education Program. These graduate credits will not be counted against the transfer credit limit.

Although individuals are permitted to be enrolled in two or more majors within a Division, they are not permitted to be concurrently enrolled in programs offered by two or more Divisions without the written permission of the Vice President for Academic Affairs. Individuals are required to complete the program and licensure requirements within one Division prior to seeking admission into a program offered by another Division.

**PRAXIS Exam Requirements**

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

- Core Academic Series (replaces Praxis I)
  
  *Taken after September 1, 2014*
  
  Reading 156    Writing 162    Math 150
As an alternative to Core Academic Series, a student may also submit one of the following:

- **Praxis I** *Taken before August 31, 2014*
  
  Reading 177  Writing 174  Mathematics 175  526 Composite

- **GRE (Graduate Record Exam)**
  
  *Taken prior to August 1, 2011*
  
  Combined 1100  Verbal 500  Quantitative 500

  *Taken August 1, 2011 until August 31, 2014*
  
  Combined 300  Verbal 153  Quantitative 144

- **SAT (Scholastic Aptitude Test)**
  
  *Taken prior to April 1, 1995*
  
  Combined 1100  Verbal 420  Math 470

  *Taken between April 1, 1995 and August 31, 2014*
  
  Combined 1100  Critical Reading 500  Math 500

- **ACT**
  
  *Until August 31, 2014*
  
  English 22  Math 22

2. During the semester prior student teaching, candidates must submit documentation that they have taken PRAXIS II for the area of endorsement they are seeking. 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.

**Practicum**

Candidates who 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 a three-credit practicum. Arrangements for placements are made by the Coordinator of Educational Licensure and Field Placement in consultation with the candidates. The observer/participant hours are a prerequisite to student teaching.

**Admission to Student Teaching for Students in Graduate Education**

Students who are seeking their initial licensure 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.

The following are required for admission to student teaching:

- an overall GPA of at least 3.0 (including transfer credits),
- an overall GPA of at least 3.0 in the major field of study (including transfer credits),
- no grade lower than a B (3.0) in the professional courses (including transfer credits),
• no grade lower than a C (2.0) in required academic content courses (including transfer credits),
• completion of a minimum of sixty (60) clock hours of supervised field experience,
• no grade lower than a B (3.0) in the practicum,
• completion of all required coursework,
• submission in the semester prior to student teaching of documentation of having taken PRAXIS II for the endorsement being sought,
• criminal background and child abuse clearance checks,
• submission of drafts Entries 1-4 of Initial Licensure Portfolio.

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 Coordinator of Educational Licensure and Field Placements, and 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 Examination Requirements for Level I Licensure
Students graduating from a Level I Initial Licensure Program must satisfactorily pass a comprehensive examination. Students are eligible to take the comprehensive examination when they are within 9 credit hours of completing their program. Examinations are given at specified times during the Fall and Spring semesters. All students in the Level I Initial Licensure Programs must inform the Education Division, in writing, of their intention to take the exam.

Level I Licensure Portfolio
All graduate candidates for teacher licensure are required to demonstrate their acquisition of the Program Theme, Core Teaching Leadership Standards for Vermont Educators, and the State competencies for licensure by developing a Level I Teaching Licensure portfolio. The portfolio is begun in the course Fundaments of Education.
portfolio is reviewed regularly throughout the program and during the student teaching semester. Using scoring rubrics provided by the State, the Licensure Portfolios are assessed by at least two faculty members. The Licensure Portfolio must meet standard as established by the Vermont Agency of Education in order for the student to be recommended for Vermont licensure.

**Initial Licensure Portfolio Completion Policy**

Candidates must 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:

- Candidates will have 3 weeks from the first day of the semester, after the one during which they student taught, to complete their licensure portfolios satisfactorily without penalty.
- Should the portfolio still not be of satisfactory quality, candidates 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 candidate 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.
- Candidates may register for Portfolio Completion Workshop for a maximum of 1 semester immediately following the one during which they student taught ** to complete their portfolios satisfactorily. 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 candidates 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.

**Teacher Licensure**

The following competencies are required for licensure by the State of Vermont:

- a minimum grade of B (3.0) for student teaching,
- a minimum overall GPA of 3.0,
- a minimum overall GPA of 3.0 in the major,
- completion of all required coursework,
- positive recommendation from the College of St. Joseph that includes written input from the cooperating field teacher,
- completion of Licensure Portfolio that meets standard as defined by the Vermont Standards Board,
- passing scores for Core Academic Series or alternative exam recognized by the
Vermont Standards Board,
- passing scores for PRAXIS II exam required for the area of endorsement.

**Elementary Education Program (Initial Licensure)**
The Master’s Program in Elementary Education is designed for candidates who desire initial licensure in elementary education, K-6 and prepares students for teaching children without and with disabilities in regular classroom settings. This program prepares candidates 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. Candidates 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**

<table>
<thead>
<tr>
<th>General Education Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED500 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>GED503 Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>GED506 Fundamentals of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area of Concentration**

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED509 Math Concepts and Methods</td>
<td>3</td>
</tr>
<tr>
<td>GED510 Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>GED527 Methods of Teaching Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>GRE507 Children’s Literature and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>GRE512 Developmental Reading</td>
<td>3</td>
</tr>
<tr>
<td>GSP503 Behavioral and Learning Characteristics of Students with Special Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

**Application**

GED520A Practicum in Elementary Education*                  | 3       |
GED520 Student Teaching in Elementary Education*             | 12      |

**Elective**

Choose one 3-credit course from the following:

- GED525 Co-Teaching                                         | 3       |
- GRE511 Emergent Literacy                                   |         |
- GRE513 Reading Assessment, Analysis and Intervention       |         |
- GRE514 Reading and Writing in the Content Areas            |         |
- GRE516 Reading and Writing Workshop                        |         |
- GRE518 Word Study                                          |         |

Total: 45 credits

*A grade of B or better is required.

Additional competency information as written on page 97.

**Special Education Program (Initial Licensure)**
The Master's Program in Special Education qualifies the candidate 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, candidates complete a 60-hour early field experience practicum prior to their 15 week student teaching placement. The program provides candidates with an understanding of the issues, laws and practices
in special education. There is an emphasis on full inclusion, assessment, collaboration, and team teaching.

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Core</strong></td>
<td></td>
</tr>
<tr>
<td>GED500 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>GED505 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GED506 Fundamentals of Education</td>
<td>3</td>
</tr>
<tr>
<td>GED509 Math Concepts and Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Area of Concentration</strong></td>
<td></td>
</tr>
<tr>
<td>GRE513 Reading Assessment, Analysis &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td>GSP503 Behavioral and Learning Characteristics of Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>GSP504 Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>GSP505 Instruction and Curriculum in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>GSP506 Program Development and Management in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>GSP508 Special Education Law</td>
<td>3</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td></td>
</tr>
<tr>
<td>GSP520A Practicum in Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>GSP520 Student Teaching in Special Education*</td>
<td>12</td>
</tr>
</tbody>
</table>

*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)

**Secondary Education in English or Social Studies Program (Initial Licensure)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GED500 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>GED505 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GED506 Fundamentals of Education</td>
<td>3</td>
</tr>
<tr>
<td>GSE503 Curriculum Development - Secondary</td>
<td>3</td>
</tr>
<tr>
<td>GSE514 Reading and Writing in the Content Area - Secondary</td>
<td>3</td>
</tr>
<tr>
<td>GSE515 Introduction to Special Education in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>GSE510 Teaching for Effective Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>GSE518A Secondary Methodology and Technology - English* or</td>
<td>3</td>
</tr>
<tr>
<td>GSE518B Secondary Methodology and Technology - Social Studies*</td>
<td></td>
</tr>
</tbody>
</table>

**Application**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GSE520 Practicum in Secondary Education*</td>
<td>3</td>
</tr>
<tr>
<td>GSE521 Student Teaching in Secondary Schools*</td>
<td>12</td>
</tr>
</tbody>
</table>

Total 39

*A grade of B or better is required

**Graduation**

A student seeking Level I Initial Licensure 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.

Graduate Endorsement Licensure Programs

Admission to the Graduate Program
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 indicating the ability to pursue a master's degree to completion. Students will need to interview with the Education Division Chair, or their designee and submit the following documentation to the Admissions Office:

- completed application form,
- official transcripts of all undergraduate and graduate course work documenting 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,
  - computer skills sufficient to meet or exceed the requirements of the State of Vermont for initial licensure in the endorsement being sought,
  - transcript which demonstrates completion of all prerequisite coursework,
  - two letters of academic or professional reference from persons able to speak to the candidate's potential to succeed in the program and as a professional educator,
  - an essay which describes the reason(s) for applying to the Teacher Education Program, outlines the desired outcomes from the course of study and serves as an indicator of writing and grammar skills sufficient to pursue a master's degree to completion and meet or exceed the requirements of the State of Vermont for initial licensure in the endorsement being sought,
- passing scores for the Core Academic Series, or an alternate exam recognized by the Vermont Standards Board, within the first term of enrollment.

Although individuals are permitted to be enrolled in two or more majors within a Division, they are not permitted to be concurrently enrolled in programs offered by two or more Divisions without the written permission of the Vice President for Academic Affairs. Individuals are required to complete the program and licensure requirements within one Division prior to seeking admission into a program offered by another Division.

Admission to the Teacher Education Program Endorsement Licensure and Post-Baccalaureate Endorsement Licensure for Elementary Education, 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 and an initial endorsement area in the areas as prescribed by the State of Vermont. Students will need to be interviewed by the Education
Division chair or a designee, and submit the following documentation to the Admissions Office:

- completed application form,
- official transcripts of all undergraduate and graduate course work documenting 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) in the liberal arts and sciences for Elementary or Special Education or in the content area of the endorsement sought with a GPA of at least 3.0 in the major,
  - successful completion of a course in the teaching of Reading.
- a copy of the current license
- documentation of a prior course in the teaching of Reading or GRE512 Developmental Reading for the reading endorsement,
- two letters of academic or professional reference from persons able to speak to the candidate's potential to succeed in the program and as a professional educator,
- an essay which describes the reason(s) for applying to the Teacher Education Program, outlines the desired outcomes from the course of study and serves as an indicator of writing and grammar skills sufficient to pursue a master's degree to completion.

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 to two semesters in order to complete the requirements set forth by the Vermont Standards Board.

Although individuals are permitted to be enrolled in two or more majors within a Division, they are not permitted to be concurrently enrolled in programs offered by two or more Divisions without the written permission of the Vice President for Academic Affairs. Individuals are required to complete the program and licensure requirements within one Division prior to seeking admission into a program offered by another Division.

**Practicum**

Candidates who are pursuing additional endorsements are required to complete at least 60 hours of supervised field experience. The necessary hours will accumulate through a three-credit practicum. Arrangements for placements are made by the Coordinator of Educational Licensure and Field Placements in consultation with the candidates.

**Endorsement Program Portfolio**

Candidates seeking additional endorsements are required to chart their progress and achievement and mastery of the *Core Teaching and Leadership Standards for Vermont Educators* and all pertinent licensure requirements and competencies pertaining to the area of endorsement being sought by maintaining a portfolio of their work which conforms to the guidelines by the Vermont State Agency of Education and the Education Division of the College of St. Joseph. Portfolio preparation will be monitored by the Coordinator of Educational Licensure and Field Placements and will be evaluated by education
Endorsement Portfolio Completion Policy

All candidates must satisfactorily complete their endorsement portfolio by the end of their last semester and prior to graduation. Every attempt will be made during the last semester to provide the assistance necessary to meet this goal. As the Endorsement Portfolio also serves as the Comprehensive Examination, candidates will present drafts or completed portfolios to the education faculty for review during the first four weeks of the last semester prior to graduation. 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, the following guidelines will be used:

- Candidates will have 6 weeks from the first day of the semester, **after the last semester during which all coursework was completed** to satisfactorily complete their endorsement portfolio.
- Should the portfolio not be satisfactory at this time, candidates 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 candidate at the appropriate (current graduate credit) rate.
- Candidates may register for Portfolio Completion Workshop for a maximum of 1 semester immediately following the semester **in which all coursework was completed**. At that point, if they have not satisfactorily completed the portfolio, they will be considered non-completers of their program and they will not be recommended for licensure.

**Fall and Spring semesters only.

Comprehensive Examination Requirements for Endorsement Candidates

A satisfactory review by at least two faculty members of the draft or the completed portfolio for the endorsement portfolio meets the comprehensive examinations requirement. The review must take place during the last four weeks of the last semester prior to graduation.

Endorsement Licensure

The following competencies are required for endorsement by the State of Vermont:

- minimum grade of B (3.0) for practicum,
- completion of all required coursework,
- positive recommendation from the College of St. Joseph that includes written input from the cooperating field teacher,
- minimum overall GPA of 3.0,
- completion of an Endorsement Portfolio that meets standard as defined by the Vermont Standards Board,
- passing scores for PRAXIS II exam required for area of endorsement.
**Elementary Education Program (Endorsement)**

The Master’s and Post-Baccalaureate Program in Elementary Education is designed for candidates who desire an endorsement in elementary education, K-6. Students must have current teacher licensure in another area or level. This program prepares candidates 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. Candidates 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.

**Master's Program**

**Specific Admission Requirements**
- Current teacher licensure in another area or level

**Program Requirements**

<table>
<thead>
<tr>
<th>General Education Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED500 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>GED501 Contemporary Issues in Education or Contemporary Issues Course</td>
<td>3</td>
</tr>
<tr>
<td>GED503 Curriculum Development</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED509 Math Concepts and Methods</td>
<td>3</td>
</tr>
<tr>
<td>GED510 Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>GED527 Methods of Teaching Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>GRE507 Children’s Literature and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>GRE512 Developmental Reading</td>
<td>3</td>
</tr>
<tr>
<td>GSP503 Behavioral and Learning Characteristics of Students with Special Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

**Application**

GED520A Practicum in Elementary Education* 3

**Electives**

Education Elective 3

Elective 3

Choose one 3-credit course from the following:

GED525 Co-Teaching
GRE511 Emergent Literacy
GRE513 Reading Assessment, Analysis & Intervention
GRE514 Reading and Writing 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.

**Post-Baccalaureate (not Masters)**

**Specific Admission Requirements**
- Current teacher licensure in another area or level

**Program Requirements**

<table>
<thead>
<tr>
<th>GED509 Math Concepts and Methods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED510 Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>GED527 Methods of Teaching Social Studies in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>
Special Education Program (Endorsement)

The Master’s and Post-Baccalaureate Program in Special Education qualifies the candidate 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 candidates with an understanding of the issues, laws, and practices in special education. There is an emphasis on full inclusion, assessment, collaboration and team teaching.

**Master's Program**

**Specific Admission Requirement:**
- Teacher licensure in another area

**Program Requirements**

**General Education Core**
- GED500 Educational Research 3
- GED501 Contemporary Issues in Education or a Contemporary Issues Course 3
- GED505 Educational Psychology 3

**Area of Concentration**
- GRE513 Reading Assessment, Analysis & Intervention 3
- GSP503 Behavioral and Learning Characteristics of Students 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
- GSP510 Education of Students with Cognitive Disabilities 3

**Application**
- GSP520A Practicum in Special Education* 3
  (at the level appropriate for the endorsement sought)

**Electives**
- GSP511 Transition Process for Secondary Students with Special Needs
  (7-age 21). (Required for students seeking grades 7-age 21 endorsement) OR
  - Education Elective (k-8) 3
  *A grade of B or better is required*

**Total** 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

**Post-Baccalaureate (not Masters)**

**Specific Admission Requirement:**
- Teacher licensure in another area

---

GED507 Children’s Literature and Language Arts 3
GED512 Developmental Reading 3
GRE513 Reading Assessment, Analysis and Intervention 3
GED520A Practicum in Elementary Education 3

Total 21
### Reading Program (Endorsement)

The Master's and Post-Baccalaureate Program in Reading provides candidates 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 candidate for Vermont endorsement as a Reading/English/Language Arts Specialist.

**Master's program**

**Specific Program Admission Requirement:**
- Current teacher licensure in another area or level

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Core</strong></td>
<td></td>
</tr>
<tr>
<td>GED500 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>GED502 Law and Education of Children</td>
<td>3</td>
</tr>
<tr>
<td><strong>Area of Concentration</strong></td>
<td></td>
</tr>
<tr>
<td>GRE507 Children's Literature and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>GRE511 Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>GRE513 Reading Assessment, Analysis &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td>GRE514 Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>GRE515 Advanced Seminar in Reading</td>
<td>3</td>
</tr>
<tr>
<td>GRE516 Reading and Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>GRE518 Word Study</td>
<td>3</td>
</tr>
<tr>
<td>Education Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td></td>
</tr>
<tr>
<td>GRE517 Reading Clinic - Practicum*</td>
<td>6</td>
</tr>
<tr>
<td>*A grade of B or better is required.</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 36

**Post-Baccalaureate (not Masters)**

**Specific Admission Requirement:**
- Current teacher licensure in another area.

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE507 Children's Literature and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>GRE511 Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>GRE513 Reading Assessment, Analysis &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td>GRE514 Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>GRE515 Advanced Seminar in Reading</td>
<td>3</td>
</tr>
<tr>
<td>GRE516 Reading and Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>GRE517 Reading Clinic - Practicum*</td>
<td>6</td>
</tr>
</tbody>
</table>

*A grade of B or better is required.*
Graduation

A student seeking an endorsement or a degree in general education must earn a cumulative GPA of 3.0 and satisfactorily meet the portfolio requirements. The portfolio serves as the comprehensive examination requirement for graduation.

Post-Baccalaureate 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 to the Graduate and Post-Baccalaureate Program

In order for students to be considered for admission they must have a bachelor’s degree from an accredited college or university and an initial endorsement area in the areas as prescribed by the State of Vermont. Students will need to interview with the Education Division Chair, or a designee, and submit the following to the Admissions Office:

- completed application form,
- official transcripts of all undergraduate and graduate course work documenting 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) in the content area of the endorsement sought with a GPA of at least 3.0 in the major,
  - computer skills sufficient to meet or exceed the requirements of the State of Vermont for initial licensure in the endorsement being sought,
  - completion of courses in general and adolescent psychology,
  - completion of courses in American, British and World Literature for English,
  - completion of 12 credits in history, including U.S. and non-U.S. history and coursework in geography, political science, economics and anthropology or sociology for Social Studies,
  - two letters of academic or professional reference from persons able to speak to the candidate’s potential to succeed in the program and as a professional educator,
  - an essay which describes the reason(s) for applying to the Teacher Education Program, outlines the desired outcomes from the course of study and serves as an indicator of writing and grammar skills sufficient to pursue a master’s degree to completion and meet or exceed the requirements of the State of Vermont for initial
licensure in the endorsement being sought,
• passing scores for the Core Academic Series, or an alternate exam recognized by the Vermont Standards Board, within the first term of enrollment.

Although individuals are permitted to be enrolled in two or more majors within a Division, they are not permitted to be concurrently enrolled in programs offered by two or more Divisions without the written permission of the Vice President for Academic Affairs. Individuals are required to complete the program and licensure requirements within one Division prior to seeking admission into a program offered by another Division.

**PRAXIS Exam Requirements**

1. All students seeking initial licensure must submit one of the following for admission to the Teacher Education Program:
   • Core Academic Series (replaces Praxis I)
     *Taken after September 1, 2014*
     Reading 156  Writing 162  Math 150
   As an alternative to Core Academic Series, a student may also submit one of the following:
   • Praxis I *Taken before August 31, 2014*
     Reading 177  Writing 174  Mathematics 175  526 Composite
   • GRE (Graduate Record Exam)
     *Taken prior to August 1, 2011*
     Combined 1100  Verbal 500  Quantitative 500
     *Taken August 1, 2011 until August 31, 2014*
     Combined 300  Verbal 153  Quantitative 144
   • SAT (Scholastic Aptitude Test)
     *Taken prior to April 1, 1995*
     Combined 1100  Verbal 420  Math 470
     *Taken between April 1, 1995 and August 31, 2014*
     Combined 1100  Critical Reading 500  Math 500
   • ACT
     *Until August 31, 2014*
     English 22  Math 22

2. During the semester prior student teaching, candidates must submit documentation that they have taken PRAXIS II for the area of endorsement they are seeking. 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.

**Practicum**

Candidates who are pursuing additional endorsements are required to complete at least 60 hours of supervised field experience. The necessary hours will accumulate through a three-credit practicum. Arrangements for placements are made by the Coordinator of Educational Licensure and Field Placements in consultation with the candidates.
Admission to Student Teaching for Students in Graduate Education

Students who are seeking their initial licensure 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.

The following are required for admission to student teaching:

- an overall GPA of at least 3.0 (including transfer credits),
- an overall GPA of at least 3.0 in the major field of study (including transfer credits),
- no grade lower than a B (3.0) in the professional courses (including transfer credits),
- no grade lower than a C (2.0) in required academic content courses (including transfer credits),
- completion, through related course work, of a minimum of sixty (60) clock hours of supervised field experience,
- no grade lower than a B (3.0) in the practicum,
- completion of all required coursework,
- submission in the semester prior to student teaching of documentation of having taken PRAXIS II for the endorsement being sought,
- submission of drafts Entries 1-4 of Initial Licensure Portfolio.

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 Coordinator of Educational Licensure and Field Placements, and 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 Examination Requirements for Level I Licensure

Students graduating from a Level I Initial Licensure Program must satisfactorily pass a comprehensive examination. Students are eligible to take the comprehensive examination when they are within 9 credit hours of completing their program. Examinations are given at specified times during the Fall and Spring semesters. All students in the Level I Initial Licensure Programs must inform the Education Division, in writing, of their intention to take the exam.

Level I Licensure Portfolio

All graduate candidates for teacher licensure are required to demonstrate their acquisition of the Program Theme, Core Teaching Leadership Standards for Vermont Educators, and the State competencies for licensure by developing a Level I Teaching Licensure portfolio. The portfolio is begun in the course Fundaments of Education. The portfolio is reviewed regularly throughout the program and during the student teaching semester. Using scoring rubrics provided by the State, the Licensure Portfolios are assessed by at least two faculty members. The Licensure Portfolio must meet standard as established by the Vermont Agency of Education in order for the student to be recommended for Vermont licensure.

Initial Licensure Portfolio Completion Policy

Candidates must 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:

- Candidates will have 3 weeks from the first day of the semester, after the one during which they student taught, to complete their licensure portfolios satisfactorily without penalty.
- Should the portfolio still not be of satisfactory quality, candidates 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 candidate 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.
- Candidates may register for Portfolio Completion Workshop for a maximum of 1 semester immediately following the one during which they student taught ** to complete their portfolios satisfactorily. 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 candidates 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.
Fall and spring semesters. That is, spring student teachers would be eligible to register for Portfolio Completion Workshop the following fall term while fall student teachers would be eligible to register in the spring term.

**Teacher Licensure**

The following competencies are required for licensure by the State of Vermont:

- a minimum grade of B (3.0) for student teaching,
- a minimum overall GPA of 3.0,
- a minimum overall GPA of 3.0 in the major,
- completion of all required coursework,
- positive recommendation from the College of St. Joseph that includes written input from the cooperating field teacher,
- completion of Licensure Portfolio that meets standard as defined by the Vermont Standards Board,
- passing scores for Core Academic Series or alternative exam recognized by the Vermont Standards Board,
- passing scores for PRAXIS II exam required for the area of endorsement.

**Program Requirements**

**Secondary Education in English or Social Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED506</td>
<td>Fundamentals of Education</td>
<td>3</td>
</tr>
<tr>
<td>GSE510</td>
<td>Teaching for Effective Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>GSE514</td>
<td>Reading and Writing in the Content Area - Secondary</td>
<td>3</td>
</tr>
<tr>
<td>GSE515</td>
<td>Introduction to Special Education in the Secondary School <strong>or</strong></td>
<td>3</td>
</tr>
<tr>
<td>GSP503</td>
<td>Behavior &amp; Learning Characteristics of Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>GSE518A</td>
<td>Secondary Methodology &amp; Technology - English <strong>or</strong></td>
<td>3</td>
</tr>
<tr>
<td>GSE518B</td>
<td>Secondary Methodology &amp; Technology - Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>GSE520</td>
<td>Practicum in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>GSE521</td>
<td>Student Teaching in the Secondary School</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Students may complete the program in three full semesters.

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED506</td>
<td>Fundamentals of Education</td>
<td>3</td>
</tr>
<tr>
<td>GSE510</td>
<td>Teaching for Effective Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>GSE514</td>
<td>Reading and Writing in the Content Area - Secondary</td>
<td>3</td>
</tr>
<tr>
<td>GSE515</td>
<td>Introduction to Special Education in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>GSE518A</td>
<td>Secondary Methodology &amp; Technology - English <strong>or</strong></td>
<td>3</td>
</tr>
<tr>
<td>GSE518B</td>
<td>Secondary Methodology &amp; Technology - Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>GSE520</td>
<td>Practicum in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>GSE521</td>
<td>Student Teaching in the Secondary School</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Graduation
A student seeking Level I Initial Licensure 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.

A student seeking an endorsement or a degree in general education must earn a
cumulative GPA of 3.0 and satisfactorily meet the portfolio requirements. The portfolio
serves as the comprehensive examination requirement for graduation.

General Education and Secondary Education Non-
Licensure Program Masters
The General Education and Secondary 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. A 2.7 overall GPA is required for admission to the General Education and
Secondary Education Program.

Admission to the Graduate Program
The following are required for admission to the General Education or Secondary Education
Non-Licensure Program:
• submission of a completed application form,
• submission of official transcripts of all undergraduate and graduate course work
documenting the following:
  • completion of a bachelor's degree from a regionally accredited institution of
    higher education with an overall GPA of at least 2.7,
  • completion of all prerequisite coursework,
  • computer skills sufficient to pursue and successfully complete a master's pro-

• two letters of academic or professional reference from persons able to speak to the
candidate's potential to succeed in the program and as a professional educator,
• an essay which describes the reason(s) for applying to the Teacher Education
  Program, outlines the desired outcomes from the course of study and serves as an
  indicator of writing and grammar skills sufficient to pursue a master's degree to
  completion,
• an interview with the Education Division Chair, or designee.

Although individuals are permitted to be enrolled in two or more majors within a Divi-
sion, they are not permitted to be concurrently enrolled in programs offered by two or
more Divisions without the written permission of the Vice President for Academic
Affairs. Individuals are required to complete the program and licensure requirements
within one Division prior to seeking admission into a program offered by another
Division.

**General Education Portfolio Completion Policy**

All candidates must satisfactorily complete their portfolio by the end of their last semester
and prior to graduation. Every attempt will be made during the last semester to provide
the assistance necessary to meet this goal. As the change to General Education Portfolio
also serves as the Comprehensive Examination, candidates will present drafts or
completed portfolios to the education faculty for review during the first four weeks of
the last semester prior to graduation. 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, the following guidelines will be used:

- Candidates will have 3 weeks from the first day of the semester, **after
  the last semester during which all coursework was completed to
  satisfactorily complete their endorsement portfolio.
- Should the portfolio not be satisfactory at this time, candidates 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 candidate at the appropriate (current
  graduate credit) rate.
- Candidates may register for Portfolio Completion Workshop for a
  maximum of 1 semester immediately following the semester ** in which
  all coursework was completed. At that point, if they have not
  satisfactorily completed the portfolio, they will be considered non-
  completers of their program and they will not be recommended for
  licensure.

**Fall and Spring semesters only.**

**Comprehensive Examination Requirements for General Education Candidates**

A satisfactory review by at least two faculty members of the draft or the completed
portfolio for the general education portfolio meets the comprehensive examinations
requirement. The review must take place during the last four weeks of the last semester
prior to graduation.

<table>
<thead>
<tr>
<th>General Education Program Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Core</strong></td>
<td></td>
</tr>
<tr>
<td>GED500 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>GED501 Contemporary Issues in Education or a Contemporary Issue Course</td>
<td>3</td>
</tr>
<tr>
<td>GED505 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>A Law Course</td>
<td></td>
</tr>
<tr>
<td>- GED502 Law and the Education of Children <strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>- GSP508 Special Education Law</td>
<td></td>
</tr>
<tr>
<td>A Curriculum Course</td>
<td>3</td>
</tr>
<tr>
<td>- GED503 Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>- GSE503 Curriculum Development - Secondary</td>
<td></td>
</tr>
<tr>
<td>- GSP505 Instruction and Curriculum in SPED</td>
<td></td>
</tr>
</tbody>
</table>
Electives
Any Graduate Education or Graduate Psychology Electives 21
chosen with academic Advisor Approval
Total 36

Secondary Education Program Requirements
Students with Current Certification Credits
GED500 Educational Research 3
GED501 Contemporary Issues in Education or a Contemporary Issue Course 3
GED505 Educational Psychology 3
GSE503 Curriculum Development - Secondary 3
GSE510 Teaching for Effective Classroom Management 3
GSE514 Reading and Writing in Content Area - Secondary 3
GSE515 Introduction to Special Education in the Secondary School 3
Education Electives 15
Total 36

Graduation
A student seeking a degree in general education must earn a cumulative GPA of 3.0
and satisfactorily meet the portfolio requirements. The portfolio serves as the
comprehensive examination requirement for graduation.

Division of Psychology & Human Services
The Division of Psychology and Human Services offers both undergraduate and gradu-
ate 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 or school settings. Faculty work closely with students
to help them assess their level of personal awareness concerning readiness and suitabil-
ity 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 demon-
strate 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.

To help foster a sense of personal and professional community and to provide oppor-
tunities for active student involvement and leadership 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: a division-spon-
sored Human Services Club, and chapters of the Psi Chi National Honor Society in
Psychology and the Alpha Delta Upsilon Honor Society in Human Services. Faculty
encourage participation in divisional planning, research/evaluation, and other projects.
All divisional degree programs are designed to prepare students well to compete for
jobs after graduation or to go on for advanced educational degrees.
Currently, undergraduate programs in the division are as follows:

1. Associate of Science in Human Services

2. Bachelor of Science degrees in Human Services:
   a. Alcohol and Substance Abuse Services
   b. Child and Family Services
   c. Community Development and Counseling

3. Bachelor of Arts in:
   a. Psychology
   b. Behavioral Sciences - Accelerated Adult Degree Program

4. Minors in:
   a. Human Services
   b. Psychology

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 frequent 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 by any person will not be accepted and will be addressed with appropriate action 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 (30)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT110 College Experience</td>
<td>1</td>
</tr>
<tr>
<td>ACT120 Career Workshop</td>
<td>1</td>
</tr>
<tr>
<td>ENG101 Introduction to College Writing and Information Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG102 Reading and Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>MAT101 Survey of Math or BUS102 Business Math</td>
<td>3</td>
</tr>
<tr>
<td>Communication Elective</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy/Religion Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective (excluding HUS, PSY, SOC)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective (History, Geography, Political Science, Economics Sociology, Anthropology)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Required Courses for the Major (31)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS102 Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS105 Professional Development &amp; Community Service</td>
<td>1</td>
</tr>
<tr>
<td>HUS106 Professional Development &amp; Crisis Management</td>
<td>1</td>
</tr>
<tr>
<td>HUS107 Career Development in the Helping Professions</td>
<td>1</td>
</tr>
<tr>
<td>HUS306 Case Management &amp; Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HUS315 Culture and Community in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY102 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY103 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY201 Principles of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY304 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Behavioral Sciences or Education (by advisement)</td>
<td>7</td>
</tr>
</tbody>
</table>

**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
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 for Academic Affairs.

6. In order to be eligible for a field placement during both their junior or senior years, students must initially meet and maintain the following requirements: a) Students must currently be taking or have earned a minimum grade of "C" in PHI301 Ethics for the Professional, b) have taken and passed the course HUS315 Culture and Community in Human Services with a minimum grade of "C", and c) be in good academic standing in the College with a cumulative average of at least "2.0" overall and in their major course work prior to the semester in which the field experience is scheduled. In addition, students planning on entering field placements must first obtain criminal background and child abuse clearance checks.

**Bachelor of Science in Human Services**

The Human Services majors leading to the Bachelor of Science degree 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 46 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.

**Requirements**

<table>
<thead>
<tr>
<th>General Education Core (must pass PHI301 Ethics with C or better). See pg. 52</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Required Courses for the Major</td>
<td></td>
</tr>
<tr>
<td>*minimum overall + Program coursework GPA = 2.7 must be maintained</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>HUS102</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>HUS105</td>
<td>Professional Development &amp; Community Service</td>
</tr>
<tr>
<td>HUS106</td>
<td>Professional Development &amp; Crisis Management</td>
</tr>
<tr>
<td>HUS107</td>
<td>Career Development in the Helping Profession</td>
</tr>
<tr>
<td>HUS216</td>
<td>Evaluation Techniques</td>
</tr>
<tr>
<td>HUS221</td>
<td>Introduction to Alcohol and Substance Abuse Services</td>
</tr>
<tr>
<td>HUS305</td>
<td>Theories of Personality</td>
</tr>
<tr>
<td>HUS306</td>
<td>Case Management &amp; Counseling</td>
</tr>
<tr>
<td>HUS315</td>
<td>Culture &amp; Community in Human Services</td>
</tr>
<tr>
<td>HUS427</td>
<td>Community Organizations &amp; Counseling</td>
</tr>
<tr>
<td>HUS406</td>
<td>Family Counseling &amp; Mediation</td>
</tr>
<tr>
<td>HUS401</td>
<td>Ethics &amp; Professional Issues in Alcohol &amp; Substance Abuse Services</td>
</tr>
<tr>
<td>HUS317</td>
<td>Foundations of Alcohol and Substance Abuse</td>
</tr>
<tr>
<td>HUS316</td>
<td>Alcohol &amp; Society</td>
</tr>
<tr>
<td>HUS435</td>
<td>Adolescence, Alcohol and Substance Abuse</td>
</tr>
<tr>
<td>HUS420C</td>
<td>Field Experience in Alcohol/Substance Abuse Counseling</td>
</tr>
<tr>
<td>HUS405</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>PSY102</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY103</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSY304</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>SOCI101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td></td>
<td><strong>General Electives (no more than 9 credits of content courses in (PSY/HUS)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

**Optional 5th Year 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 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 hospitals, 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 his/her skills, knowledge, and competence, and (3) pass a case presenta-
tion 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS500B</td>
<td>Ethics &amp; Foundations of Alcohol &amp; Substance Abuse Counseling</td>
<td>1</td>
</tr>
<tr>
<td>GPS523</td>
<td>Assessment, Case Management &amp; Treatment of Alcohol &amp; Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>GPS542</td>
<td>Drugs &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>GPS525</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>GPS538</td>
<td>Alcohol/Substance Abuse Field Experience I (300H)</td>
<td>3</td>
</tr>
<tr>
<td>GPS539</td>
<td>Alcohol/Substance Abuse Field Experience II (300H)</td>
<td>3</td>
</tr>
<tr>
<td>GPS526</td>
<td>School Based Prevention and Intervention Services</td>
<td>3</td>
</tr>
</tbody>
</table>

19 credits

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

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.

Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Requirements</td>
<td>46</td>
</tr>
<tr>
<td>Specific Required Courses for the Major</td>
<td></td>
</tr>
<tr>
<td>HUS102 Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS105 Professional Development and Community Service</td>
<td>1</td>
</tr>
<tr>
<td>HUS106 Professional Development and Crisis Management</td>
<td>1</td>
</tr>
<tr>
<td>HUS107 Career Development in the Helping Professions</td>
<td>1</td>
</tr>
<tr>
<td>HUS216 Evaluation Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HUS305 Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>HUS306 Counseling and Case Management</td>
<td>3</td>
</tr>
<tr>
<td>HUS315 Culture and Community in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS320A Field Experience I in Child and Family Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS336 Family Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>HUS406 Family Counseling and Mediation</td>
<td>3</td>
</tr>
<tr>
<td>HUS420A Field Experience II in Child and Family Services</td>
<td>6</td>
</tr>
<tr>
<td>PSY102 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY103 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY201 Principles of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY304 Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
**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 relations, 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.

**Requirements**

**General Education Core Requirements.** See pg. 52. 46

**Specific Required Courses for the Major**

- 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*** 27

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

<table>
<thead>
<tr>
<th>Specific Required Courses for the Minor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS102 Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS105 Professional Development &amp; Community Service</td>
<td>1</td>
</tr>
<tr>
<td>HUS106 Professional Development &amp; Crisis Management</td>
<td>1</td>
</tr>
<tr>
<td>HUS107 Career Development in the Helping Professions</td>
<td>1</td>
</tr>
<tr>
<td>HUS315 Culture and Community in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY102 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Human Services Elective at or above the 300 level</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 in 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 39 credits in psychology in addition to the 46 credit general education requirements and other elective courses. Three credits may be used to fulfill the general education requirements.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Core Requirements</strong></td>
<td>See pg. 52.</td>
</tr>
<tr>
<td><strong>Specific Required Courses for the Major</strong></td>
<td></td>
</tr>
<tr>
<td>PSY102 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY103 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY201 Principles of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY304 Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
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
- SCI105 Life Science I or SCI106 Life Science II
- 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 Required Courses for the Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY102 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY103 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUS315 Culture and Community in the Human Services</td>
<td>3</td>
</tr>
<tr>
<td>Electives in PSY or HUS with at least two 300 or 400 level courses</td>
<td>9</td>
</tr>
</tbody>
</table>

**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.
Bachelor of Arts in Behavioral Sciences: Accelerated Adult Degree Program

Program Goals and Objectives
The goal of the Accelerated Bachelor of Arts major in Behavioral Science is to provide an opportunity for working professionals in the field of human services to strengthen and broaden their knowledge of human behavior as it applies to individual health, growth, pathology, cultural influences, research methodology and other topics of relevance to helping professionals, in order to provide a foundation for entry into a graduate program in psychology, mental health, or an allied counseling field.

By the end of their program, students will:
• Engage in individual assessment resulting in personal and professional development;
• Understand normal development as well as abnormal human behavior;
• Understand issues of diversity, law and ethical behavior;
• Develop an awareness of the scope, purpose, careers and services available in the helping professions;
• Understand counseling theories and methods, as well as their applications;
• Develop an increased understanding of their personal and professional values as well as ways in which core beliefs and theories influence different counseling approaches;
• Gain sufficient knowledge for entry into a graduate program in psychology or an allied counseling field;
• Understand how psychology is applied to personal health issues and maintenance;
• Demonstrate an understanding of current issues in the field of human services as well as issues of social importance.

Admission Requirements:
• Designed primarily for non-traditional learners with experience in the field or people who have an interest in pursuing graduate study in a counseling-related area
• Currently working in a Human Service area or related setting (min. of 3-4 years)
• 45 previously earned college credits (minimum grade "C") to include College Writing, Math and Introduction to Psychology
• Completed Application
• Transcripts
• Two letters of reference
• Resume
• Essay describing interest in the field, experience and professional goals
• Personal interview with one or more members of the Admissions Committee, including faculty from the Division of Psychology and Human Services
Features:
- 36 credit major completed in 14 months of classes
- Adult education, accelerated degree, cohort model (five week classes)
- 1 class per week (5:30-9:30 p.m.)
- Life/Work experience credits may be applied
- "bridge" courses available to satisfy some course work outside the major

Requirements

| General Education Core Requirements (See page 52) | 46 |
| General Electives | 45 |

Specific Required Courses for the Major

Accelerated Behavioral Science Major Requirements
- BSA102 Personal Assessment (Module I) 3
- PSA103 Development Psychology (Module 2) 3
- HSA315 Culture and Community (Module 3) 3
- PSA304 Abnormal Psychology (Module 4) 3
- HSA305 Theories of Personality (Module 5) 3
- HSA306 Case Management and Counseling (Module 6) 3
- PSA410 Research Methods I (Module 7) 3
- PSA424 Health Psychology (Module 8) 3
- Electives (Determined for each cohort based on faculty assessment of student needs and interests (Modules 9-11) 9
- BSA443 Contemporary Issues in Behavioral Sciences* (Module 12) 3

127

*Capstone

Policies for the ACCEL Behavioral Sciences 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.
Withdrawal from the College - ACCEL Program

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 1st - 4th weeks of the semester: 75%
- During the 5th - 7th weeks of the semester: 50%
- After the 7th week of the semester: 0%

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

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 39. 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.

Graduate Programs in Psychology and Counseling Degree Programs

Certificate Program in Alcohol and Substance Abuse Services

Program Objectives, Description and Competencies

Graduate students in the Clinical Psychology, Clinical Mental Health Counseling, School Counseling or Community Counseling Masters of Science degree programs may add a second major in order to complete additional training and field work experiences that meet the educational training requirements to be 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 hospitals, 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 his/her 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.

GPS500B Ethics & Foundations of Alcohol & Substance Abuse Counseling 1
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 3

In order to complete the 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 admitted into one of the Master of Science programs, they must have completed a bachelor’s degree from a regionally accredited institution of higher education with a record indicating the ability to pursue a master’s degree to completion (normally an overall GPA of at least 3.0, or 2.7 if applying for a non-licensure program). As part of their undergraduate degree program, students must have completed prerequisite coursework as determined by a transcript review (normally the equivalent of a minor in coursework that would be applicable to completion of a counseling-related graduate degree). In addition, the applicant for admission should have developed computer skills sufficient to meet or exceed the demands of course requirements within the degree program which is being sought.

Students must submit the following documentation to the Admissions Office:
1. A completed graduate application form.
2. Official transcripts of all undergraduate and graduate course work.
3. Two letters of reference, academic and/or professional, from persons able to speak to the candidate's potential to succeed in the program and as a professional counselor.
4. A reflective essay which describes the reason(s) for applying to the Counseling Program the desired outcomes from the course of study, future professional aspira-
tions and other information which the applicant feels would be relevant to evaluating their application for admission to the graduate program. The essay also serves as an indicator of the candidate’s writing and grammar skills to pursue a master's degree to completion.

5. Students applying to the School Counseling Program are encouraged to take and submit passing scores from the PRAXIS I or state approved alternative examination scores if they have already been taken at the time of application for admission. In all cases, School Counseling students must pass the PRAXIS I or alternate examination prior to achieving Candidacy status in graduate program.

Individuals will be allowed to take up to twelve credits of graduate courses 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 and to the Academic Dean for review. The applicant is notified of his/her admission status by the Admissions Office. Once notified, accepted students then contact and work with the Division Chairperson in order to complete the admissions process by returning a signed Retention Policy Statement and an initial Plan of Graduate Study. Once these documents have been completed, the Admission process is complete.

Although individuals are permitted to be enrolled in two or more majors within a Division, they are not permitted to be concurrently enrolled in programs offered by two or more Divisions without the written permission of the Vice President for Academic Affairs. Individuals are required to complete the program and licensure requirements within one Division prior to seeking admission into a program offered by another Division.

**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 for Academic Affairs. Graduate students on probation who fail to obtain the required cumulative GPA at the end of the probationary period, will be dismissed from the College. On rare occasions, for extenuating circumstances, the Vice President for Academic Affairs may extend the probationary period. Graduate students concerned about their progress should see their advisor or the Vice President for Academic Affairs.

**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 for 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 and the Vice President for Academic Affairs.

**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” and obtain criminal background and child abuse clearance checks. 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 graduate 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 an initial (practicum) field experience in an approved clinical or educational setting during at least one semester, depending on the student’s degree program. Supervision is provided by faculty and also qualified professionals at the practicum site. In the Clinical Psychology and Community Counseling programs, Field experience 1 and 2 (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 in Clinical Psychology, School Counseling and Clinical Mental Health complete 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 also receives individual supervision each week by an appropriately credentialed professional in the field. Internship hours normally apply to state licensure requirements for supervised field experience, depending on the program of study. 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).

While professional field experiences are a critical component of counselor training and preparation, and the welfare of our students is always a high priority, it must be kept in mind that the Division also has a responsibility to serve as a "gatekeeper" to the counseling profession, and that the well-being of clients served by our students must always be our primary concern. The well being of the College, our program, faculty, as well as agencies and schools with which we collaborate are also responsibilities which must be considered
by the program and the student.

If a counseling student in a field placement is not performing to an acceptable standard of ethical adherence or competence, the college supervisor in conjunction with the Division Chairperson retain the right to remove the student from a placement. Such an action is never taken lightly as there are serious consequences, including assignment of a grade of "F" for field experience.

The following conditions apply to future placement:

- The student must "sit-out" a semester (excluding summer) before being placed again.
- A graduate committee meeting will be convened with the student in order to discuss the situation and to provide recommendations in regard to actions which may be necessary in order to address the situation, which may include recommendation for dismissal from the program, depending on the nature of the difficulties encountered. The College retains the right to refuse a second placement in cases where warranted.
- The student must present documentation to the graduate committee that action has been taken to rectify the problems that led to the removal from the previous placement.
- The student may be eligible to repeat no more than one additional placement following the original unsuccessful experience.

Written and Oral Comprehensive or Qualifying Examinations

Students complete written and oral comprehensive examinations normally during the final year of study, while their field placement is in process.

**Written Comprehensive Examination** - The written exam is typically given in the first part of November (Fall Semester). It consists of 150 multiple choice items testing the student's general knowledge of psychology and counseling. Students must score a 70% or better to pass the exam. Students who receive a lower score may take the exam a second time at a later date in the semester. Students who do not achieve at least a 70% on the second test will be required to meet with the division graduate faculty to discuss options to rectify this problem and examine their plan of study and status within the graduate program. Feedback from the results of the written exam specifies subjects of study in which the student will require additional study before performing well on either licensure or certification examinations they will take after graduation and additional supervised experience.

**Oral Comprehensive Examination** - Upon satisfactory completion of the written exam, the oral exam will be administered to each student individually by members of the divisional graduate faculty during the Spring Semester. The exam provides an opportunity for students to demonstrate proficiency in case conceptualization, diagnosis, and formulation of treatment plans and goals for a hypothetical case. As with the written exam, students who do not pass the oral exam on the first attempt will be given a second
opportunity to do so later during the semester. Failure to pass the second attempt will require the student to meet with the graduate faculty to choose the best course of action.

Failure to pass either exam on the second try may delay graduation by a year. Third opportunities to pass either the written or oral exam may be considered on a case-by-case basis. Students who fail to pass either exam on the third occasion will be recommended for dismissal from the graduate program.

The following list outlines which degree programs are required to take written and oral comprehensive examinations:

<table>
<thead>
<tr>
<th>Major</th>
<th>Written</th>
<th>Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Psychology</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Community Counseling</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>School Counseling</td>
<td>No (Praxis and completion of Licensure Portfolio take the place of this exam)</td>
<td>Yes</td>
</tr>
<tr>
<td>Alcohol and Substance Abuse Counseling</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Student Retention of Documents**

Licensure Boards, accreditation agencies and employers are increasingly asking applicants to supply copies of records such as course syllabi, college catalogs and portfolios in order to assist in their assessment of applicant qualifications. As such, students are encouraged to retain copies of all syllabi, catalogs and other materials such as electronic licensure portfolios, in addition to a current resume, letters of recommendation, copies of certifications, official transcripts, writing samples and other pertinent information for future professional use. While the college does retain required student records, maintaining personal copies of records will ensure their timely availability in the event that they are needed in order to support the student’s professional development. A $2 per syllabus fee will be charged if copies are requested.

**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 (CAMPP). 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”.

129
When the thesis is completed, the student presents it orally to members of the College community. Once the thesis has been completed and approved, the student is required to print a minimum of two copies of the complete thesis on high quality, bond paper (minimum 25% rag, suitable for binding and publication), which will be signed by members of the thesis committee, division chairperson and institutional representative. The student is required to pay for binding of the thesis. Two copies of the bound thesis will be retained by the college for the library and division office. The student may elect to pay for additional copies of the thesis to be bound for their own personal use, at their discretion. The college will arrange for shipping and return of the thesis once it has been bound. 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.

### Clinical Psychology Curriculum

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

### 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.

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).

Clinical Mental Health Counseling Curriculum

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS500 Ethics and Foundations of Counseling*</td>
<td>3</td>
</tr>
<tr>
<td>GPS501 Developmental Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>GPS502 Advanced Theories of Psychotherapy*</td>
<td>3</td>
</tr>
<tr>
<td>GPS503 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>GPS504 Advanced Abnormal Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>GPS505 Group Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
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;

### Community Counseling Curriculum

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*indicates that a minimum grade of “B” is required.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS500</td>
<td>Ethics and Foundations of Counseling*</td>
<td>3</td>
</tr>
<tr>
<td>GPS501</td>
<td>Development Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>GPS502</td>
<td>Advanced Theories of Psychotherapy*</td>
<td>3</td>
</tr>
<tr>
<td>GPS504</td>
<td>Advanced Abnormal Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>GPS505</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>GPS507</td>
<td>Psychological Appraisal*</td>
<td>3</td>
</tr>
<tr>
<td>GPS519</td>
<td>Counseling Techniques*</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Required Credits | 21

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS506</td>
<td>Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>GPS547</td>
<td>Human Sexuality and Gender Issues</td>
<td>3</td>
</tr>
<tr>
<td>GPS522</td>
<td>Foundations of Alcohol &amp; Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>GPS525</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Group 2 Required Credits | 6

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS503</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>GPS518</td>
<td>Diversity and Professional Relationships*</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Group 3 Required Credits | 6

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS513</td>
<td>Career Counseling (strongly recommended)</td>
<td>3</td>
</tr>
<tr>
<td>and two other courses (3 credits each)</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Total Elective Credits | 9

**Supervised College-sponsored Graduate Counseling Field Experience:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS533</td>
<td>Community Counseling Field Experience I (300 hours min.)*</td>
<td>3</td>
</tr>
<tr>
<td>GPS534</td>
<td>Community Counseling Field Experience II (300 hours min.)*</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Specific Requirements  
*All courses require a minimum grade of "B"

### I Foundation Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS500</td>
<td>Ethics and Foundations of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>GPS500B</td>
<td>Ethics &amp; Founds of Alcohol &amp; Substance Abuse Counseling</td>
<td>1</td>
</tr>
<tr>
<td>GPS501</td>
<td>Development Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GPS504</td>
<td>Advanced Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GPS507</td>
<td>Psychological Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>GPS518</td>
<td>Diversity &amp; Professional Relationships</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### II Specialty Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS522</td>
<td>Foundations of Alcohol and Substance Counseling</td>
<td>3</td>
</tr>
<tr>
<td>GPS514</td>
<td>Adolescence, Alcohol and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>GPS523</td>
<td>Assess., Case Mgmt &amp; Treat. of Alcohol &amp; Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>GPS541</td>
<td>Alcohol and Society</td>
<td>3</td>
</tr>
<tr>
<td>GPS525</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>GPS542</td>
<td>Drugs &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>GPS526</td>
<td>School Based Prevention and Intervention Services</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

### III General Counseling Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS502</td>
<td>Advanced Theories of Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>GPS505</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>GPS506</td>
<td>Family System &amp; Counseling</td>
<td>3</td>
</tr>
<tr>
<td>GPS519</td>
<td>Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### IV Field Work
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS538</td>
<td>Alcohol &amp; Substance Abuse Field Experience I (300 Hrs)</td>
<td>3</td>
</tr>
<tr>
<td>GPS539</td>
<td>Alcohol &amp; Substance Abuse Field Experience II (300 Hrs)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**TOTAL =**  
55 credits
School Counseling Program
Title II Disclosure

In accordance with federal regulation, the College of St. Joseph is required to report that 100% of School Counseling Program completers in the 2010-2011 cohort qualified for Vermont state licensure.

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.

The Program Theme for the School Counseling program reflects the Mission of the College of St. Joseph. The ideal graduate of our school counseling program is a reflective, competent individual whose personal and professional behaviors are grounded in strong, moral values, a solid commitment and adherence to ethical practice and the utilization of collaborative, evidence-based best practices to facilitate the healthy growth and development of students and school systems with whom they work. Dedicated to service to others and the community, students and graduates of our School Counseling Program are expected to demonstrate a genuine appreciation for diversity, and to actualize on their values in order to address issues of social importance, promote the welfare of others, and improvement of society.

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 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards 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 Core Teaching and Leadership 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 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 63 credits (which includes three semesters of fieldwork, experiences at the pre-k/elementary, middle and high school levels), comprehensive written and oral examinations, and preparation of a student licensure portfolio. During precandidacy, the student is required to pass (with a minimum grade of “B”) eighteen (18) 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, personal and professional readiness for entry into supervised practice in schools and potential for 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 2005 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 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards;
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 adjustment 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 complete the School Counseling Program and become a licensed educator in Vermont, students in the School Counseling Program must take and meet the PRAXIS I Examination or alternate state approved examination score requirements 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. All students seeking initial licensure must submit passing scores for one of the following examinations prior to or at the time of the Candidacy meeting:

- Core Academic Series (replaces Praxis I)
  Taken after September 1, 2014
  Reading 156; Writing 162; Math150

As an alternative to Core Academic Series, a student may also submit one of the following:

- Praxis I Taken before August 31, 2014
  Reading 177  Writing 174  Math 175  526 Composite

- (GRE) Graduate Record Exam
  Taken prior to August 1, 2011
  Combined 1100  Verbal 500  Quantitative 500
  Taken August 1, 2011 until August 31, 2014
  Combined 300  Verbal 153  Quantitative 144

- SAT (Scholastic Aptitude Test)
  Taken prior to April 1, 1995
  Combined 1000  Verbal 420  Math 470
  Taken between April 1, 1995 and August 31, 2014
  Combined 1100  Critical Reading 500  Math 500

- ACT
  Until August 31, 2014
  English 22  Math 22

Further information regarding state examination requirements is available in the Division office and from the Vermont State Department of Education. Their website is http://education.vermont.gov.

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 fall 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 units of Portfolio Completion Workshop (number of units to be determined by the Division Advisor and Chairperson in consultation with the Student and Office of the Vice President for Academic Affairs) based on the amount of work yet to be done;
- Units will be charged to the student at the current graduate credit rate.
- 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

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*indicates that a minimum grade of “B” is required</td>
<td></td>
</tr>
<tr>
<td>GED502 Law and the Education of Children*</td>
<td>3</td>
</tr>
<tr>
<td>GED505 Educational Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>GED506 Fundamentals of Education*</td>
<td>3</td>
</tr>
<tr>
<td>GPS500 Ethics and Foundations of Counseling*</td>
<td>3</td>
</tr>
<tr>
<td>GPS501 Developmental Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>GPS502 Advanced Theories of Psychotherapy*</td>
<td>3</td>
</tr>
<tr>
<td>GPS503 Research Methods or GED500 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>GPS504 Advanced Abnormal Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>GPS505 Group Counseling*</td>
<td>3</td>
</tr>
<tr>
<td>GPS506 Family Systems*</td>
<td>3</td>
</tr>
<tr>
<td>GPS507 Psychological Appraisal*</td>
<td>3</td>
</tr>
<tr>
<td>GPS513 Career Counseling*</td>
<td>3</td>
</tr>
</tbody>
</table>
Requirements for a Graduate Certificate in School Counseling

A. All Candidates Pursuing the Graduate Certificate in School Counseling
   1. Students must have earned a master's degree in a counseling-related field (e.g. clinical social work, clinical psychology, clinical mental health counseling, community counseling, or equivalent degree) or education from a regionally accredited college or university or equivalent institution of higher learning. The student must have graduated with a minimum grade point average of 3.0 (B average), based on a GPA scale with a range of 0.0-4.0. A masters degree in another (non education or counseling) field would require completion of the full masters degree program;
   2. Students will be required to complete a minimum of 18 credits at the College of St. Joseph; the actual number of total credits will be determined by a review of transcripts and relevant experience, as well as a comparison with Vermont State Licensure Requirements and our graduate degree program requirements;
   3. Students will complete a minimum of 600 clock hours of field experience in School Counseling (2 semesters) with a minimum of 60 hours each at the Elementary level (including Pre-K), Middle and High School Levels, under supervision of a licensed school counselor in the field and College faculty;
   4. Required courses will include:
      a. Organization and Administration of a School Counseling Program (3 credits);
      b. Law and Education of Children (unless a comparable Vermont course has been taken and passed) (3 credits);
      c. Psychological Appraisal (unless a comparable course has been taken and passed) (3 credits);
      d. Graduate Internship in School Counseling (minimum of 600 clock hours 6 credits);
      e. Career Counseling (3 credits);
   5. All coursework requires a minimum grade of B;
   6. All students need to document training in ethics (including the Ethical Standards for School Counselors [from the American School Counseling Association] and the Code of Ethics for Vermont Educators: A Statement of Beliefs), diversity, human development, counseling theory and practice, educational practices, research (preferably as applied to education), as well as knowledge of the Sixteen Principles and Five Standards for Vermont Educators, Vermont's
Framework of Standards and Learning Opportunities, the National Model for School Counseling, and other pertinent laws and standards (such as the Vermont Model for School Counselors);

7. All courses previously taken to be applied to the graduate certificate need to have been taken within the past six years. Based on a review of each student's transcripts and work experience, courses taken beyond the six year limit may be accepted with appropriate remedial action to ensure competency in relevant and current knowledge and performance ability (e.g. by auditing certain classes or by engaging in independent review of material under supervision of a faculty mentor).

B. Initial Licensure Candidates
1. All requirements in Section "A" above need to be met;
2. Candidates need to pass the State Standardized Test Requirements (e.g. PRAXIS) prior to being allowed to complete field work;
3. Students need to complete additional graduate courses to include:
   - Fundamentals of Education (3 credits)
   - Educational Psychology (3 credits)
   - School Based Prevention and Intervention (3 credits)
4. Students need to complete the Initial Licensure Portfolio for Vermont Educators.

C. Candidates with a Graduate Degree in Education Seeking an Additional Endorsement
1. All requirements in Section "A" above need to be met (including a minimum of 18 credits taken at the College of St. Joseph). Remaining courses and requirements for the certificate will be determined, based on prior preparation and transcript review and comparison with Vermont State Licensure Requirements and our graduate degree program requirements.

Licensure Information
All licensure-track programs within the Division of Psychology and Human Services have been designed to meet current academic requirements for licensure in the State of Vermont. With the exception of the School Counseling program, post-degree supervised experience and passing a national examination are required for licensure, regardless of the college or university attended. While our students have had excellent success being licensed in Vermont and other states, prospective students should always consult licensure requirements for states where they anticipate working in order to determine the degree of compatibility between licensure requirements and our degree program requirements.
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. 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: Striving to Thrive at CSJ
Through a variety of tasks and activities, students will be introduced to college resources and requirements as well as opportunities in the community. Class activities will be directed toward helping students take responsibility for their own learning and becoming engaged in college activities and activities of civic engagement. Course topics will include goal setting, academic advisement, study skills, note taking, time management and research. All transfer students with at least 24 credits and in good standing, and students who are 22 years or older are exempt from taking the course. Course cannot be repeated. Freshmen course. 1 credit.

ACT120 Career Workshop I: Career Planning, Resume, Letter and Interview Skills
Participants in this workshop will have an opportunity to examine and explore their work, skill, value, interest and leisure assessments by using a variety of self-assessment and values clarification exercises and techniques. They will receive direction in career exploration and goal setting enabling them to form academic and extracurricular linkages with their appropriate career field. In addition, participants will learn the key components in writing a result producing resume, developing a QR based resume card and constructing their Internet resume site page to include a digital portfolio. They will also learn how
to properly write attention getting letters of inquiry and introduction. The workshop concludes with identifying and practicing critical interview skills and participating in an interview role play. This workshop involves participants in a positive, assertive approach to career planning and job hunting. 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. $25 lab fee. Course may be taken more than once for credit. 1 credit.

**ACT401 Career Workshop II: Career Linkage, Resume and Letter Writing and Interview Role Play and Skills Development**
Emphasis is placed on linking career selection to a resume specifically designed to present appropriate core competencies, application of the CAR model to define and present applicable quantitative accomplishments in narrative form along with outlining employment history, education, certifications and awards. Students will create a QR based resume card and construct their Internet resume site page to include a digital portfolio. In concert with resume preparation are lessons in composing result producing, attention-getting letters of introduction and inquiry. Central to the workshop is preparing the student for the all important job interview. This is accomplished through a series of intense job interview role plays emphasizing behavioral based interview questions and skill development. Students participating in this workshop should already have made significant progress toward formulating a career objective. The workshop concludes with a consideration towards long-term planning for career growth and change. Senior standing. 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.

**BIOLOGY**
**BIO101 Biology I**
This is an introductory Biology course covering basic biological concepts including scientific method, evolution, the diversity of life, plants and ecology. This course is suitable for health science and radiography majors and counts toward the natural science component of the College Core Curriculum. $125 lab fee. 4 credits.
BIO102 Biology II
This is an introductory Biology course covering basic biological concepts including scientific method, cells, genetics, animal development and animal form and function. This course is suitable for health science and radiography majors. Prerequisite: BIO101. $125 lab fee. 4 credits.

BIO201 Medical Terminology
Medical terminology is the specialized language of health care practitioners. In this course, students will be immersed in word roots, prefixes, suffixes, eponyms and abbreviations used in medical language. Students will be expected to discern meanings and pronunciations of medical terms in general, and for medical language specific to body regions, organs and organ systems, tissues, medical diagnoses and procedures and diseases and disease treatment. 1 credit.

BIO211 Health Science Careers
This course requires students to explore specific aspects of their chosen career. For example, students will research educational requirements, professional licensure requirements, costs, employment opportunities and requirements, potential income, challenges and quality of life expectations. Students will also be required to write a resume and curriculum vita that is appropriate for health professionals. Sophomore standing. 3 credits.

BIO217 Health Science Practicum
This course requires students to obtain 300 hours of direct patient contact in an appropriate clinical setting. Students will work in a setting that fulfills specific career requirements to obtain necessary skills and experience. Students will be expected to prove competency and professionalism in health care settings and to assess their own personal attributes regarding their desire to work in a health related career. Sophomore standing. 3 credits.

BIO241 Genetics
Genetics is a branch of biological science that affects every other biological discipline. Understanding the role that genetics plays in life is essential for any student of biology. This introductory course, required of all Health Science majors, will allow students to obtain the knowledge required to understand the role of genetics in all levels of life, from molecules to ecosystems. Topics discussed in this course will include, but are not limited to, genes, chromosomes, linkage, inheritance, DNA structure and analysis, DNA recombination and replication, translation, mutation, gene expression, genomics, proteomics, cancer, genetic engineering, developmental genetics, quantitative genetics, population and evolutionary genetics, conservation genetics, epigenetics, DNA forensics, genomics and personalized medicine and stem cell. Prerequisite: BIO102. 4 credits.

BIO251 Microbiology
This is an introductory microbiology course required for Health Science majors. Concepts covered in this course will include the metabolism, growth, molecular biology, gene expression, and genomics of microorganisms, virology, microbial evolution and diversity, microbial ecology, pathogenicity, antimicrobial agents and immunology. Prerequisite: BIO102 and BIO241. 4 credits.
BIO321 Anatomy & Physiology I
This course is designed as an introduction to anatomy and physiology of the human body. This course will cover chemical, cellular, tissue, organ and organ systems levels of organization. Homeostasis, the central unifying concept of human physiology, is applied to the integument and to the skeletal, muscular and nervous systems. The anatomy and physiology of the integument and the skeletal, muscular and nervous systems will be examined, as will the special senses. $125 lab fee. 4 credits.

BIO322 Anatomy & Physiology II
This course is designed as an introduction to anatomy and physiology of the human body. This course will cover chemical, cellular, tissue, organ and organ systems levels of organization. Homeostasis, the central unifying concept of human physiology, is applied to nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive systems. The anatomy and physiology of the nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive systems will be examined, as will metabolism, fluid electrolyte and acid-base balance and development and inheritance. Prerequisite: BIO321. $125 lab fee. 4 credits.

BIO410 Advanced Physiology
This is a one semester advanced course on the principles of human physiology. Specifically, the principles of cell processes, homeostasis and control, integration of function, and metabolism, growth and aging will be discussed. The major focus of this course is problem-solving skills. This course is suitable for Health Science majors. Prerequisite: BIO102. 3 credits.

CHEMISTRY
CHE101 General Chemistry I
This is the first of a two-part course on the principles of chemistry. Specifically, the principles of matter, atoms, elements, molecules, compounds, chemical equations, loss of mass action, aqueous reactions, gases, thermochemistry, atomic quantum mechanics, periodic properties of elements and chemical bonding theories will be discussed. A major focus of the course is problem-solving skills. Also, science as a way of knowing is emphasized. This course is suitable for health science majors and counts toward the natural science component of the College Core Curriculum. $125 lab fee. 4 credits.

CHE102 General Chemistry II
This is the second of a two-part course on the principles of chemistry. Specifically, the principles of liquids, solids, intermolecular forces, solutions, chemical kinetics, chemical equilibrium, acids and bases, aqueous ionic equilibrium, free energy, thermodynamics, electrochemistry, radioactivity and nuclear chemistry and organic chemistry will be discussed. A major focus of this course is problem-solving skills. Also, science as a way of knowing is emphasized. This course is suitable for Health Science majors. Prerequisite: CHE101. $125 lab fee. 4 credits.

CHE321 Organic Chemistry
This is a one semester course on the principles of organic chemistry. Specifically, the principles of chemical structure and bonding, acids and bases, nomenclature, physical properties and structure of organic compounds, alkenes, alkynes, isomers and stereochemistry, electrons, aromaticity, specific reactions, organic chemistry of carbohy-
drates, amino acids, proteins, peptides, lipids, and nucleic acids, metabolic pathways, enzymes and vitamins and the discovery and design of drugs will be discussed. A major focus of this course is problem-solving skills and experimental design. Also, science as a way of knowing and direct application of the scientific method is emphasized. This course is suitable for Health Science majors. Prerequisite: CHE102. 5 credits.

CHE421 Biochemistry
This is a one semester course on the principles of biochemistry. Specifically, the principles of water, structure and function of biologically important molecules, metabolism, bioenergetics and biological information flow will be discussed. A major focus of this course is problem-solving skills and experimental design. Also, science as a way of knowing and direct application of the scientific method is emphasized. This course is suitable for Health Science majors. Prerequisite: BIO241 and CHE321. 5 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 with a grade of "C" or better. 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.

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 that 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.
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. A grade of “C” or higher is required for admission to all math courses. **Students obtaining a grade of "C-" or below may repeat the course only once. In such an instance, the course must be repeated in the next semester it is offered, and the student must earn a grade of "C" or higher in order to continue at the College.** 3 credits.

ENGLISH

ENG101 Introduction to College Writing and Information Literacy
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. Additionally, students will learn and demonstrate appropriate information literacy skills such as discipline specific research, database navigation, online literacy and effective electronic communication. A grade of "C" or higher is required for admission into ENG102. 4 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. Sophomore standing. 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.

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**
A capstone course for English majors designed to provide a 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. Students in a popular culture concentration must choose a research paper topic appropriate to that concentration, subject to approval by the instructor. Prerequisite: 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. $50 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. $50 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.) $50 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. $50 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. $50 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. The course explores 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.

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 that 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. $50 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. $50 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. $50 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. $50 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.

GEO160-460 Selected Topics in Geography 3 credits.
HISTORY

HIS101 World Civilizations I
This course examines varied aspects of world history from the beginnings of civilization to approximately A.D. 1500. 3 credits.

HIS102 World Civilizations II
This course examines varied aspects of world history from approximately 1500 to the present. A student can enroll in HIS102 without taking HIS101. 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 that have shaped the contemporary world. Students will have the opportunity to explore significant issues and events including the Cold War, the rise of post World War II nationalism, the emergence of new nations in Africa and Asia, the Middle East, Communist China, the rise of global terrorism and the collapse of the Soviet Union and Communism in Eastern Europe. 3 credits.

HIS202 United States History Since 1945
Surveys those important issues that 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 course surveys 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.

HIS304 The Contemporary Middle East
Traces the development of the contemporary Middle East and provides a basis for
understanding the factors that 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.

**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.

**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. Junior standing. 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 offers a wide-ranging examination of the Jewish Holocaust, from its roots in the evolution of anti-semitism in medieval and modern Europe through its post-
World War II legacy. 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 or social science requirement. 3 credits.

**HIS338 The Renaissance**
This course will examine the important cultural, intellectual, political, social and economic changes which transformed Europe from the 14th through 16th centuries. 3 credits.

**HIS339 The Reformation**
This course will examine the religious transformation of Europe in the 16th and 17th centuries, including the important political, social, economic and cultural dimensions of the Reformation. 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. Junior standing. 6 credits.

**HIS430 Seminar in History**
A capstone course for History majors designed to provide 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. Students in a popular culture concentration must choose a research paper topic appropriate to that concentration, subject to approval by the instructor. Prerequisite: 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: Senior LIS majors only. 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 that 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 or by permission of the Division Chair. 3 credits.

MAT105 Pre-Calculus
This course blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of relations and functions, exponential and logarithmic functions, trigonometry in triangles, trigonometric functions, trigonometric identities and equations. 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. Sophomore Standing. 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 MAT105 or permission of the Division Chair. 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

PHYSICS
PHY241 College Physics I
This is the first of a two-part course on the principles of physics. Specifically, the principles of mechanics, oscillations, waves, and fluids, and thermodynamics will be discussed. A major focus of this course is problem-solving skills and experimental design. Also, science as a way of knowing and direct application of the scientific method is emphasized. This course is suitable for Health Science majors. Prerequisite: MAT204. 4 credits.

PHY242 College Physics II
This is the second of a two-part course on the principles of physics. Specifically, the principles of electromagnetism, optics and modern physics will be discussed. A major focus of this course is problem-solving skills and experimental design. Also, science as a way of knowing and direct application of the scientific method is emphasized. This course is suitable for Health Science majors. Prerequisite: MAT204 and PHY241. 4 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 current century. 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.

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 permission of the
Division Chair. 3 credits.

**POS160-460 Special Topics in Political Science** 3 credits.

**POPULARCULTURE**

**POC201 Introduction to Popular Culture**
This course is designed to provide the theoretical background for analyzing popular culture. In addition to providing students a range of popular culture theory, the course will also explore how these theories can be used to explore film, television, music, video games and the internet. All students in the popular culture concentration must take this course. 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.

**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
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.

**REL160-460 Special Topics in Religion** 3 credits.

**SCIENCE**

**SCI105 Life Science I**
This is a liberal arts, interdisciplinary life science course covering basic concepts that includes the scientific method, the organization and complexity of living organisms, cells, energy transfer, the diversity of living organisms and animal physiology. This course is suitable for all majors except health science and radiography majors and counts toward the natural science component of the College General Education Core Curriculum. 3 credits.

**SCI106 Life Science II**
This is a liberal arts, interdisciplinary life science course covering basic concepts that include the scientific method, genetics and inheritance, biotechnology, evolution and ecology. This course is suitable for all majors except health science and radiography majors and counts toward the natural science component of the College General Education Core Curriculum. 3 credits.

**SCI107 Integrated Science I**
This is one of two liberal arts courses that introduces students to the natural sciences, emphasizing central ideas and unifying concepts. In this particular course, the principles of physics and chemistry are presented in a manner that relates them to everyday life. Specifically, the basics of motion, Newton's Laws, energy and momentum, gravity, heat, electricity and magnetism, waves (sound and light), the atom, nuclear physics, matter, chemical bonds and reactions and organic chemistry are discussed. Also, science as a way of knowing is a focus of this course. This course is suitable for all majors except health science majors and counts toward the natural science component of the College Core Curriculum. 3 credits.

**SCI108 Integrated Science II**
This is one of two liberal arts courses that introduces students to the natural sciences, emphasizing central ideas and unifying concepts. In this particular course the principles of biology, earth science and astronomy are presented in a manner that relates them to everyday life. Specifically, the basics of cells, genetics, evolution, biological diversity, human biology, ecosystems, the environment, plate tectonics, rocks and minerals, Earth's surface, weather, Earth's history, the solar system, and the universe are discussed. Also, science as a way of knowing is a focus of this course. This course is suitable for all majors except health science majors and counts toward the natural science component of the College Core Curriculum. 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. $50 lab fee. 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.

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, receiv-
ables, 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 state-
ments 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 gener-
ally accepted theory. Emphasis is on internal control review and evaluation, on statis-
tical 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 applica-
tion. 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 cred-
its.

**ACC403 Federal Income Tax I**
Provides instruction by application of federal income tax laws to incomes of individu-
als. Various tax returns are prepared. Includes a comprehensive explanation of the
federal tax structure and training in the application of tax principles to specific prob-
lems. Prerequisite: ACC202. 3 credits.

**ACC404 Federal Income Tax II**
Provides instruction by applying federal income tax laws to incomes of partnerships,
corporations, subchapter S corporations, trusts and estates. Extensive tax research
and analysis is required in each of these areas. Prerequisite: ACC403. 3 credits.

**ACC410 (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 psy-
chology as well as allied human service, business and educational disciplines. Indi-
vidual and group designs will be examined as well as statistical and behavioral meth-
ods 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 the course. Senior Standing. 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.

**ACC442 Advanced Accounting**  
A capstone course for Accounting majors 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. Senior standing. 3 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. Satisfies General Education math requirement. 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.

**BUS205 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.

**BUS206 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.

**BUS211 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.

**BUS216 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: BUS205.  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. Junior standing.  3 credits.

**BUS307 Organizational Behavior**
Examines individuals, groups, and intergroup relations that occur within an organizational environment. Topics include leadership, motivation, and conflict resolution. Junior Standing.  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. Sophomore standing.  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. Satisfies a Behavioral Science Requirement.  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: BUS211 or permission of Division Chair and junior standing. 3 credits.

BUS340 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, BUS211 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: junior or senior standing. 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 BUS205 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: BUS216 and BUS307. 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.

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 Chairperson. 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 or permission of Division Chairperson. 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 environments, international trade and investment, marketing, and production. Prerequisites: ACC101, BUS211, and senior standing. 3 credits.

BUS440 Business Policy: Strategic Management
A capstone course for Business majors utilizes 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 in-
tegrated 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.

PHA301 Ethics for the Professional (Module 6)
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.

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.

BUA311 Managerial Finance (Module 9)
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.

BUA405 Principles of Management & Supervision (Module 10)
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.

BUA307 Marketing in a Global Economy (Module 11)
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.

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.

BUA410 Leadership for the Professional (Module 13)
Several leadership styles are examined. Emphasis on developing and applying an ethical leadership style for the student's personal and professional life. 3 credits.

BUA440 Strategic Planning (Module 14)
Survey of various management planning models and techniques in business. Stresses concepts of strategic planning and management. Capstone course 3 credits.

COMPUTER INFORMATION SYSTEMS
CIS101A Microsoft Windows/Word
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 Spreadsheets: Microsoft Excel
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. $7 lab fee. 1 credit.

CIS101C Database: Microsoft Access
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 PowerPoint**

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. $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. $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-re-searching techniques. $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. $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. Junior Standing. 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. The course examines the national economy and its main components. Various theories of inflation, unemployment and GDP growth are explored, as well as the tools of macroeconomic principles. The role of the federal budget, money supply, interest rates in economic stabilization policies, global economic factors and international trade are emphasized. Sophomore standing. 3 credits.

**ECO208 Microeconomic Principles**
This course examines the theory of the consumer, utility, market structures, the theory of the firm, elasticity and resource allocation. The implications for government economic and social policies are presented. Sophomore standing. 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 Chairperson. 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: BUS205 or permission of Division Chairperson. 3 credits.

RRM160-460 Special Topics in Resort and Recreation Management 3 credits.

SPORTS MANAGEMENT

SPM101 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. 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: SPM101. 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. Junior standing. 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, concessions and naming rights), public resources in private facilities, sponsorships, and budgeting and expense control. The completion of a business plan is required. Prerequisite: BUS211. 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 Criminal Justice

CRJ101 Introduction to Criminal Justice
This course offers a comprehensive survey of the administration and organization of criminal justice from arrest through final adjudication. The course begins with an overview of the criminal justice system followed by in-depth discussions on crime, victimization and criminal justice policy. Students are introduced to the evolution of the various components of the criminal justice system (police, prosecution, courts and corrections), the effects of each component and the role of discretion in each. 3 credits.

CRJ210 Law and Society
An introduction to the American judicial system and the main themes and events of American constitutional law since 1787. It introduces terms and concepts of law and legal history, focusing on three recurring themes in American public life - liberty, equality and property. Readings consist mostly of original court cases, especially from the U.S. Supreme Court, but with a focus on the historical connections between those cases and broader social, political and cultural trends. Prerequisite: CRJ101. 3 credits.

CRJ230 Drugs and Society
Examines the issues revolving around drug use and abuse within American society. Themes include the role of societal definitions and social responses to drugs, socio-
historical perspectives on drug consumption and control, the structure of the legal and illegal drug industry and competing models of public policy. 3 credits.

**CRJ240 Professional Writing for Criminal Justice**
Examines forms of professional writing and formal communication within the criminal justice field. Students receive extensive experience in the format, structure and content of writing on criminal justice issues. The communication component focuses on developing multi-media presentation skills in the topical areas. Prerequisite: CRJ101, ENG102 and sophomore standing or approval of Division Chairperson. 3 credits.

**CRJ250 Race, Ethnicity, Gender and Class**
Provides students with an opportunity to analyze the roles of race, ethnicity, gender and class in crime and criminal justice systems. Covers historical and theoretical frameworks for understanding the relationship between socio-demographic factors and criminal justice. 3 credits.

**CRJ261 Deviance and Social Control**
This course provides students with an opportunity to examine issues of deviant behavior and the mechanisms for control within society. The historical and cultural context of deviance will be discussed along with various theories/assumptions on why people feel the need to define, control and engage in deviant behavior. The course involves both lecture and interactive discussion based on assigned readings, individual perspectives and current events. Ultimately, students should gain a more comprehensive understanding of the evolving issues within this area, as well as the basis of some personal perceptions and social responses. 3 credits.

**CRJ262 Mass Murderers and Serial Killers**
This course examines the types of men and women who commit multiple murders and what compels them to do so (e.g., childhood experiences, subjective anger/hatred, mental illness, fanaticism). Discussion topics focus on psychological, sociological and biological aspects as well as law enforcement and societal responses to serial murder. 3 credits.

**CRJ263 Media and Crime**
An examination of images of crime and justice portrayed in the American cinema with specific attention to the social and historical forces that have shaped popular representations of good and evil during the modern era. 3 credits.

**CRJ270 Victimology**
Study of risk factors in crime victimization, the impact of crimes upon victims and the role of the victim in the event and within the criminal justice system. 3 credits.

**CRJ280 Juvenile Justice**
Considers the problems surrounding the legal definition and handling of juveniles who encounter the criminal justice system as offenders, clients and victims. Attention is devoted to the study of the special legal categories and procedures established for juveniles, the challenges facing professionals providing juvenile services and the most significant directions of legal and social change affecting youth in our society. 3 credits.
CRJ281 Policing in America
Examines the history, evolution and organization of the police in the United States and their role in society, the structure and culture of police organizations, function and activities of the police, and police deviance and accountability. 3 credits.

CRJ282 Corrections
Examines the concept of punishment and its form, function(s) and enforcement throughout history, with an emphasis on current sentencing policies and procedures and their impact on the corrections system. Explores the operation, structure, clientele and issues confronting the institutions, agencies and programs encompassing the corrections system including jails, prisons, and probation and parole. 3 credits.

CRJ283 Criminal Justice Administration
Provides students with an overview of issues related to criminal justice organization and management within public administrative systems. These include the manner in which criminal justice agencies deal with crime and criminological issues, as well as how such agencies are organized and managed to find ways to deal with the crime problem in the context of economic, social and political factors. Students become familiar with the operations of criminal justice organization and management and how individuals navigate and work with criminal justice agencies to address crime-related issues. 3 credits.

CRJ285 Criminal Procedure
A comprehensive study of the investigative and adjudicatory stages of the criminal process, through trial, including an analysis of constitutional and statutory provisions, and judicial decisions (particularly those of the Supreme Court of the United States and the Vermont Supreme Court) governing the various procedural steps in the administration of criminal justice in federal and state courts. Junior Standing. 3 credits.

CRJ310 Criminology
With a primary focus on the role of crime and criminals in society, this course explores the nature and dynamics of crime, criminals, victims, society, law and public policy. Through critical analysis, students identify how and why widely varying theories about crime are adopted at particular times in history and in certain circumstances, assesses policy implications in light of social justice principles; and informs students' understanding of the justifications offered for subsequent institutional responses to crime. 3 credits.

CRJ311 Interpersonal Skills for CRJ
Students gain a precise understanding of communication techniques and procedures that are fundamental to law enforcement and corrections. Prerequisite: CRJ281 & CRJ282. 3 credits.

CRJ312 Criminal Law
Discusses the rules, principles and doctrines of criminal liability in the United States. The historical development, limits and functions of the substantive criminal law. Addresses moral, philosophical, constitutional and public policy considerations in the use of criminal sanctions to regulate conduct. 3 credits.
CRJ313 Community Corrections
Consideration of the full range of nonincarcertative sentencing options. Analysis of the theoretical and practical implications of the maintenance of offenders in the community, including the range of community resources available to the correctional system. Prerequisite: CRJ282. 3 credits.

CRJ314 Defensive Tactics/Skills
This course is designed to provide students with an appropriate understanding of specific issues related to conflict and crisis management within the criminal justice field. Students gain a precise understanding of response procedures and use of force techniques that are fundamental to law enforcement and corrections. Prerequisite: CRJ281 or CRJ282. 3 credits.

CRJ315 Criminal Justice Ethics and Professionalism
This course is designed to provide students with an appropriate understanding of ethical issues within the criminal justice system. These include a focus on police officers and offenders, correctional officers and inmates; the human services approach; and the range of respectful conduct elements in the context of diversity in the workplace. Prerequisite: CRJ218 or CRJ282. 3 credits.

CRJ316 Emergency Preparedness
This course is designed to provide students with practical knowledge on various emergency prevention and response procedures and practices within law enforcement and for correctional facilities (as they pertain to fire safety and emergency first responder medical services). Prerequisite: CRJ281 or CRJ282. 3 credits.

CRJ320 Internship I
Field experience in a local, state or federal criminal justice or private security agency. Includes orientation, observation, conferences and work experience. Students will complete a minimum of 120 clock hours in the field during the semester. Prerequisites: CRJ 101, 210, 230, 240, 285, 310 and 350; minimum 2.5 GPA in major. Restricted to majors. 3 credits.

CRJ340 Corporate and White Collar Crime
Introduces students to various topics and issues in the areas of corporate and white-collar crime. Examines a variety of special topics such as definitional issues, the nature and extent of white-collar crimes, detection, measurement, crime types, case studies, the etiology of offending and adjudication and sentencing. 3 credits.

CRJ350 Forensic Science
Provides students with knowledge and skills in the application of scientific principles and technological applications to further the purpose of justice in the study and resolution of criminal, civil and regulatory issues. $50 lab fee. Prerequisite: SCI105 or SCI106 for CRJ majors only. 3 credits.

CRJ361 Law and Psychology
This course focuses on applications of psychology to the administration of justice. Drawing from the areas of social, cognitive, developmental, clinical and neuropsychology, students critically examine the trial process. The law's informal theories of human behavior are compared to what psychologists know on the basis of theories and re-
search. A number of controversies are discussed, including the practice of scientific jury selection, jury deliberation and decision-making, police interrogations and confessions, use of the polygraph as a lie-detector test, eyewitness testimony, repressed and recovered memories, the use of hypnosis, child witnesses in sex abuse cases, the death penalty, the insanity defense and the role of psychologists as trial consultants and expert witnesses. 3 credits.

**CRJ370 Advanced Criminal Law**
This seminar will significantly expand upon a range of select issues examined in CRJ312 (*Criminal Law*). These include the nature of criminal law and how it can be distinguished from the civil law; the kinds of conduct that are properly subject to criminal sanctions; whether it is appropriate to apply sanctions to conduct that is harmful only to self; the basic principles that govern the assignment of criminal liability; the importance of causation; the distinction between justification and excuse defenses; and some of the theoretical issues that surround specific offenses such as murder and manslaughter, rape and theft. Prerequisite: CRJ312. 3 credits.

**CRJ400 Advanced Professional Writing for Criminal Justice**
This course significantly expands upon various writing methods examined in CRJ240 (*Professional Writing for Criminal Justice*) and provides students with the opportunity to enhance their professional writing capacity. Prerequisite: CRJ240. 3 credits.

**CRJ420 & 420A Internships II & III**
Field experience in a local, state or federal criminal justice or private security agency. Includes orientation, observation, conferences and work experience. Students will complete a minimum of 200 clock hours in the field during the semester. Prerequisites: CRJ320 Internship I and minimum 2.5 GPA. May be repeated for a maximum of 6 credits. Restricted to majors. 3 credits.

**CRJ430 Current Issues in Criminal Justice**
Detailed exploration of various issues in crime, criminal behavior, policing, corrections, juvenile delinquency and/or international criminal justice. Prerequisite: CRJ101, CRJ240, CRJ285 and junior standing or approval of Division Chairperson. 3 credits.

**CRJ440 Criminal Justice Seminar**
Capstone course consisting of development and production of senior-level research paper grounded in relevant criminal justice theory and practice. Emphasis on integration of knowledge acquired in previous courses. Prerequisite: all required CJ core courses must be completed. Restricted to majors. 3 credits.
Division of Education

ELEMENTARY AND GENERAL EDUCATION

EDU100 The Teaching Profession
Through readings, films and field trips, students will be exposed to best practice elementary instruction. Through class discussion and written reflection, they will develop an understanding of what it means to be a teacher in the 21st century and develop a context in which to place the theory and practice of future education coursework. 3 credits.

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, submission of a draft of Entry I of the educational portfolio, and 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 and Language Arts
This course presents a survey of children's literature, including but not limited to poetry, picture books, traditional tales, fantasy, fiction, biography and informational text. Language arts areas of speaking, listening, reading and writing are integrated with the literature. Emphasis will be placed on the role of children's literature in robust reading instruction, content area integration, reader-response theory and how technology and 21st century skills support and encourage students' access to literature experiences. 3 credits.

EDU310 Teaching Language Arts in the Elementary School
Students will explore recent trends and current materials and methods in teaching elementary language arts (excluding reading). Particular emphasis will be given to the teaching of spelling, handwriting, listening as well as oral and written language skills. This course will provide students with criteria for selecting quality children's books as well as supporting related classroom themes. This course will also review and support literature for ELL students. 3 credits.

EDU312 Teaching Reading in the Elementary School
This course introduces students to the theoretical principles and instructional practices guiding comprehensive K-6 reading instruction. 3 credits.

EDU315 Teaching Social Studies in the Elementary School
This course provides an overview of instructional methodology, content and curriculum for the K-6 social studies classroom. Emphasis will be placed on the development of a standards-based unit plan based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. 3 credits.
EDU318 Curriculum and Instruction
Inquiry-based Teaching is central to the education of children and young adults. This course will focus on curricula design and instruction at the primary, intermediate and middle school levels. This course will emphasize the areas of unit design, lesson planning and the enhancement of learning for "all" students, through connections, discoveries and transformation. The work of great "architects of the mind" i.e. Dewey, Piaget, Gardner will be carefully examined. 3 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 skills with focus on pro-active strategies and effective instructional approaches. Classroom organization and effective classroom systems for management and other recognized techniques will be explored and applied. 3 credits.

EDU410 Teaching Science and Technology in the Elementary School
Students will learn curriculum and instructional approaches for teaching science in grades K-6. Curriculum models will be related to Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and to national standards for science education. Students will plan and develop units and lessons for delivery in class and early field settings. Knowledge and skill applications in the use of classroom technology will be covered in this course in order to facilitate the delivery of high quality instruction. Prerequisite: EDU312 and EDU315. Open to seniors. 4 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 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and to national standards for mathematics. Students will plan and develop lessons for delivery in class and in early field settings. Prerequisite: EDU312 and EDU315. Open to seniors. 3 credits.
EDU419 Pre Practicum and Inquiry Seminar
This course will provide the students with the opportunity to become familiar with school curricula and engage in the application on-site of best-researched practices. This course will allow the interns to work collaboratively with staff on-site and engage in classroom activities and the delivery of best practices. The seminar will provide the students with an opportunity to reflect on their practice and enhance their professional skills prior to their student teaching experience. 6 credits.

EDU420 Student Teaching/Seminar
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 nine, late afternoon seminars for receiving assistance on portfolios and more effective instructional practices, classroom management and sharing. Obtained criminal background and child abuse clearance checks. Student Teacher fee. Grade of "B" or better is required. 12 credits.

EDU160-460 Workshops in Elementary/Education
These workshops are 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
This course focuses on the diverse learning needs of all students in secondary schools, including students with disabilities and those identified as gifted and talented. Social factors, legislation, federal/state and case law, the IEP process and regulations that have shaped current practices will be discussed. Within the context of universal design and the strategies of differentiated instruction, collaborative strategies as well as curricular, instructional and assessment adaptations and accommodations will be emphasized. This course requires students to complete a minimum of 10 hours of supervised field experience in a middle and/or high school setting where special education practices may be observed and/or practiced. Students are also required to submit drafts of Entries 2 and 3 of the Initial Licensure Portfolio. 3 credits.

SEE308 Reading and Writing in the Content Area - Secondary
This course will provide secondary level (7-12) content teachers with methods of reading and writing instruction to support to student learning. The reading component of the course will focus on strategies for increasing comprehension, expanding work identification and vocabulary as well as the effective use of informational sources, technology and information literacy. The use of writing to learn, the writing process, the assessment of writing and the modifications to accommodate the learning needs of all students will be addressed. A minimum of 15 hours of supervised field experience in a middle and/or high school setting 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. Junior standing. 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 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, and an examination of requirements for licensure. A minimum of 20 hours of supervised field experience, including the teaching of at least two standards-based lessons to a full secondary English class, is a requirement of this course. Students are also required to submit a draft of Entry 4 of the Initial Licensure Portfolio. 3 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 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, and an examination of requirements for licensure. A minimum of 20 hours of supervised field experience, including the teaching of at least two standards-based lessons to a full secondary social studies class, is a requirement of this course. Students are also required to submit a draft of Entry 4 of the Initial Licensure Portfolio. 3 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. Obtained criminal background and child abuse clearance checks. 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 introductory course will examine high and low incidence disabilities, their characteristics, causes and instructional implications. It will examine the major special
education laws and implications from assessment to the development and implementation of IEP's and 504 plans in the general classroom. 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 Elementary School**
This senior course develops a diagnostic and compensatory approach to the teaching of reading skills in the elementary grades. Students will become familiar with formal and informal assessments and develop instructional strategies based on the data. Prerequisite: EDU310 and EDU312. 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**

**BEHAVIORAL SCIENCES (Open to Behavioral Sciences ACCEL majors only)**

**BSA102 Personal Assessment (Module 1)**
This course involves an initial overview of developmental changes through the lifespan, with a particular focus on issues related to adult development through the working years. Career patterns are reviewed and analyzed in the context of developmental theory and transformational life experiences. Current and future trends in relation to changing careers and life styles will be covered. Through a variety of self assessment activities, students will explore their own growth, development and future personal and professional goals. 3 credits.

**PSA103 Developmental Psychology (Module 2)**
This course involves 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.  3 credits.

**HSA315 Culture and Community (Module 3)**
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. Recent legislation, including the Americans with Disabilities Act will be studies. A fieldwork component will also be required. 3 credits.

**PSA304 Abnormal Psychology (Module 4)**
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). 3 credits.

**HSA305 Theories of Personality (Module 5)**
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. 3 credits.

**HSA306 Case Management and Counseling (Module 6)**
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. 3 credits.

**PSA410 Research Methods I (Module 7)**
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. 3 credits.

**PSA424 Health Psychology (Module 8)**
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.

BSA160-460 Special Topics in Behavioral Sciences (Modules 9-11) 3 credits.

BSA443 Contemporary Issues in Behavioral Science (Module 12)
A seminar capstone course for Behavioral Science Majors, students examine socially and professionally relevant issues which impact on the direction and nature of services provided by individuals in a variety of settings (governmental agencies, hospitals, schools, non-profit organizations, etc.) as well as issues and innovations which can have positive impacts on communities and society as a whole. Topics will include issues such as poverty, violence, substance abuse, health promotion and maintenance, discrimination, international relations, the impact of the media and technology, cultural reform and current trends in our society and in the behavioral sciences. The roles and responsibilities of individual citizens in general and professionals in business, education and the behavioral science 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 applied field research and will also conduct a self assessment of their learning from their behavioral science degree program, their values, and readiness for assuming higher level positions within the helping professions and/or graduate study. 3 credits.

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. $35 lab fee. 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 will develop a professional portfolio and 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 Division Chairperson. 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 Division Chairperson. 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 Division Chairperson. 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, 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

Field Experience
HUS320A Field Experience I in Child and Family Services. 3 credits
HUS320B Field Experience I in Community Development and Counseling. 3 credits
The purpose of this course is to provide an introductory opportunity for supervised application of theory to practice 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 through “hands on” experience in an agency. Component of 3 credits requires 120 actual hours in the field and attendance in a weekly seminar. (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. $200 Field Experience Fee. Junior standing. 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. Closed to Freshmen. 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. Junior standing. 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 Division Chairperson. 3 credits.
Field Experience
HUS420A Field Experience II in Child and Family Services. 6 credits
HUS420B Field Experience II in Community Development and Counseling. 6 credits
HUS420C Field Experience in Alcohol/Substance Abuse Services. 6 credits

A capstone course for Human Service majors to provide an opportunity for supervised application of theory to practice in an approved 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 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. The experience consists of 240 clock hours in a human services agency. 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. $200 Field Experience Fee. 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. Senior standing. 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 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.

HUS438 Death and Dying

This course will discuss the many different ways that people from different ethnic and cultural backgrounds wrestle with the concept of death, dying and after death. The course will address the process, significance and interpretation of death from personal, familial and cultural perspectives. Emphasis will be placed on the meaning-making influence of death and how this meaning-making process affects the way people face death and life. 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.

HUS444 Individual and Social Change Through Compassion
This course will examine the nature of compassion and how it can be used as a personal and social agent of change. The course will explore how compassion is defined and practiced, and how it has historically been a powerful agent of change by examining the contributions to society of women and men who have been exemplars of compassion throughout history. The class is designed to increase students’ level of compassion, awareness and practice in their personal and professional dealings with others in society. 3 credits.

HUS455 Senior Honors Project
This course provides an opportunity for a senior level honor student to conduct independent research on a topic of interest related to the field of human services under the direct supervision of a faculty mentor. At the completion of the research, the project is presented to the College community. 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 Academic Dean. 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.

PSY121 Stress Management
Helps individuals understand what stress is, the effect stress has on health and ways to minimize the negative effects of stress. This course is designed to allow students to actually experience a variety of different relaxation techniques - including imagery meditation, progressive muscle relaxation, and yoga. Participants will be challenged to reformulate their habits of dealing with stress. 1 credit.

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.

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. Sophomore standing. 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. Sophomore standing. 3 credits.

**PSY320 Field Experience I 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. Prerequisites: 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 course work 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. Sophomore standing. 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.

**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 set-
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. Senior Standing. 3 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 under the guidance and direction of a supervising faculty instructor. 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.

PSY420 Field Experience II in Psychology
See PSY320 for course description. This course requires 240 clock hours working in a human services agency and integrating classroom training to working professionally in the field.

Note: It is recommended that an agency different from the one selected for Field Experience I be chosen. Additional prerequisites: HUS306 Case Management and Counseling must be completed. 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, 306 or permission of the Division Chairperson. 3 credits.

PSY450 History and Systems
This is a seminar capstone course for Psychology majors. 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. Students explore the history, evolution, current status and future directions of psychology as a science and a profession. The inter-relatedness of the science to other fields of inquiry, cultural and global issues will be emphasized. Prerequisites PSY102. Senior Standing. 3 credits.

**PSY455 Senior Honors Project**
This course provides an opportunity for a senior level honor student to conduct independent research on a topic of interest related to the field of psychology under the direct supervision of a faculty mentor. At the completion of the research, the project is presented to the College community. 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 Academic Dean. 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**

**GBA521 Leadership**
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. 4 credits.*

**GBA522 Legal and Ethical Decision Making**
Participants will gain an understanding of business decision making within the context of legal, societal and environmental factors. Students will also 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. 4 credits.*

**GBA523 Marketing Management**
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. 4 credits.*
GBA524 Quantitative Analysis
Participants will learn to apply statistical reasoning, methods, and tools in detecting, diagnosing, and making business decisions. Students will apply statistical tools to business processes such as quality improvement, production scheduling and operations management. 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. 4 credits.*

GBA525 Economics
Students will learn to use economic thinking in making managerial decisions and in motivating others to make decisions that increase the value of organizations. Students will have the opportunity to assess macroeconomic and microeconomic impact on businesses. Prerequisite: Undergraduate Introductory Economics or equivalent. 4 credits.*

GBA526 Organizational Behavior and Development
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. 4 credits.*

GBA527 Consumer Marketing Strategies
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. 4 credits.*

GBA528 Managerial Accounting
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. 2 credits.*

GBA529 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. 4 credits.*
**GBA530 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 and apply approaches to analysis and utilize techniques employed by organizations to achieve competitive advantage in both manufacturing and service industries. Prerequisite: Graduate-level Quantitative Analysis. 4 credits.*

**GBA531 Strategy**
Students will gain a well-developed understanding of 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 and simulations will be used as the primary means of instruction. (This course should be taken as the last course in the MBA Program.) 4 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. Prerequisite: 21 graduate credits or by permission of the Division Chairperson. Fall and Spring course. 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, public elementary and secondary schools. Students engage in problem solving strategies which address the routine of daily school operations. Many topics and discussions are designed to bring forth an exposure to local and national issues which impact the school community. Fall Course. 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. Fall Course. 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 *Interstate Teacher Assessment and Support...*
Consortium (InTASC) Model Core Teaching Standards. (Student taking GED503 may not take for GSE503 for credit.) Fall course. 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. Students in the School Counseling Program are expected to continue working on entries for their initial licensure portfolio (typically Entry 1). Summer course. 3 credits.

GED506 Fundamentals of Education
This course will address issues related to the everyday processes of teaching. Topics include curriculum and lesson planning, classroom organization and behavior management, instructional strategies, current trends, the law and education, Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the special education process, and a look at the historical foundations of education. Students will also become familiar with the Initial Licensure Portfolio and demonstrate skills in writing of entry one of the Initial Licensure Portfolio. Fall Course. 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 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. Fall course offered every two years. 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. Students will develop and demonstrate lessons in science, research and review literature for use in science integration and survey technology with web based explorations. Summer course. 3 credits.

GED520 Student Teaching in Elementary Education
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 class-
room program. Students are required to attend nine, late afternoon seminars for receiving assistance on portfolios and more effective instructional practices, classroom management, and sharing. Obtained criminal background and child abuse clearance checks. 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 field experience to develop the competencies related to 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. Students work on Entries 1 and 4 of the initial licensure portfolio. Grade of "B" or better is required. $200 Practicum Endorsement Portfolio fee. 3 credits.

GED520B Practicum in Elementary Education
The purpose of the practicum is to provide the student with field experience to develop the competencies related to initial licensure in elementary education. Students are required to spend 120 hours in the field, devote activities to preparation and evaluation, and participate in supervisory meetings. Students work on Entries 1 and 4 of the initial licensure portfolio. 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 nine, late afternoon seminars for receiving assistance on portfolios and more effective instructional practices, classroom management, and sharing. Obtained criminal background and child abuse clearance checks. Student Teacher fee. Grade of "B" or better is required. 12 credits.

GED525 Co-Teaching
This course focuses on the understanding and application of co-teaching structures in order to reach all students within the general classroom setting and supporting inclusive education systems. It highlights the following co-teaching structures: supportive, parallel, complimentary and team co-teaching. 3 credits.

GED527 Methods of Teaching Social Studies in the Elementary Schools
The creation of a standards based unit will provide the background for exploring the problems and issues facing elementary teachers of social studies. In creating their units, students will review different approaches to the teaching of social studies as well as available materials, both print and electronic. Summer course. 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 children’s literature, including but not limited to poetry, picture books, traditional tales, fantasy, fiction, biography and informational text. Language arts areas of speaking, listening, reading and writing are integrated with the literature. Emphasis will be placed on the role of literature in robust reading instruction, content area integration, reader-response theory, and how technology and 21st century skills support and encourage students' access to literature experiences. Fall course offered every two years. 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. Spring course offered every two years. 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. Summer course. 3 credits.

GRE513 Reading Assessment, Analysis and Intervention
This course will introduce students to a variety of formal and informal reading assessments for use in the elementary and secondary schools to identify the strengths and needs of students in the area of reading. Students will be trained in administering, interpreting and analyzing data of a qualitative assessment so that they can design effective teaching programs to meet the needs of all students. Prerequisite: GRE512 or permission of the Division Chairperson. Fall course. 3 credits.

GRE514 Reading and Writing in the Content Areas
This course will provide teachers with methods of instruction to support student reading and writing at grade levels 6-12. The reading component of the course will focus on strategies for increasing comprehension, expanding word identification and vocabulary as well as the effective use of informational sources, technology and information literary. The use of writing to learn, the writing process, the assessment of writing and the modifications to accommodate the learning needs of all students will be addressed. (Students taking GRE514 may not take GSE514 for credit.) Spring course offered as needed. 3 credits.

GRE515 Advanced Seminar in Reading
This course addresses contemporary issues relating to literacy, instruction and ELL. Individual research on specific topics of choice will also be required. Prerequisite: At
least nine credits of reading courses. Spring course offered as needed. 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. Fall course offered as needed. 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. $200 Practicum Endorsement Portfolio Fee. Summer course. 6 credits.

**GRE518 Word Study**
This course will provide for intensive study of current theories and practice in word recognition and spelling. Students will administer a spelling inventory, analyze the inventory and design appropriate, individualized learning activities for school-age children. Summer course. 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 Interstate Teaching Assessment and Support Consortium (InTASC) Model Core Teaching Standards. (Students taking GSE503 may not take GED503 for credit.) Fall course. 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. Summer course. 3 credits.

**GSE514 Reading and Writing the Content Area - Secondary**
The course will provide secondary level (7-12) content teachers with methods of reading and writing instruction to support student learning. The reading component of the
course will focus on strategies for increasing comprehension, expanding word identification and vocabulary as well as the effective use of informational sources, technology and information literacy. The use of writing to learn, the writing process, the assessment of writing and the modifications to accommodate the learning needs of all students will be addressed. (Students taking GSE514 may not take GRE514 for credit.) Spring course offered as needed. 3 credits.

**GSE515 Introduction to Special Education in the Secondary School**
This course focuses on the diverse learning needs of all students in secondary schools, including students with disabilities and those identified as gifted and talented. Social factors, legislation, federal/state and case law, the IEP process and regulations that have shaped current practices will be discussed. Within the context of *universal design* and the strategies of *differentiated instruction*, collaborative strategies as well as curricular, instructional and assessment adaptations and accommodations will be emphasized. Fall and Spring course. 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 *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards*, 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. Course offered as needed. 3 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 *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards*, 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. Course offered as needed. 3 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. $200 Practicum Endorsement Portfolio Fee. 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. Obtained criminal background and child abuse clearance checks. 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
This course provides an introduction to the education of students with special education needs in various educative contexts. Findings from the research, evidence-based practices as well as "best inclusive" practices will be examined. Fall and Spring course. 3 credits.

GSP504 Assessment in Special Education
Students will examine assessment procedures, including appropriate test selection, administration and scoring, and legal issues related to special education assessment. Students will prepare reports that describe the results of the assessment procedures and related recommendations for instruction. $15 lab fee. Summer course. 3 credits.

GSP505 Instruction and Curriculum in Special Education
This course focuses on the understanding and applications of "evidenced-based practices and instruction" utilized in the education of elementary and secondary students with learning differences. The elements of Universal Design for Learning, Response to Intervention and Curriculum-based Assessment will be emphasized. Students are expected to do observations and interviews in educative context where students with learning differences are educated. Spring course. 3 credits.

GSP506 Program Development and Management in Special Education
The focus of this course is around designing an Individual Education Program for a student with social and behavioral needs that interfere with the student's accessing the public educational system. The course follows the best practices from EST referral to the progress notes on the IEP. The discussion of the why and the how of each step are integrated into the consideration of the next option, by way of role-plays and seminar discussions. The practical issues are shared, as are the legal and the political considerations. There is the Functional Behavioral Assessment conducted and completed to the creation of a Behavioral Intervention Plan and then practiced as the
collection of data is summarized in a process note. This course has many practical parts that are integrated into the experience and that are part of the expectation. Spring course. 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. Summer course. 3 credits.

**GSP510 Education of Students with Cognitive Disabilities**

This course examines disability related issues from a "social justice" perspective as it relates to students with Cognitive Disabilities. Specifically, issues such as cultural construction of disability, participation in inclusive school communities, the utilization of evidence based practices for the purposes of assessment, delivery and gaining access to the general curriculum, peer supports etc. It will also examine disability related declarations, laws and policy development and its effects on the education of children and young adults with Cognitive Disabilities and their impact in the design and implementation of IEP's, alternate assessment and primary school transitions. Fall course. 3 credits.

**GSP511 Transition Process for Secondary Students with Special Needs**

With more than 300,000 special education students leaving the high school environment each year, the Individuals with Disabilities Improved Education Act (IDIEA) mandates that every eligible student receive transition services for students age 16 or younger when appropriate. This course will prepare educators to incorporate into the IEP a coordinated set of outcome process oriented activities which promotes movement from school to post-school environments including employment, community involvement, post-secondary education and leisure pursuits. Fall course as needed. 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**

The placement provides the student with 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 nine, late-afternoon seminars for receiving assistance on portfolios and more effective instructional practices, classroom management and sharing. Obtained criminal background and child abuse clearance checks. Student Teacher fee. Grade of "B" or better is required. 12 credits.

**GSP520A Practicum in Special Education**
This purpose of the practicum is to provide the student with field experience to develop the competencies related to the initial licensure in special education. Students are required to spend 60 hours in the field, devote activities to preparation and evaluation, and participate in supervisory meetings. Students work on Entries 1 and 4 of the initial licensure portfolio. Grade of "B" or better is required. $200 Practicum Endorsement Portfolio Fee. 3 credits.

**GSP520B Practicum in Special Education**
The purpose of the practicum is to provide the student with field experience to develop the competencies related to initial licensure in special education. Students are required to spend 120 hours in the field, devote activities to preparation and evaluation, and participate in supervisory meetings. Students work on Entries 1 and 4 of the initial licensure portfolio. 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.
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 history of the profession of counseling is reviewed and 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. 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, professional collaboration and consultation, impact of culture, legal issues and health maintenance practices will be reviewed. Fall Course. 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.

GPS500B  Ethics and Foundations of Alcohol and Substance Abuse Counseling
This course examines the ethical, legal and foundational issues that confront professional counselors in a variety of settings and roles within the context of alcohol and substance abuse treatment, as well as issues regarding mental and behavioral health, within families, communities and social institutions. Key foundational issues include identifying and appreciating one's personal and professional values as they may impact ethical standards regarding expected comportment, roles and responsibilities in working with individuals, groups, families and other stakeholders (e.g. within agencies). Within the client/counselor/agency relationship the interface of ethics and policy, practice and service delivery will include such topics as diversity, health, substance use/abuse/dependence, violence, bio-ethics and others. Professional practice includes being effective in understanding the meanings and scope of ethical practice to incorporate the management of issues such as disclosure and privacy regulations, best practice/empirical practice mandates, insurance and managed care (to also include health care reform). These conflicts can carry with it professional, legal and personal liability, and such risks are be managed effectively by practitioners. Particular empha-
sis will be placed on rules and conditions outline in 42 CFR, regarding confidentiality and protections for those engaged in alcohol and substance abuse treatment, at all phases of the treatment continuum. This course is designed to help students define and refine their ability to respond to professional issues ethically and to understand the relationship between professional practice and its connections with the legal system and social institutions. Students will learn and practice utilizing a values-based ethical decision making process to address ethical dilemmas. Fall Course. 1 credit.

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. Students are required to complete field observations in school, agency, or community settings, depending on their degree plan. Fall course. 3 credits.

GPS502 Advanced Theories of Psychotherapy
This course provides an opportunity for students to develop both breadth and depth of knowledge regarding major theories of human behavior that have been developed during the past 100 years. Students will begin to develop their own theory of psychotherapy by comparing and contrasting those theories in terms of their philosophical foundations, theoretical concepts and applications to the field of counseling. A central outcome of the course is for students to present their own theoretical perspective for review and discussion. Fall course. 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. Spring course. 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, using an electronic case record system. Spring course. 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. Spring 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. Fall course. 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. Fall course. 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. Fall course. 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: Open to Clinical Psychology majors only and/or permission of advisor and Division Chairperson. Spring course. 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. Fall course. 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.

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. Spring course. 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. Students will learn to utilize an electronic case record system. 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. Spring course. 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. Spring course. 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. Summer course. 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. Fall course. 3 credits.

GPS526 School Based Prevention and Intervention Services
This course will address issues of relevance to counselors, student assistance professionals, and other health-related educators who work in school settings on a full time, part time or consultant basis. Topics will cover issues such as legal mandates in school, prevention education and programming, collaborative teaching models, standards-based lesson planning and curriculum development, classroom management, risk assessment and crisis intervention. Summer course. 3 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. Fall course. 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 School Counseling Services. Ethical, legal, state mandated, educational and other issues which impact on the organization and administration of school counseling programs will be explored, in light of competencies for educators and students, as described in the current editions of American School Counselor Association National Model, Vermont School Counseling Model, Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, Core Teaching and Leadership Standards for Vermont Educators, the Vermont Department of Education Code of Professional Ethics and Rules for Professional Conduct and other pertinent resources. The role of the school counselor as an advocate for students, in coordinating services from home and community, and as a systems change agent to promote healthy educational communities will be examined. Fall course. 3 credits.

Field Experience

GPS531 Clinical Psychology Field Experience I - Fall course
GPS532 Clinical Psychology Field Experience II - Spring course
GPS533 Community Counseling Field Experience I - Fall course
GPS534 Community Counseling Field Experience II - Spring course
GPS535 Clinical Mental Health Counseling Field Experience I - Fall course
GPS536 Clinical Mental Health Counseling Field Experience II - Spring course
GPS538 Alcohol/Substance Abuse Field Experience I - Fall course
GPS539 Alcohol/Substance Abuse Field Experience II - Spring course

These are experiential courses where students apply their theoretical knowledge and counseling skills in a structured 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. Field Experience I is normally completed in the fall semester, with Field Experience II completed in the spring semester. Obtained criminal background and child abuse clearance checks. Prerequisite: Candidacy status, good academic standing and advisor consent. $200 Field Experience Fee. 3 credits each, a total of six credits 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, school counseling professionals in the school. Students will complete a minimum of 180 clock hours in the field (60 hours each in Pre-K/elementary, middle and high school settings), in addition to attending weekly coordinating seminar sessions on campus. Students are required to talk with their advisors and coordinator of field placements for the Division early in the semester that precedes the field experience regarding the process for obtaining a field placement. It is expected that by the end of Field Experience I that students will have completed two entries for the initial licensure portfolio (typically Entry 1 and Entry 2 or 3). Obtained criminal background and child
abuse clearance checks. Prerequisite: Candidacy status, good academic standing and consent from the Division Chairperson or Coordinator of Field Placements for the Division. $200 Field Experience Fee and $100 School Counseling Portfolio Fee. Spring course. 3 credits.

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. Fall and Spring course. 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. Fall 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. Spring course. 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.

**GPS545 Individual and Social Change Through Compassion**
This course will examine the nature of compassion and how it can be used as a personal and social agent of change. The course will explore how compassion is defined and practiced, and how it has historically been a powerful agent of change by examining the contributions to society of women and men who have been exemplars of compassion throughout history. The class is designed to increase students' level of compassion, awareness and practice in their personal and professional dealings with others in society. 3 credits.

**GPS547 Human Sexuality & 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 cultures and other culture's beliefs on gender identity, sexual identity, sex, and sexual violence. Students will gain 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.

**GPS548 Death and Dying**
This course will discuss the many different ways that people from different ethnic and cultural backgrounds wrestle with the concept of death, dying and after death. The course will address the process, significance and interpretation of death from personal, familial and cultural perspectives. Emphasis will be placed on the meaning-making influence of death and how this meaning-making process affects the way people face death and life. 3 credits.

**Field Experience**
**GPS551 Clinical Psychology Field Experience III** - Fall course  
**GPS552 Clinical Psychology Field Experience IV** - Spring course  
**GPS553 Clinical Mental Health Counseling Field Experience III** - Fall course  
**GPS554 Clinical Mental Health Counseling Field Experience IV** - Spring course  
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 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. Field Experience III is normally completed in the fall semester, with Field Experience IV completed in the spring semester. Obtained criminal background and child abuse clearance checks. Prerequisite: Candidacy status, good academic standing and advisor consent. $200 Field Experience Fee. 3 credits each; a total of six credits is required.
GPS557 School Counseling Field Experience II - Fall course
GPS558 School Counseling Field Experience III - Spring course
These courses provide an opportunity for supervised application of theory to practice in an approved school setting, under the direct supervision of a licensed school 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. It is expected that by the end of Field Experience II that students will have completed four entries for the initial licensure portfolio (typically Entries 1-4). The entire initial licensure portfolio, including all six entries should be completed and approved no later than March 15th during the student's semester of Field Experience III. Obtained criminal background and child abuse clearance checks. Prerequisites include candidacy status, good academic standing, completion of Field Experience I and consent from the Chairperson or Coordinator of Field Placements for the Division. $200 Field Experience Fee and $100 School Counseling Portfolio Fee. 3 credits each semester; a total of six credits is required.

GPS560 Workshops in Counseling 1-3 credits.

GPS590 Independent Study in Counseling 1-3 credits.
Directories

Board of Trustees

James M. Reddy, Mendon, VT - Chair
Lawrence G. Jenson, Rutland, VT - Vice Chair
Kristie M. Johnson, No. Clarendon, VT - Treasurer
Judy M. Morgan, Proctor, VT - Secretary

Barbara W. Begin, Stockbridge, VT
B. Michael Calotta, Shrewsbury, VT
Patricia A. Cuddy, Proctor, VT
Shirley A. Davis, SSJ, Rutland, VT
Thomas M. Dowling, Rutland, VT
John A. Facey, Rutland, VT
Kathryn Gallagher, SSJ, Castleton, VT
Carol Hebert, SSJ, Chicopee, MA
Edwin D. Johnson, Center Rutland, VT
Norman H. Lash, Wallingford, VT
Dr. Richard B. Lloyd - ex-officio, Rutland, VT
Richard A. Loutzenheiser, Hastings, NE
Catherine M. Morin, SSJ, Holyoke, MA
Mark B. Oskam, Richfield, CT
Reverend Francis R. Prive, Morrisville, VT
Maureen Sheehan, SSJ, Holyoke, MA
James B. Stewart, Weybridge, VT
Mary Wasserman, Rutland, VT
Faculty Representative - Dr. Rebekah Thomas
Administration

General Administration
President - Richard B. Lloyd, B.A., M.A., Ph.D.
Associate Vice President for Admin/External Affairs - Judy M. Morgan, B.A., M.S.
President Emeritus - Frank G. Miglorie, B.A., M.A., Ed.D.

Academic Administration
Vice President for Academic Affairs/Dean of the Faculty - David Balfour, B.A., M.A., Ph.D.
Chairperson of Arts & Sciences/Associate Vice President for Curriculum and Program Development - Jonas Prida, B.A., M.A., Ph.D.
Chairperson of Business - Robert Goddard, B.S., M.S., M.A., Ph.D.
Chairperson of Criminal Justice - Lisa Chalidze, B.A, J.D.
Chairperson of Psychology & Human Services - Michael W. Kesler, B.A., M.S., Ph.D.
Librarian - Doreen J. McCullough, B.A., M.L.S.
Registrar/Transfer Coordinator - Gregory Chamberland, B.S.
Associate Registrar - Ann Z. Hicks, B.A.

Admissions
Director of Admissions - Zakary Mayo, B.S.
Admissions Counselor - Renzie Chipman, B.A.
Admissions Counselor - Megan Knowles B.A.
Media Producer - Geoffrey DeMarsh, B.A.

Communications
Director of Communications - James B. Lambert, B.A., M.S.

Development and Alumni Relations
Director of Development and Alumni Relations - Bates Childress, B.A.
Data Systems Manager - Melissa Stevens, B.S., M.S.A.
Vice President for Strategic Initiatives - Elizabeth Weinmann, B.S., M.B.A

Financial Administration
Vice President for Business Affairs - Kristie M. Johnson, B.S., M.B.A.
Controller - Karen M. Reynolds, B.S.
Director of Financial Aid - Julie A. Rosmus, B.S.
Computer Systems Administrator - Raymond Gibbs, B.S.

Student Services
Vice President for Student Affairs/Dean of Students - Melissa Paradee, B.A., M.Ed, Ed.D
Director of Career Services - Russell Lennon, B.S., M.B.A
Athletic Director - Phil Bartlett
Associate Vice President for Student Affairs, Director of Counseling Services & STEPS - Mark J. Gagnon, B.S.W., M.S.W., LICSW, LADC, ADC
Director of Learning Center - Susan Boyce, B.S., M.A.Ed.
Faculty
Full-Time Faculty Members

Lisa Leah Chalidze
Assistant Professor in Criminal Justice
B.A., University of Oregon
J.D., New York Law School

Richard Cillo
Assistant Professor of Mathematics
B.S., Castleton State College
M.S., Toledo University

Robert Goddard
Associate Professor of Business
B.S., University of New Hampshire, Durham
M.S., Antioch N.E. Graduate School
M.A., The Fielding Institute
Ph.D., The Fielding Institute

Ronald Hedgepeth
Associate Professor of Psychology & Human Services
B.A., Nyack College, Nyack, NY
M.S., State University of NY at Albany
Ph.D., St. John's University

Mary Jean Huettner
Assistant Professor of Business and Accounting
B.S., Montclair State University
M.B.A., Fordham University

Michael W. Kesler
Associate Professor in Psychology
B.A., UNC-Chapel Hill
M.S., Brigham Young University
Ph.D., Brigham Young University

Jonas Prida
Associate Professor of English
B.A., University of Calgary
M.A., University of Maine, Orono
Ph.D., Tulane University

David St. Germain
Assistant Professor in Education
B.A., Siena College
M.A.Ed., Castleton State College

Rebekah Thomas
Associate Professor of Science
B.A., Metropolitan State College of Denver
Ph.D., The University of Texas Health Science Center at San Antonio

Robert E. Walsh
Assistant Professor of Psychology and Human Services
B.S.W., Castleton State College
M.S.W., SUNY Albany
Ed.D., Nova-Southeastern University

Elizabeth Weinmann
Assistant Professor of Business
B.S., St. Joseph University
M.B.A., New York University
Part-Time Faculty Members

Kristin Andrade  
*Assistant Professor of Psychology*  
B.A., Skidmore College  
M.S., Antioch New England Graduate School

Paul Andrischin  
*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

Colleen Balch  
*Instructor in Arts & Science*  
A.B., Colby College  
M.S.Ed., Northern Illinois University

David B. Balfour  
*Professor of History*  
B.A., Rhode Island College  
M.A., Rhode Island College  
Ph.D., University of Connecticut

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

Bruce Bishop  
*Assistant Professor in Religion*  
B.A., Alderson-Broaddus College  
M.Div., Eastern Baptist Theological Seminary

Bruce Bouchard  
*Instructor in Arts & Science*  
B.A., University of California at Irvine

Susan Boyce  
*Instructor in Arts & Science*  
B.S., Castleton State College  
M.A.Ed., Castleton State College

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  
Ph.D, Columbia University

Tammy Brown  
*Instructor in Arts and Science*  
B.A., SUNY Purchase  
M.S., University of Vermont

Michelle Yvette Chamberlain  
*Instructor in Psychology*  
A.A., Vermont Technical Center  
B.A., Castleton State College  
M.S., College of St. Joseph

Heather Christian  
*Assistant Professor of Science*  
B.S., University of Vermont  
D.V.M., Ross University School of Veterinary Medicine

Raymond Fish  
*Instructor in Arts & Science*  
A.S., Beckman Junior College  
B.A., Wadman Hall College  
M.Ed., College of St. Joseph

Joseph Fontana  
*Instructor in Business*  
B.A., University of Colorado  
J.D., New York University

Lisa Frankel-Boerner  
*Assistant Professor of Psychology*  
B.A., College of St. Joseph  
M.S., College of St. Joseph
Mark Gagnon  
_Instructor in Psychology_  
B.S.W., Castleton State College  
M.S.W., University of Albany SUNY  

Charlotte Gillam  
_Instructor in History_  
B.A., College of St. Joseph  
M.Ed., College of St. Joseph  

Jonathan Gilmore  
_Instructor in Psychology_  
C.A.S., University of Vermont  
B.A., University of Wisconsin  
M.S., College of St. Joseph  

William Gormly  
_Instructor in Business_  
B.S., Bentley University  
M.B.A., Bentley University  

Michele Gottlieb  
_Instructor in Spanish_  
B.A., St. Francis College  
M.A., SUNY Plattsburgh  
M.S., SUNY Albany  

William Hansen  
_Instructor in Psychology and Human Services_  
B.A., Western Conn State Univ.  
M.S., College of St. Joseph  

Marshall Hight  
_Instructor in English_  
B.A., Lewis and Clark College  
M.A., Bread Loaf School of English  

W. David Hoisington  
_Assistant Professor of Psychology_  
B.A., University of Vermont  
M.A., Dartmouth College  
M.Ed., Plymouth State College  
Ph.D., Syracuse University  

Joseph Howard  
_Instructor in Business_  
B.S., Castleton State College  
M.S., St. Michael's College  

Kristie Johnson  
_Assistant Professor Accounting_  
B.S., College of St. Joseph  
M.B.A., Nova Southwestern Universit  

Kasia Karazim  
_Instructor in Business_  
B.A., Union College  
B.F.A., Corcoran College of Art and Design  
M.B.A., College of St. Joseph  

Sally A. Keefe  
_Assistant Professor of Fine Arts_  
B.A., Castleton State College  
M.A., Rhode Island School of Design  

Craig Knapp  
_Professor of Psychology & Human Services_  
B.A., Plattsburgh State University  
M.A., Plattsburgh State University  
Ph.D., Western Michigan University  

Melissa Knipes  
_Assistant Professor of Education_  
B.S., College of St. Joseph  
M.A., Castleton State College  

Russell Lennon  
_Instructor in Business_  
B.S., University of Conn., Storrs  
M.B.A., University of New Hampshire  

Meggan Lloyd  
_Instructor in Arts & Science_  
B.A., Hastings College  
M.A., Creighton University
Richard Lloyd  
*Instructor in Arts & Science*  
B.A., Hastings College  
M.A., Emporia State University  
Ph.D., University of Nebraska-Lincoln

Adam Mickel  
*Instructor in Criminal Justice*  
A.S., Adirondack Community College  
B.A., College of St. Joseph  
M.A.Ed., State of New York University at Plattsburgh

Christopher Montville  
*Instructor in Psychology & Human Services*  
B.A., SUNY Potsdam  
M.S., College of St. Joseph

Judy Morgan  
*Assistant Professor of Business*  
A.S., College of St. Joseph  
B.A., Concordia University  
M.S., Antioch University

Jonathan Newell  
*Instructor in Arts & Science*  
B.A., Ithaca College  
M.A. Hunter College

Carol M. Protivansky  
*Assistant Professor of Fine Arts*  
B.S., College of St. Joseph  
M.Ed., College of St. Joseph

Rodney Pulsifer  
*Instructor in Criminal Justice*  
B.S., Castleton State College  
Vermont Police Academy

Michael J. Reed  
*Associate Professor of Psychology and Human Services*  
B.A., St. Edward's University  
M.S., University of Pittsburgh  
M.A., Fielding Graduate Institute  
Ph.D, Fielding Graduate Institute

Dale A. Robb  
*Assistant Professor of Psychology*  
B.A., College of St. Joseph  
M.S., College of St. Joseph

Jennifer Rocque-Tifft  
*Instructor in Arts & Science*  
B.S., College of St. Joseph  
M.Ed., University of Vermont

Bruce Sherwin  
*Instructor in Criminal Justice*  
B.A., College of St. Joseph  
FBI National Academy

Katherine B. Stahle  
*Instructor in Science*  
B.A., Appalachian State University  
M.A., Appalachian State University

Steven Tamm  
*Instructor in Business*  
B.S., St. John's University  
M.B.A., College of St. Joseph

Gary Thompson  
*Instructor in Psychology*  
B.A., New England College  
M.S., College of St. Joseph

Douglas Weber  
*Instructor in Religion*  
B.A., SUNY Albany  
M.A., Hebrew Union College

Michael Wood  
*Instructor in Education*  
B.A., Castleton State College  
M.S., Northeastern University

Robert Wubbenhorst  
*Instructor in Psychology and Human Services*  
A.A., Dutchess Community College  
B.A., Norwich Universit"
A
Academic Administration 213
Academic Advising 38
Academic Calendar 3
Academic Dishonesty Policy 50
Academic Issues 42
Academic Life 35
Academic Standing 36, 37
Academic Support Services 32
ACCEL 71, 120
Accepting Admission 9
Accounting Courses 161
Accounting Major 65, 67
Accounting Minor 70
Accreditation 8
Activities Courses 144
Adding Courses 38, 73, 76, 121
Administration 213
Admissions 8, 213
Admission Guidelines 8
Admission Procedures 9
Adult Learners Admission 11
Adult Learners Credit 42
Advanced Placement Program 10
Alcohol Policy 34
Alcohol & Subs. Abuse Services Program 114, 134, 136
Alcohol & Sub. Abuse Certificate Program 115, 122
Alumni Endowed Scholarship 25
Alumni Referral Scholarship 23
Anthropology Courses 145
Appealing a Grade 41
Application Review and Appeal Process 9
Athletic Director 32
Athletics 33
Attendance Policy 38, 73, 122

B
Behavioral Science Adult Degree Program 120
Behavioral Science Courses 181
Billing Policies 29
Biology Courses 145
Blue & White Academic Scholarship 23
Board of Trustees 212
Business Administration Major 66, 68
Business Administration Minor 70
Business Core 66
Business Courses 163
Business Minors 70

C
Campus Visit 8
Candidacy 126
Certification 8
Characteristics of a CSJ Graduate 6, 7
Chemistry Courses 147
Child and Family Services Major 116
English Courses 149
English Major 54
English Minor 56
Entrepreneurship Minor 70

F
Faculty-Full-Time 214
Faculty Part-Time 215
Federal Direct Loan 17
Federal Direct PLUS Loan 17
Federal Pell Grants 16
Federal Perkins Loan 17
Federal Programs 16
Federal Supplemental Education Grant 17
Federal Work-Study 17
FERPA 50
Field Placement 85, 126
File Sharing Policy 44
Financial Delinquency 31
Financial Administration 213
Financial Aid 13
Financial Aid Application Process 13
Financial Aid Award Types 16
Financial Aid Code of Conduct 18
Financial Delinquency 31
Financial Aid Disbursement 16
Financial Aid Eligibility 13
Financial Aid Enrollment 19
Financial Aid Fund Returns 19
Financial Aid Penalties 22
Financial Aid Rights & Resp. 15
Fine Arts Courses 151
Freshman Admission 10
Full-Time Enrollment 35
Full-Time Student Costs 28

G
General Administration 213
General Education Core 52
Geography Courses 152
Grade-Point Average 41
Grade Reporting 41
Grading System 40
Graduate Admission 11, 74, 109, 123
Graduate Courses 192
Graduate Credit 42
Graduate Grading Policies 40, 77, 90, 125
Graduation 37, 90, 97, 104, 109, 111, 126
Grievance Policy 42

H
Hardship Withdrawal 39
Harvest Credit 43
Health Science 59
High School Student Discount 30
History Courses 153
History Major 56
History Minor 57
Home Schooled Student Admission 10
Home School Student Discount 30
Honor Societies 44
Honors at Commencement 44
Humanities Courses 155
Human Services Courses 183
Human Services Degree 112, 114
Human Services Minor 118

I
Incompletes 39, 73, 122
Independent Study 51
Initial Licensure Portfolio Completion Policy 85, 95, 107
Initial Licensure Programs 91
Interdisciplinary Popular Culture Minor 58
Interdisciplinary Studies Courses 155
International Student Admission 11
Internships 69
Introduction to the College 5

L
Language Courses 156
Learning Center 32
Learning Resources Development Courses 156
Level I Licensure Portfolio 84, 94, 107
Liberal Studies Major 54, 57
Licensure Information 143
Life Experience 43

M
Marketing Minor 71
Master of Business Administration 73
Master of Business Administration Courses 192
Master of Science 123
Mathematics Courses 156
Mission 6

N
Non-Licensure Grad Programs 109

O
Oral Comprehensive or Qualifying Exams 127
Organizational Leadership Courses 167
Organizational Leadership Major 71

P
Part-Time Admission 12
Part-Time Enrollment 35
Part-time Student Costs 28
Pass/No Pass Courses 40
Payment Plan 27
Philosophy Courses 157
Physical Education Courses 158
Physics Courses 158
Plagiarism Policy 50
Plan of Study 75, 124