

# **Saint Michael's College**

## **Graduate Catalog 2023-2024**

**One Winooski Park  
Colchester, Vermont 05439  
802.654.2100  
[www.smcvt.edu](http://www.smcvt.edu)  
[graduate@smcvt.edu](mailto:graduate@smcvt.edu)**

Saint Michael's College is accredited by the New England Association of Schools and Colleges. The College is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Association of American Colleges, the National Catholic Educational Association and Universities, the College Entrance Examination Board, the New England Colleges Fund, the Vermont Higher Education Council, and the Association of Vermont Independent Colleges.

Saint Michael's College is committed to affirmative action and equal opportunity. It does not discriminate against students, employees, or applicants for admission or for employment on the basis of race, color, gender, gender identity, age, ethnicity, religion, sexual orientation, disability, or physical characteristics. Members of the College are encouraged to communicate in a gender-neutral manner.

*Saint Michael's reserves the right to change various prices and policies without prior notice. The College will, however, make every effort to notify schools, students, and prospective students of significant changes.*

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# Mission

*It is the mission of Saint Michael's College to contribute through higher education to the enhancement of the human person and to the advancement of human culture in the light of the Catholic faith.*

In fidelity to its mission, Saint Michael's College is focused on student learning and personal development. It is the intellectual, personal, social, moral, and spiritual development of each student that is the goal of every one of the policies, programs, and activities at Saint Michael's College. Through the education of its graduates, Saint Michael's expects to contribute to the advancement of various aspects of human culture in the world.

## Graduate Programs

### History

From 1926 to 1959, Saint Michael's offered a variety of master-level programs including a master of education degree; master of arts degrees in English, French, history, Latin, and sociology; and master of science degrees in biology, chemistry, and mathematics. These early programs were offered only in the summer and generally were directed to training religious and other teachers serving in Catholic schools.

By the mid-1960s, most of these early programs were phased out. However, the Graduate Programs in Education were continued, and the 1960s saw the initiation of the Graduate Program in Teaching English to Speakers of Other Languages (1963). In the late 1950s the Graduate Education Program began a graduate certificate program in guidance which branched into a counseling program. In 1984, this program became the current Clinical Psychology Master's Program. In 1962, the Graduate Program in Theology was founded. The Master's Degree Program will close in 2012, but the Theology Program continues to provide seminars, conferences and workshops in theology and pastoral ministry.

In 1979, the Graduate Program in Administration and Management was added to Saint Michael's graduate offerings. During this time, graduate courses were also offered on a year-round basis in order to meet the needs and interests of the growing number of students who wished to pursue advanced studies at the College. In addition, a number of educational options such as certificate programs, summer institutes, and special workshops were developed to broaden opportunities for specialized study. In 2008 the Graduate Program in Administration was phased out. Classes will be offered through May 2012 to allow students to complete their degrees.

At present, over 450 students are enrolled on a part- or full-time basis in the three programs in any given term. In general, the Graduate Programs focus on the development of practical as well as theoretical skills and the preparation of professionals whose interests lie in education, community, or public service.

## Continuing Traditions

The Graduate Programs continue to exemplify the Saint Michael's tradition of quality education that prepares students to contribute to both a chosen field of study and the communities in which they live. These programs respond to educational needs in Vermont, in the nation and beyond, by providing practitioner-oriented programs in a variety of fields. In these professional fields of study, students are expected to achieve a level of competence and scholarship that will mark them as leaders.

The Graduate Programs provide opportunities for lifelong learning, giving students and faculty the chance to share a process of educational and social growth meant to enrich professional and personal experiences, as well as the academic environment. We also hope that graduate students, faculty, and staff will strive to reflect the moral values of the College in all aspects of their professional and personal lives, not only on the campus and in the workplace, but in

church and service affiliations, in political participation, in family and neighborhood interactions, and in contacts with people from different countries and cultures.

## Admission to Graduate Study

The Graduate Programs seek students who possess qualities of intellect and character that will enable them to benefit from and contribute to a rigorous program of advanced studies. Each applicant is judged on individual merit without regard for race, color, creed, sex, age, religion, sexual orientation, and national or ethnic origin. An otherwise qualified individual will not be excluded from admission solely by reason of his/her disability.

The Graduate Programs use a rolling admission policy. This means that applications are reviewed and decisions are made on an ongoing basis. Applicants are accepted to one of three terms: fall, spring, or summer.

An application to a graduate program can be deferred for three terms (one year) only. Then, if the student has not completed the application process, the application will be withdrawn and reapplication must be made.

Accepted students who do not register for classes for the term for which they are accepted are considered withdrawn unless the student notifies Graduate Admission. If requested, an acceptance can be deferred for up to three terms (one year) only.

All persons applying for graduate admission, including an advanced certificate program, must complete the entire admission process. The application process is completed online at: <https://admission.smcvt.edu/apply/>.

Admission decisions are made by the program director in consultation with other key people in the Graduate Programs. Meeting applicant requirements and following admission procedures does not guarantee acceptance into the program. Acceptance is also not guaranteed for students who enroll in courses as a non-degree student. Applicants are notified of the admission decision after all requirements of the admission process have been satisfied.

Conditional admittance is offered only under specific instances at the discretion of the Program Director and the Senior International Officer, in the case of international students. Any conditions must be met in the time frame specified or admission can be denied.

## Admission Procedures

Application is made online at <https://admission.smcvt.edu/apply/> for any of the graduate programs. Requirements vary by program. Please see individual programs for details on program requirements and procedures for admission. For questions on admission, please contact the specific program office.

Clinical Psychology

Education

TESOL

## Admission Procedures for International Students

International students should follow admission procedures for the program to which they are applying. In addition, international applicants must complete the International Applicants section of the Graduate Application and:

- Enter the US on a visa eligible for studying, if not a US citizen or resident.

- Submit a financial statement (bank statement or financial certification from employer) verifying that you have sufficient financial resources to provide for academic and personal expenses while attending Saint Michael's College.
- Submit a photocopy of your passport page showing the correct spelling of your name and the date of birth. (I-20's cannot be prepared without this and your financial statement.)
- Submit English language translations of foreign transcripts from the issuing institution. We reserve the right to request an applicant to submit evaluation(s) of official transcript(s) by an approved outside agency that verifies the attainment of the equivalent of a bachelor's degree if needed.
- Submit verification of English proficiency with one of the following minimum test scores (for applicants whose native language is not English):

#### REQUIRED TEST SCORES:

- TOEFL (Test of English as a Foreign Language) 550 pb TOEFL/79 ib TOEFL
- IELTS (International English Language Testing System) 6.5
- MELAB (Michigan English Language Assessment Battery) 77
- CAE (Certificate in Advanced English)/CPE (Certificate of Proficiency in English) C
- APIEL (Advanced Placement International English Language) 3
- PTE (Pearson Test of English) 57

You may write the Office of International Enrollment if you have any questions at [appliesmc@smcvt.edu](mailto:appliesmc@smcvt.edu).

## Student Status

Graduate students are classified in one of the categories listed below.

1. An auditor is a student who receives no course credit, but must complete the normal registration procedures.
2. A non-degree student is one who is registered for credit, but is not formally admitted to a degree program. Students must apply for admission and be accepted prior to or upon completion of twelve credit hours or risk not having additional credits applied toward the degree.
3. A degree student is one who has been formally admitted to a program of study through the application process.
4. A certificate student is admitted on either a post-bachelor's or post-master's level. Information on the certificate programs is available in the program area descriptions.

## Departments & Programs

### Clinical Psychology (\*Including Clinical Mental Health Counseling Track)

### History and Philosophy

The Graduate Program in Clinical Psychology is a degree program focused on the preparation of students for entry-level professional positions in the mental health services of hospitals, public and private clinics, colleges, schools, and human service agencies. The program's goal is to promote the integration of theory, research, and practice in the field of clinical psychology. This means providing the student with the opportunity for the in-depth study and analysis of both the research tradition of academic psychology, and the theoretical and case-study tradition of professional psychology. The program is eclectic in orientation and might be described as offering a broad psychosocial perspective

in which the faculty offers a diversity of interests and views within the framework of the curriculum. Most heavily emphasized are the psychodynamic, humanistic, and socio-cultural perspectives.

Equal in importance to the content of the curriculum is the educational atmosphere of the program. The program strives to provide a milieu that respects the individual educational goals of the graduate student and fosters intellectual, personal, and professional growth. The faculty is committed to this goal and to providing graduate education and training in a personal and non-bureaucratic learning environment. Highly experienced clinical practitioners teach all clinical courses. Full-time undergraduate faculty also teach the General Core courses in the program.

All classes are held in the evening, thus permitting either full or part-time study towards the master's degree. Courses are offered in the fall, spring, and summer terms. However, those wishing to pursue graduate work on a full-time basis will find it necessary to begin their studies in the fall, since most of the clinical core courses are two semesters and begin in the fall term.

Since the Second World War, clinical psychology as a profession, experienced exponential growth with roots in two traditions: scholarly investigation and public service. Our sixty-credit Master of Arts degree program in Clinical Psychology follows these two fine traditions: it prepares students for entry-level professional psychology positions in the public sector or for continued study towards the doctorate at another institution. The Graduate Program in Clinical Psychology is a long-standing member of C.A.M.P.P. (Council of Applied Masters Programs in Psychology). The Master's Program in Clinical Psychology was an active member of CAMPP until the organization suspended its operations.

While the curriculum has a strong applied/practice orientation, our primary goal is to offer the student a foundation for a lifetime of learning and career development in professional psychology. Therefore, we place a strong emphasis on basic theories of personality, development, social processes, physiological functioning, and research methodology. Even more importantly, we seek to help our students develop the ability to make informed evaluations of conflicting theoretical positions, empirical findings, and clinical observations. The program's Final Project requirement is indicative of our interest in students who desire to make a creative contribution to the evolution of clinical psychology.

The curriculum of our master's degree program is approved by the Vermont Board of Psychological Examiners. As of October 2016, it is also recognized by the Vermont Board of Allied Mental Health Practitioners as meeting the educational requirements for the clinical mental health counseling license.

## Our Students

Each year the Master's Program in Clinical Psychology admits a number of recent college graduates with degrees in psychology and relevant work experiences. Other students choose to attend graduate school in psychology after a number of years of post-college work experience. There is a great diversity in backgrounds—education, nursing, business, human services, or raising families. The average age of our students is in their late twenties.

Our students are one of the real strengths of the program. They bring to the classroom not only a solid academic preparation and an intense motivation for learning, but also in many cases their knowledge from life experiences beyond the classroom.

## Objectives

- To provide students with a solid theoretical and empirical foundation in experimental psychology.
- To provide students with a theoretical, empirical, and practical foundation in clinical assessment and intervention.
- To provide students with an understanding of the social, ethical, and professional context of clinical psychology.



- To prepare students for entry level positions in the mental health system as professional psychologists and to become licensed master's level psychologists.
- To provide students with a firm foundation for doctoral level study.
- For students who also seek a Clinical Mental Health Counseling license, beginning in 2016-2017 the Master's Program offers a Clinical Mental Health Counseling Track that is approved by the Vermont Allied Mental Health Practitioners.

**Note:** Licensure in psychology or other mental health professions is administered by state professional boards. Licensure is granted to individuals based upon meeting the specific requirements of the professional board in question, of which a master's degree is one of the requirements. We make every effort to keep our curriculum current with the academic licensure requirements for a master's level psychologist in Vermont. As a psychology master's program, it is impossible for the graduate program curriculum to also include all of the academic courses and experiences necessary for licensure in all of the other mental health professions, or in all other states. Ultimately, it is the student's responsibility to determine and meet the requirements for the particular license in the particular state in question.

## Graduate Education

### Mission Statement

The mission of the Education Programs at Saint Michael's College is to contribute to the advancement of culture through education, with an emphasis on creativity, curiosity, contemplation, collaboration, reflection and social justice. Our programs are united by this vision and the following program outcomes:

- Our graduates are passionate and curious scholars.

They skillfully use their research and analytical skills to investigate educational issues and identify the most promising developmentally based practices to support student learning. They aim to inspire similar levels of engagement, critical thinking, and curiosity in their students.

- Our graduates are creative and integrative educators.

They are adept at both discipline-based and interdisciplinary teaching methods, using emerging technologies, social interaction, and imagination to support students' achievement of rigorous academic standards. Understanding the connection between intellectual and emotional-social growth, they help their students gain self-knowledge and assume responsibility for their own learning.

- Our graduates are reflective and contemplative practitioners.

They thoughtfully implement curriculum and assessments, drawing from a solid theoretical base to guide instruction and leadership decisions. They balance action with reflection to stay centered and purposeful in active environments, offering a role model for their students.

- Our graduates are change agents committed to social justice and sustainability.

They provide their students with personalized learning opportunities in an environment that promotes cultural responsiveness, critical consciousness, and equity for all. They facilitate projects that engage their students in finding solutions to community-based problems and global issues.

- Our graduates are collaborative and knowledgeable instructional leaders.

They are equipped with the understandings, skills, and dispositions needed to participate in and lead learning communities. They anticipate and navigate professional, cultural, and technological shifts, modeling for their students and colleagues what it means to be flexible life-long learners

## History and Description

Graduate Programs in Education began in the summer session of 1940. This was the first program of graduate studies at Saint Michael's College. Then, as now, professional courses of study for educators were viewed as an extension of the liberal arts tradition upon which the College was founded. Entrance requirements have always sought to identify candidates who were and are potential leaders and scholars in their disciplines. Throughout the years, the graduate education program has grown and diversified, but the connection to the liberal arts tradition remains.

The programs are designed for adults who already have a baccalaureate degree. Students may begin their program during any semester, although a specific sequence of courses may be recommended in some concentrations/programs. During the fall and spring semesters, classes meet evenings and on weekends. During the summer, classes meet both during the day and in the evening.

In planning a M.Ed. or C.A.G.S. program, students may choose one of the concentrations listed below, which are described in detail later in this catalogue:

- Arts
- Curriculum
- Literacy
- School Leadership
- Special Education

Within Graduate Programs in Education, students may follow Vermont Agency of Education approved programs to obtain initial licensure as an Elementary, Middle Level, or Secondary Educator, PK-12 licensure in Art and English Language Learners with K-age 21 licensure in Special Education. Approved content areas for secondary teachers are English, Mathematics, French, Spanish, Latin, Science, Social Studies, and Theater Arts. Middle licensure areas include English, Mathematics, Social Studies, and Science. Those students applying for licensure will apply through the Master of Arts in Teaching (MAT).

Teachers who are already licensed can earn an additional endorsement in English Language Learner, Early Childhood Education, Reading English Language Arts Specialist, Consulting Teacher, and Special Educator. These programs are designed so that a student can complete a master's degree and the licensure endorsement area concurrently. However, requirements for the completion of the degree and the licensure are not exactly the same, and therefore, a program must be carefully planned with the appropriate academic advisor.

## Initial Vermont Teacher Licensure Program

The initial teacher licensure program includes Master's level courses and is embedded in the Master of Arts in Teaching (MAT) program, with all students selecting a licensure endorsement area. All students applying to a licensure program must have previous experience with children, ideally within the K-12 schools at the level they want to teach. The admissions process is a selective one and all admitted students will have an academic advisor.

Students follow Vermont Agency of Education approved programs to obtain initial licensure as an Elementary, Middle, Secondary, Art, English Language Learner, or Special Education teacher. Approved content areas for Secondary Teachers are English, Mathematics, Spanish, French, Latin, Science, Social Studies, and Theater Arts. Middle licensure areas include English, Mathematics, Social Studies, and Science.

The teacher preparation courses address the program goals and encourage prospective teachers to consider and emphasize knowledge and skills directly related to the *Common Core State Standards* as well as other standards. Each licensure student must complete a Vermont Licensure Portfolio. Successful completion of required courses usually indicates readiness for student teaching. Occasionally, however, additional work may be necessary to be recommended for licensure. Students must have a B or better in each required licensure course.

If a student would like to pursue the M.Ed., a maximum of eighteen credits of the coursework towards teacher licensure may be applied to the requirements for the M.Ed. degree. Certain courses in the licensure programs (such as GED 550 and 555) cannot be applied towards the M.Ed. degree. Students should work closely with their academic advisor when planning their course of study towards teacher licensure and the M.Ed. degree.

## **Federal Title II**

According to Federal Title II mandates, Saint Michael's College must publish the percentage of those students who are recommended for licensure. To be recommended for licensure, students must successfully complete our programs by meeting all GPA, course, portfolio, and testing requirements. Based on these criteria, we have recommended 100 percent of our program completers for licensure.

## **Praxis Core and Praxis II Exams**

Initial licensure students must pass PRAXIS Core (and PRAXIS II where applicable) prior to student teaching. It is the student's responsibility to complete this testing by the appropriate deadline.

# **Teaching English to Speakers of Other Languages (TESOL)**

## **History and Philosophy**

The Saint Michael's College Applied Linguistics Department has provided graduate study in TESOL since 1962. The approach of the program is to offer theoretical and methodological training integrated with practical coursework, which will allow graduates to assume instructional and administrative roles in the field of English language teaching in the United States and abroad.

MATESOL faculty average more than 15 years of experience per person, and students have been drawn from more than 60 countries, including the United States. Students in our programs have a variety of teaching practicum options. They may work with students in the College's Intensive English and Academic English Programs, programs for refugees and immigrants in Burlington, ELL programs for children in area public schools, or in an approved EFL (English as a Foreign Language) program overseas.

Specializations offered include:

- Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) (36 credits)
- MATESOL OnCampus + OnLine (36 credits)
- MATESOL + Pre-K-12 ELL Endorsement for Licensed Teachers (36 credits)
- MATESOL + Pre-K-12 ELL Teacher Licensure (46 credits)
- Peace Corps Coverdell Fellows MATESOL Program (27 credits)

Non-Degree Programs:

- Graduate Certificate in TESOL (24 credits) (non-degree)
- Summer TESOL Certificate
- Pre-K-12 ELL Endorsement for Licensed Teachers (18 credits)

## GOALS

- To provide a solid foundation of current applied linguistics and second language acquisition theory and practice
- To provide applied training in all areas of language instruction
- To prepare graduates to assume professional roles or pursue continued graduate study
- To prepare graduates with the intercultural competencies and sensitivity necessary to work with diverse international groups

## Graduate TESOL Applicant Requirements

- A Bachelor's Degree with a grade point average (GPA) of at least 3.0 from an accredited American college or university, or its equivalent from a foreign university.
- Official transcript(s) of all undergraduate and graduate work, mailed in the original sealed envelope from the issuing institution.
- Two reference forms accompanied by letters of recommendation with original signatures, at least one of which should be an academic reference. (ELL Licensure applicants only: Must have one academic or employer reference—whichever is most relevant—and one from a person who has observed your work with children/adolescents in a professional setting.)
- A résumé.
- A one to two page essay describing your educational career objectives with particular emphasis on the following: personal and professional goals, relevant employment experience, why you wish to study at Saint Michael's College, and your ability and commitment to undertake graduate-level education at this time.

In addition to the aforementioned, international applicants must also

- Submit an official TOEFL or other approved English language proficiency test score report (those for whom English is not a native language). The minimum score for admissions is 79 iBT (550 PBT).
- Submit an original letter of financial support.
- Complete the International Applicant section of the Graduate Admission Application (for those for whom English is not a native language). I 20 forms cannot be issued without completion of this form and the supporting financial documentation.
- Copy of Passport

Please note that Saint Michael's Master's Programs do not require the Graduate Record Exam (GRE).

## Graduate TESOL Admission Procedure

Applicants can apply online via Slate for the graduate programs in TESOL. The system allows applicants to work on their applications at their own pace and save their work to come back to at a later time. Applicants can submit essays, references, and résumés electronically and check on the status of their application.

Reference forms are required. We recommend that applicants request references electronically through Slate. However, if an applicant requires a paper reference form, one can be printed from the online application

system. If using a printed form, evaluators should return the completed form to the applicant in a sealed envelope which then should be forwarded to

Saint Michael's College  
MATESOL Admission  
Box 253  
One Winooski Park  
Colchester, VT 05439

While Saint Michael's College usually notifies applicants regarding the completeness of their files, it is the applicant's responsibility to ensure that all necessary materials are received.

Admission decisions are made by a committee consisting of the program director and other key people in the program. Meeting applicant requirements and following admission procedures does not guarantee acceptance into the program. Applicants are notified of the admission decision after all requirements of the admission process have been satisfied.

## **Master of Arts in Teaching (MAT) with Initial Licensure/Additional Endorsement**

### **Peace Corps Coverdell Fellows MATESOL Program**

Saint Michael's College is proud to host a Coverdell Fellows Program for returning Peace Corps volunteers who have served in the English language teaching field. Applicants can build on their Peace Corps teaching experience and receive considerable benefits from their service while working toward their Master of Arts degree in Teaching English to Speakers of Other Languages (MATESOL).

The benefits package offered to Coverdell Fellows is equal to more than a 33 percent discount of total program tuition costs:

- Advanced Standing for Peace Corps service (equivalent to 9 credits, currently a \$5,580 value) based on the following:
  - Peace Corps training in TEFL with associated practical teaching experience
  - Reflective paper based on PC experience
- Scholarship (for 1 additional course – currently \$1860)
- Waiver of application fee (\$50).
- Waiver of Diploma fee (\$60)

#### **Program Description**

A volunteer teaching internship experience in a local English language training program for a period of at least 9 months.

MATESOL Course work of 27 credits taken over three semesters. Program courses include the following 3-credit courses:

- GSL 500- Foundations of Linguistics **Credits:** 3 cr.
- GSL 502- Pedagogical Grammar **Credits:** 3 cr.
- GSL 542- Introduction to Language Teaching **Credits:** 3 cr.
- GSL 543- Teaching Oral Skills in ESOL **Credits:** 3 cr.
- GSL 544- Teaching Reading and Writing in ESOL **Credits:** 3 cr.
- GSL 604- Second Language Acquisition **Credits:** 3 cr.

- GSL 606- Curriculum and Language Design **Credits:** 3 cr.
- GSL 620- Principles of Testing and Assessment in Language Teaching **Credits:** 3 cr.
- GSL 690 - Research Methods in Applied Linguistics **Credits:** 3 cr.

Two electives are waived in light of Peace Corps training and teaching experience. The extended teaching internship will substitute for the teaching practicum requirement (GSL 688).

#### Additional Admission Requirements

Copy of signed Peace Corps Description of Service that shows training and experience in English language teaching.

## Academic Programs

### Master's Degrees

#### Master of Arts in Clinical-Counseling Psychology

The Saint Michael's program in Clinical-Counseling Psychology prepares students for careers in mental health practice at the masters-level. As a program, we strive to promote empathy, self-reflection, cultural humility, and an appreciation for the intersectionality of identities. We work to increase our sensitivity and responsiveness to the role of discrimination in society and to acknowledge the impact of social determinants of health.

Our curriculum integrates science and practice, enabling our students to become informed consumers of psychological research, who can critically evaluate and apply empirical knowledge. We strive to train students to use current research to inform and evaluate their professional practice.

Students gain professional experience through their practicum and internship. The two-semester practicum course gives students an opportunity to work in a mental health setting under supervision and offers in-class group consultation weekly. Students complete a minimum of 100 hours on practicum. The internship occurs during the final year of the program, with students providing mental health services under supervision for 20 hours per week, accumulating a minimum of 600 hours for the year. Weekly class meetings with an instructor supplement students' on-site practice. Saint Michael's students have completed practicum and internship at a variety of sites throughout the area including college and university counseling centers, community mental health agencies, and medical settings.

Full-time students may complete the program in two years. Part-time students may extend their time to complete the program in three or four years.

### Annual Student Evaluations

Professional mental health providers demonstrate competence within and across a number of different dimensions. Programs that train professional helpers strive to protect the public and profession. Therefore, faculty, supervisors, and administrators have a duty and responsibility to evaluate the competence of students across multiple domains. In addition to performance in coursework, other aspects of students' development and functioning (e.g., professional, interpersonal, and ethical) will also be evaluated throughout their time in the program.

Students submit a self-evaluation by April 1 of each spring semester. Faculty provide written feedback to students based on the student self-evaluation, grades, practicum and internship evaluation forms, and faculty feedback. In most cases, this written annual evaluation is provided to students the summer after they submit their self-evaluation. For students slated to graduate in May, written feedback will be delivered after semester grades are reported.

## Advancement Through the Program

Successful advancement through the program is contingent upon satisfactory progress each semester, whereby students exhibit knowledge, skills, competencies, and behaviors required for graduation and professional practice.

In the event a student receives a B- or lower as a final course grade in any course, the student should contact the Program Director immediately. If the student's grade is a B- or C, the Program Director and student will develop a Remediation Plan. The plan will serve as a contract between the student and the instructor and Program Faculty. Failure to complete the Plan may lead to removal from the program. Poor performance in another course may result in removal from the program even if the remediation plan is successfully completed. Students should consult the Graduate Catalog for information regarding student grades of C or below.

Student conduct which, in the opinion of the faculty or clinical supervisors, is the result of cognitive, affective, or behavioral impairment and which interferes with the training of other students or the welfare of clients, students, faculty, or supervisors may result in student dismissal from the program or remediation.

## Comprehensive Exams

Students complete comprehensive exams the spring of their final year in the program. Comprehensive exams provide students an opportunity to integrate knowledge from course work and professional training experiences and involves demonstrating a reasoned synthesis, application, and communication of research, practice, and ethical standards. If a student does not pass comprehensive exams, a second administration is offered that semester. If a student does not pass a second administration, the student must wait until the fall semester for a re-administration of the exam.

## Program Requirements

### General Psychology Core Requirements

- GPS 505 - Physiological Psychology & Psychopharmacological Agents **Credits: 3**
- GPS 510 - Research Methods & Statistics **Credits: 3**
- GPS 513 - Advanced Developmental Psychology **Credits: 3**
- GPS 514 - Tests & Measures **Credits: 3**
- GPS 520 - Multicultural & Social Psychology **Credits: 3**

### Clinical Core Requirements

- GPS 507 - Psychological Assessment I **Credits: 3**
- GPS 508 - Psychological Assessment II **Credits: 3**
- GPS 512 - Ethics & Professional Issues **Credits: 3**
- GPS 515 - Psychopathology I: Children & Adolescents **Credits: 3**
- GPS 516 - Psychopathology II: Adults **Credits: 3**
- GPS 525 - Psychotherapy I: Techniques & Theory **Credits: 3**
- GPS 526 - Psychotherapy II: Theory & Techniques **Credits: 3**
- GPS 535 - Career Counseling **Credits: 3**
- GPS 601 - Group Psychotherapy **Credits: 3**
- GPS 612 - Couple & Family Therapy **Credits: 3**

## Practicum & Internship Requirements

- GPS 608 - Practicum I **Credits: 3**
- GPS 609 - Practicum II **Credits: 3**
- GPS 610 - Internship I **Credits: 3**
- GPS 611 - Internship II **Credits: 3**

## GPS Elective

Choose one additional course (three credits) in GPS coursework from the following:

- GPS 605 - Counseling & Psychotherapy with Children **Credits: 3**
- GPS 606 - Advanced Topics in Adult Psychotherapy **Credits: 3**

## Master of Arts in Teaching

The Saint Michael's College Master of Arts in Teaching program (MAT) provides an innovative and intensive curriculum that attracts candidates from diverse backgrounds to be agents of change in the field of education. The MAT is an accelerated one or two-year program that leads to a master's degree and initial teacher licensure or an additional endorsement. The program offers a variety of concentration and endorsement options requiring between 29 and 39 graduate education credits. To be eligible for a particular license or additional endorsement, candidates must meet all requirements in accordance with the Vermont Licensing Rules, including passing required Praxis exams and earning a grade of "B" (3.0) or higher in all licensure/endorsement courses.

Candidates pursuing the one-year full-time option begin coursework in May and typically graduate the following May. The majority of courses in the summer and all fall courses are offered in the evening. Candidates complete a six hour per week practicum in a K-12 classroom in the fall semester, and full-time student teaching and the capstone seminar in the spring semester.

## Required Coursework

MAT students in all concentrations are required to complete the following:

- GED 691 - Personalized Inquiry: Finding your Why **Credits: 2**

## Concentrations:

### Art Education Concentration (MAT)

All MAT students are required to complete GED 691 as outlined in the Master of Arts in Teaching section of this catalog.

## Required Coursework

- GED 516 - Educational Foundations: Understanding the Past and Creating the Future **Credits: 3**
- GED 520 - Child and Adolescent Development **Credits: 3**
- GED 550 - Student Teaching Internship **Credits: 6**



- GED 555 - Student Teaching Seminar **Credits: 3**
- GED 596 - Digital Media **Credits: 3**
- GED 641 - Teaching in the Inclusive Classroom Pre-K-12 **Credits: 3**
- GED 651 - Integrated Teaching: Learning In and Through the Visual Arts **Credits: 3**
- OR**
- GED 674 - Critical Multicultural Arts in the Classroom **Credits: 3**
- GED 678 - Heroes, Social Justice, and the Arts: Aesthetic Perspectives **Credits: 3**
- OR**
- GED 693 - Integrating Art, Social Studies, and Language Arts: Pre-K-6 **Credits: 3**

## Curriculum Course Options

Choose one of the following:

- GED 528 - Pre-K-6 Curriculum, Assessment and Management **Credits: 4**
- GED 542 - Pre-K-12 Curriculum and Assessment **Credits: 4**
- GED 547 - Middle and Secondary Curriculum and Assessment **Credits: 4**

## Elementary Education Concentration (MAT)

Saint Michael's College offers a state-approved program that leads to licensure as an elementary teacher in grades K-6.

All MAT students are required to complete GED 691 as outlined in the Master of Arts in Teaching section of this catalog.

## Required Coursework

- GED 516 - Educational Foundations: Understanding the Past and Creating the Future **Credits: 3**
- GED 520 - Child and Adolescent Development **Credits: 3**
- GED 522 - Teaching Literacy in the Pre-K-6 Classroom **Credits: 3**
- GED 528 - Pre-K-6 Curriculum, Assessment and Management **Credits: 4**
- GED 550 - Student Teaching Internship **Credits: 6**
- GED 555 - Student Teaching Seminar **Credits: 3**
- GED 613 - Mathematics in the Pre-K-6 Classroom **Credits: 3**
- GED 641 - Teaching in the Inclusive Classroom Pre-K-12 **Credits: 3**
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits: 3**
- GED 695 - Teaching Pre-K-6 Science and Engineering **Credits: 3**

## Arts Course

Choose one of the following:

- GED 678 - Heroes, Social Justice, and the Arts: Aesthetic Perspectives **Credits: 3**
- GED 693 - Integrating Art, Social Studies, and Language Arts: Pre-K-6 **Credits: 3**

## Additional Endorsement (Optional): Early Childhood Education Endorsement

The Early Childhood Education Endorsement prepares graduates committed to the provision of quality early childhood education for each and every child and their family. Using evidence-based practices, it emphasizes the values of equity and inclusion to support and prepare students to work in diverse early education learning environments. Elementary licensure candidates pursuing this additional endorsement are strongly encouraged to student teach in a kindergarten classroom. Both required courses include a practicum in an early childhood setting.

The Early Childhood Education Endorsement is available as an optional endorsement for MAT candidates pursuing the Elementary Education Concentration. Students are required to complete all of the courses as outlined in the Master of Arts in Teaching and Elementary Education Concentration (MAT) sections of this catalog.

## Required Coursework

- GED 521 - Early Childhood Education: Foundations **Credits: 3**
- GED 524 - Early Childhood Education: Methods and Practice **Credits: 3**

## Multilingual Learner (formerly ELL) - Additional Endorsement (MAT)

All MAT students are required to complete GED 691 as outlined in the Master of Arts in Teaching section of this catalog.

## Required Coursework

- GED 612 - Math and Diversity **Credits: 3**
- GED 688C - English Language Learner Endorsement Practicum **Credits: 4**
- GSL 500 - Foundations of Linguistics **Credits: 3**
- GSL 542 - Introduction to Language Teaching **Credits: 3**
- GSL 543 - Teaching of Oral Skills in ESOL **Credits: 3**
- GSL 546 - K-12 Literacy for ELL **Credits: 3**
- GSL 547 - ESOL in the Content Areas **Credits: 3**
- GSL 612 - Bilingualism and Multicultural Education **Credits: 3**
- GSL 655 - Language Learning & Assessment for Children **Credits: 3**

## Middle Grades Education Concentration (MAT)

Saint Michael's College offers a state-approved program that leads to licensure as a middle grades teacher in grades 5-9 in English, social studies, science, or mathematics.

All MAT students are required to complete GED 691 as outlined in the Master of Arts in Teaching section of this catalog.

## Required Coursework

- GED 516 - Educational Foundations: Understanding the Past and Creating the Future **Credits: 3**
- GED 520 - Child and Adolescent Development **Credits: 3**
- GED 530 - Disciplinary Literacy: Making Meaning in Equity-Centered Middle & Secondary Classrooms **Credits: 3**

- GED 547 - Middle and Secondary Curriculum and Assessment **Credits: 4**
- GED 550 - Student Teaching Internship **Credits: 6**
- GED 555 - Student Teaching Seminar **Credits: 3**
- GED 580 - Approaches to Teaching & Learning **Credits: 3**
- GED 635A - Middle Grades Organization **Credits: 3**
- GED 641 - Teaching in the Inclusive Classroom Pre-K-12 **Credits: 3**

## Secondary Education Concentration (MAT)

Saint Michael's College offers a state-approved program that leads to licensure as a secondary teacher in grades 7-12 in the following subject areas: English, Modern and Classical Languages (Spanish, French), Mathematics, General Science (or Science limited to Biology, Chemistry, Earth Science and/or Physics), and Social Studies.

All MAT students are required to complete GED 691 as outlined in the Master of Arts in Teaching section of this catalog.

### Required Coursework

- GED 516 - Educational Foundations: Understanding the Past and Creating the Future **Credits: 3**
- GED 520 - Child and Adolescent Development **Credits: 3**
- GED 530 - Disciplinary Literacy: Making Meaning in Equity-Centered Middle & Secondary Classrooms **Credits: 3**
- GED 547 - Middle and Secondary Curriculum and Assessment **Credits: 4**
- GED 550 - Student Teaching Internship **Credits: 6**
- GED 555 - Student Teaching Seminar **Credits: 3**
- GED 580 - Approaches to Teaching & Learning **Credits: 3**
- GED 641 - Teaching in the Inclusive Classroom Pre-K-12 **Credits: 3**

## Special Education - Initial License (MAT)

Saint Michael's College offers a state-approved program that leads to initial licensure as a special educator in grades K - 8; grade 7 - age 21; or grade K - age 21. Students pursuing the MAT with initial licensure in special education must also complete the coursework required for one of three endorsements.

All MAT students are required to complete GED 691 as outlined in the Master of Arts in Teaching section of this catalog.

### Required Coursework

- GED 516 - Educational Foundations: Understanding the Past and Creating the Future **Credits: 3**
- GED 581 - Social/Emotional Development and Individual Differences **Credits: 3**
- GED 612 - Math and Diversity **Credits: 3**
- GED 631 - Learning, Development, and Individual Differences **Credits: 3**
- GED 632 - Assessment of Students within General and Special Education **Credits: 3**
- GED 633 - Legal and Professional Issues in Special Education **Credits: 3**
- GED 640 - Language and Learning **Credits: 3**
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits: 3**
- GED 661 - Special Education Student Teaching Internship **Credits: 6**

- GED 662 - Special Education Seminar **Credits: 3**

## **Endorsements:**

### **Special Ed Initial License - Grades K - 8 Endorsement (MAT)**

Students are required to complete all of the courses as outlined in the Master of Arts in Teaching and Special Education - Initial License (MAT) sections of this catalog.

### **Grades K - 8 Curriculum Course**

Choose one of the following:

- GED 528 - Pre-K-6 Curriculum, Assessment and Management **Credits: 4**
- GED 542 - Pre-K-12 Curriculum and Assessment **Credits: 4**

### **Special Ed Initial License - Grade 7 - Age 21 Endorsement (MAT)**

Students are required to complete all of the courses as outlined in the Master of Arts in Teaching and Special Education - Initial License (MAT) sections of this catalog.

### **Grade 7 - Age 21 Curriculum Course**

Choose one of the following:

- GED 542 - Pre-K-12 Curriculum and Assessment **Credits: 4**
- GED 547 - Middle and Secondary Curriculum and Assessment **Credits: 4**

### **Special Ed Initial License - Grade K - Age 21 Endorsement (MAT)**

Students are required to complete all of the courses as outlined in the Master of Arts in Teaching and Special Education - Initial License (MAT) sections of this catalog.

### **Grade K - Age 21 Curriculum Course**

Choose one of the following:

- GED 528 - Pre-K-6 Curriculum, Assessment and Management **Credits: 4**
- GED 542 - Pre-K-12 Curriculum and Assessment **Credits: 4**
- GED 547 - Middle and Secondary Curriculum and Assessment **Credits: 4**

## **Special Education - Additional Endorsement (MAT)**

Saint Michael's College offers a state-approved program for licensed teachers that leads to an additional endorsement as a special educator in grades K - 8; grade 7 - age 21; or grade K - age 21. While students must select one of the three aforementioned endorsement options, the required coursework for all three is the same.

All MAT students are required to complete GED 691 as outlined in the Master of Arts in Teaching section of this catalog. All MAT students pursuing the Special Education - Additional Endorsement must complete the courses outlined in the Special Ed Endorsement, Grades K-8, Grade 7-Age 21, or Grades K-Age 21 (MAT, M.Ed. or CAGS) section of this catalog.

## Optional Endorsement: Special Ed Endorsement, Grades K-8, Grade 7-Age 21, or Grades K-Age 21 (MAT, M.Ed. or CAGS)

The goal of the Graduate Program in Special Education is to prepare well-skilled, innovative educators who are able to design inclusive, effective educational programs for all students. The coursework is crafted to prepare students to be culturally responsive leaders, educators, and advocates. Hallmarks of the program include comprehensive coursework in both math and literacy. Students are offered the most current, research-based strategies in both areas to ensure they enter the field ready to move all students forward academically by providing an appropriate education for each child. Students are provided both a practicum and a student teaching experience where they are placed with model educators in the field and have a Saint Michael's supervisor who will provide individual support and guidance.

Saint Michael's College Graduate Education Department offers the Special Educator Endorsement through multiple paths. Those interested in earning an initial teaching license as a special educator must pursue the Master of Arts in Teaching (MAT). Those who do not hold a master's degree - but DO hold a teaching license - may pursue either the MAT or the Master of Education (M.Ed.). Candidates who already have a master's degree are advised to pursue a Certificate of Advanced Graduate Study (CAGS). To earn the Master of Arts in Teaching, Master of Education or Certificate of Advanced Graduate Study (CAGS) in Education, students must complete the requirements for those credentials as outlined in this catalog.

## Special Educator Endorsement Required Courses (28 credits)

- GED 581 - Social/Emotional Development and Individual Differences **Credits: 3**
- GED 612 - Math and Diversity **Credits: 3**
- GED 631 - Learning, Development, and Individual Differences **Credits: 3**
- GED 632 - Assessment of Students within General and Special Education **Credits: 3**
- GED 633 - Legal and Professional Issues in Special Education **Credits: 3**
- GED 640 - Language and Learning **Credits: 3**
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits: 3**
- GED 662 - Special Education Seminar **Credits: 3**
- GED 688E - Special Education Endorsement Practicum **Credits: 4**

## Master of Arts in Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) degree at Saint Michael's College features three curricular options tailored toward the varied goals of students in the program. Some courses are required for all three curricular options (see required coursework listed below), while others vary depending on the option the student pursues. Click on the individual options for detailed information on the coursework required for each.

## Required Coursework

- GSL 500 - Foundations of Linguistics **Credits: 3**

- GSL 542 - Introduction to Language Teaching **Credits: 3**
- GSL 543 - Teaching of Oral Skills in ESOL **Credits: 3**

## **Curricular Options:**

### **MATESOL (Standard)**

The standard MATESOL degree is usually earned over four semesters although some students may be able to complete their studies in a shorter period of time and others may require additional time depending on their semester of entry and goals in the program. The degree may also be pursued on a part-time basis. International students must apply at least 90 days prior to the first class meeting of the term in which they wish to enter. No more than 12 credits may be taken during any given semester without written approval from the program director.

All MATESOL students are required to complete GSL 500, GSL 542, and GSL 543 as outlined in the Master of Arts in Teaching English to Speakers of Other Languages section of this catalog.

### **Required Coursework**

- GSL 502 - Pedagogical Grammar **Credits: 3**
- GSL 544 - Teaching Reading and Writing in ESOL **Credits: 3**
- GSL 604 - Second Language Acquisition **Credits: 3**
- GSL 606 - Curriculum and Syllabus Design (Online) **Credits: 3**
- GSL 620 - Principles of Testing and Assessment in Language Teaching **Credits: 3**
- GSL 690 - Research Methods in Applied Linguistics **Credits: 3**

### **Electives**

Choose 3 courses (9 credits) from the following:

- GSL 520 - Computer-Assisted Language Learning (Online) **Credits: 3**
- GSL 546 - K-12 Literacy for ELL **Credits: 3**
- GSL 547 - ESOL in the Content Areas **Credits: 3**
- GSL 563 - Content-Based Language Instruction and English for Special Purposes **Credits: 3**
- GSL 600 - Teaching Vocabulary in ESOL **Credits: 3**
- GSL 602 - Intercultural Communication **Credits: 3**
- GSL 606 - Curriculum and Syllabus Design (Online) **Credits: 3**
- GSL 608 - Discourse and Error Analysis **Credits: 3**
- GSL 612 - Bilingualism and Multicultural Education **Credits: 3**
- GSL 655 - Language Learning & Assessment for Children **Credits: 3**
- GSL 690 - Research Methods in Applied Linguistics **Credits: 3**
- GSL 691 - Thesis **Credits: 3**

### **MATESOL With Pre-K-12 Multilingual Learner (formerly ELL) Endorsement for Licensed Teachers**

Licensed Vermont school teachers seeking to add a Multilingual Learner (formerly ELL) endorsement may pursue the MATESOL program to fulfill academic competencies required by the Vermont Department of Education. The

coursework involves a 60-hour associated practicum component to meet state-mandated student teaching requirements. Endorsement candidates must also pass the Praxis II (ESOL) exam to satisfy state requirements.

All MATESOL students are required to complete GSL 500, GSL 542, and GSL 543 as outlined in the Master of Arts in Teaching English to Speakers of Other Languages section of this catalog.

### Required Coursework:

- GSL 502 - Pedagogical Grammar **Credits: 3**
- GSL 520 - Computer-Assisted Language Learning (Online) **Credits: 3**
- GSL 546 - K-12 Literacy for ELL **Credits: 3**
- GSL 547 - ESOL in the Content Areas **Credits: 3**
- GSL 604 - Second Language Acquisition **Credits: 3**
- GSL 612 - Bilingualism and Multicultural Education **Credits: 3**
- GSL 655 - Language Learning & Assessment for Children **Credits: 3**
- GSL 690 - Research Methods in Applied Linguistics **Credits: 3**

## MATESOL With Pre-K-12 Multilingual Learner (formerly ELL) Teacher Licensure

Saint Michael's College offers a state-approved program that prepares students for the initial Vermont teacher license. Acceptance to both MATESOL and the Graduate Education Licensure Program is required. Admission to MATESOL does not guarantee admission to Licensure. Some TESOL courses may be offered partially or fully online. A portfolio and documentation of a second-language learning experience are required. Candidates must pass both Praxis I and Praxis II (ESOL) examinations.

All MATESOL students are required to complete GSL 500, GSL 542, and GSL 543 as outlined in the Master of Arts in Teaching English to Speakers of Other Languages section of this catalog.

### Required Coursework:

- GED 516 - Educational Foundations: Understanding the Past and Creating the Future **Credits: 3**
- GED 520 - Child and Adolescent Development **Credits: 3**
- GED 550 - Student Teaching Internship **Credits: 6**
- GED 555 - Student Teaching Seminar **Credits: 3**
- GED 612 - Math and Diversity **Credits: 3**
- GED 641 - Teaching in the Inclusive Classroom Pre-K-12 **Credits: 3**
- GSL 500 - Foundations of Linguistics **Credits: 3**
- GSL 542 - Introduction to Language Teaching **Credits: 3**
- GSL 543 - Teaching of Oral Skills in ESOL **Credits: 3**
- GSL 546 - K-12 Literacy for ELL **Credits: 3**
- GSL 547 - ESOL in the Content Areas **Credits: 3**
- GSL 612 - Bilingualism and Multicultural Education **Credits: 3**
- GSL 655 - Language Learning & Assessment for Children **Credits: 3**

## Curriculum Course

Choose one of the following:

- GED 528 - Pre-K-6 Curriculum, Assessment and Management **Credits: 4**
- GED 542 - Pre-K-12 Curriculum and Assessment **Credits: 4**
- GED 547 - Middle and Secondary Curriculum and Assessment **Credits: 4**

## Master of Education

### Required Coursework

- GED 558 - Educator as Researcher **Credits: 3**
- GED 699 - Capstone Seminar **Credits: 3**

### Concentrations:

#### Arts in Education Concentration (M.Ed.)

All M.Ed. students are required to complete GED 558 and GED 699 as outlined in the Master of Education section of this catalog.

### Required Coursework

- GED 649 - Arts: The Creative Process **Credits: 3**

### Arts Concentration Options

Choose one of the following:

- GED 651 - Integrated Teaching: Learning In and Through the Visual Arts **Credits: 3**
- GED 674 - Critical Multicultural Arts in the Classroom **Credits: 3**

### Arts Concentration Options

Choose one of the following:

- GED 678 - Heroes, Social Justice, and the Arts: Aesthetic Perspectives **Credits: 3**
- GED 693 - Integrating Art, Social Studies, and Language Arts: Pre-K-6 **Credits: 3**

### Arts Electives

Choose 3 courses (9 credits) from the following:

- GED 531 - Digital Animation and Motion Graphics **Credits: 3**
  - GED 624 - The Art of the Book **Credits: 3 cr.**
  - GED 673 - Special Topics in Arts Education **Credits: 1-3**
- The following courses may be selected if not taken as Arts Concentration Options above:



- GED 651 - Integrated Teaching: Learning In and Through the Visual Arts **Credits: 3**
- GED 674 - Critical Multicultural Arts in the Classroom **Credits: 3**
- GED 678 - Heroes, Social Justice, and the Arts: Aesthetic Perspectives **Credits: 3**
- GED 693 - Integrating Art, Social Studies, and Language Arts: Pre-K-6 **Credits: 3**

## GED Electives

Choose 4 additional courses (12 credits) in Graduate Education (GED) in consultation with advisor.

## Curriculum & Instructional Design Concentration (M.Ed.)

All M.Ed. students are required to complete GED 558 and GED 699 as outlined in the Master of Education section of this catalog.

### Required Coursework

- GED 509 - Integrative Curriculum **Credits: 3**
- GED 511 - Fundamentals of Curriculum **Credits: 3**
- GED 529 - Personalized Learning **Credits: 3**
- GED 571 - Antiracism: Critical Theory and Praxis **Credits: 3**
- GED 618 - From Assessment to Action: Using Data to Improve Student Learning **Credits: 3**

## GED Electives

Choose 5 additional courses (15 credits) in Graduate Education (GED) in consultation with advisor. Students interested in the Certificate in Racial Equity & Educational Justice or the Certificate in Holistic Restorative Education may take the required courses toward their Curriculum & Instructional Design Concentration electives.

## Literacy Concentration (M.Ed.)

The goal of the Literacy Concentration is to help educators better meet the reading/language arts needs of today's diverse students while simultaneously becoming leaders in their schools, districts, and beyond. Courses in literacy development, instruction, assessment, and intervention, as well as a job-embedded practicum and leadership experiences, provide the foundation that allows teachers to grow into roles such as Reading/English Language Arts Specialists, literacy coaches, Specialized Literacy Professionals, and/or Reading Interventionists.

All M.Ed. students are required to complete GED 558 and GED 699 as outlined in the Master of Education section of this catalog.

### Required Coursework

- GED 534 - Literacy Assessment, Instruction, and Intervention in Reading **Credits: 3**
- GED 606 - Literacy Development and Instruction in the Elementary Grades **Credits: 3**

## Literature for Children & Young Adults

Choose one of the following:

- GED 517 - Teaching Nonfiction in the PK-8 Classroom **Credits:** 3
- GED 535 - Multicultural Literature for Children and Adolescents **Credits:** 3

## Specialized Instruction for Readers who Struggle Course

Choose one of the following:

- GED 607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction **Credits:** 3
- GED 640 - Language and Learning **Credits:** 3
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits:** 3

## Writing or Book Arts

Choose one of the following:

- GED 595 - Nurturing K-8 Writers through Integrated Storytelling, Workshops, and the Arts **Credits:** 3
- GED 624 - The Art of the Book **Credits:** 3 cr.

## Literacy Electives

Choose 2 courses (6 credits) from the following:

- GED 510 - Becoming a Literacy Leader: Tools and Strategies for Success **Credits:** 3
- GED 517 - Teaching Nonfiction in the PK-8 Classroom **Credits:** 3
- GED 522 - Teaching Literacy in the Pre-K-6 Classroom **Credits:** 3
- GED 530 - Disciplinary Literacy: Making Meaning in Equity-Centered Middle & Secondary Classrooms **Credits:** 3
- GED 535 - Multicultural Literature for Children and Adolescents **Credits:** 3
- GED 595 - Nurturing K-8 Writers through Integrated Storytelling, Workshops, and the Arts **Credits:** 3
- GED 607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction **Credits:** 3
- GED 624 - The Art of the Book **Credits:** 3 cr.
- GED 640 - Language and Learning **Credits:** 3
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits:** 3
- GED 678 - Heroes, Social Justice, and the Arts: Aesthetic Perspectives **Credits:** 3
- GED 693 - Integrating Art, Social Studies, and Language Arts: Pre-K-6 **Credits:** 3

## GED Electives

Choose an addition 3 courses (9 credits) in Graduate Education (GED) in consultation with advisor.

## Optional Endorsement:

## Specialized Literacy Professional Endorsement (M.Ed. or CAGS) *(Optional)*

Students pursuing the Literacy Concentration (M.Ed.) or Literacy Concentration (CAGS) have the option to pursue the state-approved Specialized Literacy Professional Endorsement program. This endorsement program requires 27 credits in literacy and leadership coursework as outlined below. To be recommended for the endorsement, candidates must:

- Hold or be eligible to hold a Vermont teaching license in early education, elementary, middle grades, the secondary content areas, special education, or English Language Learner;
- Successfully complete all required coursework with a "B" or better;
- Document three years teaching experience;
- Hold a master's degree.

## Required Coursework

- GED 510 - Becoming a Literacy Leader: Tools and Strategies for Success **Credits: 3**
- GED 511 - Fundamentals of Curriculum **Credits: 3**
- GED 534 - Literacy Assessment, Instruction, and Intervention in Reading **Credits: 3**
- GED 606 - Literacy Development and Instruction in the Elementary Grades **Credits: 3**
- GED 621 - Supervision, Evaluation, and Teacher Development **Credits: 3**
- GED 640 - Language and Learning **Credits: 3**
- GED 688D - Specialized Literacy Professional Practicum **Credits: 3**

## Literature for Children and Young Adults

Select one of the following courses:

- GED 517 - Teaching Nonfiction in the PK-8 Classroom **Credits: 3**
- GED 535 - Multicultural Literature for Children and Adolescents **Credits: 3**

## Specialized Instruction for Readers Who Struggle

Select one of the following courses:

- GED 607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction **Credits: 3**
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits: 3**

## School Leadership Concentration (M.Ed.)

Students in the School Leadership concentration in the M.Ed. program work individually and with colleagues, in the classroom and in the field, to explore concepts while acquiring and applying their skills. An initial teaching license or equivalent is required for admission. The additional endorsement as a Vermont School Principal, Director of Curriculum, or Director of Special Education can be earned through this program if the applicant has a teaching license and a minimum of three years PK-12 teaching experience as a licensed educator in accordance with the Vermont Licensing Rules.

All M.Ed. students are required to complete GED 558 and GED 699 as outlined in the Master of Education section of this catalog.

## Required Coursework

- GED 511 - Fundamentals of Curriculum **Credits: 3**
- GED 567 - Legal and Financial Management of Schools **Credits: 4**
- GED 572 - School Leadership **Credits: 3**
- GED 618 - From Assessment to Action: Using Data to Improve Student Learning **Credits: 3**
- GED 621 - Supervision, Evaluation, and Teacher Development **Credits: 3**
- GED 684 - School and Community **Credits: 3**
- GED 688A - Leadership Practicum **Credits: 6 cr. total over 3 semesters**  
(6 credits total - repeated over three semesters)

## GED Electives

Choose 2-5 credits (for students pursuing an optional endorsement) or 11 credits (for students not pursuing an endorsement) in consultation with the advisor. It is highly recommended that students select courses from the School Leadership program as well as in the areas of special education, holistic restorative education, and curriculum.

## Director of Curriculum Endorsement (M.Ed. or CAGS) *(Optional)*

While working on a Master of Education or CAGS, students may choose to pursue a Director of Curriculum Endorsement. To be eligible to receive this endorsement, candidates must have three or more years of PK-12 teaching experience as a licensed educator and hold a master's degree. The intent of this endorsement is to promote and support curriculum coordination at the district and/or supervisory union level. Educators who hold this endorsement are authorized by the Vermont Agency of Education to coordinate the curriculum, instruction, assessment, and professional learning activities of a school district or supervisory union.

## Required Coursework

Students seeking the Director of Curriculum Endorsement must complete all CAGS School Leadership Concentration requirements or School Leadership Concentration (M.Ed.) requirements, plus the following coursework:

- GED 509 - Integrative Curriculum **Credits: 3**
- GED 688A - Leadership Practicum **Credits: 6 cr. total over 3 semesters**

## Director of Special Education Endorsement (M.Ed. or CAGS) *(Optional)*

While working toward a Master of Education or CAGS (with a concentration in School Leadership), students may choose to pursue a Director of Special Education Endorsement. To do so, candidates must have three or more years of experience as a licensed special educator, speech language pathologist, school psychologist, school counselor, reading coordinator/specialist, principal, or superintendent.

## Required Prerequisites

NOTE: Most licensed special educators have covered these prerequisite requirements:

- GED 632 - Assessment of Students within General and Special Education **Credits: 3**
- GED 633 - Legal and Professional Issues in Special Education **Credits: 3**

## Required Coursework

Students seeking the Director of Special Education Endorsement must complete all CAGS School Leadership Concentration requirements or School Leadership Concentration (M.Ed.) requirements, plus the following coursework:

- GED 688A - Leadership Practicum **Credits:** 6 cr. total over 3 semesters

## Principal Endorsement (M.Ed. or CAGS) *(Optional)*

Students with a master's degree and three years (minimum) teaching experience as a licensed educator are eligible to seek the Principal Endorsement through the Saint Michael's College Graduate Education Department. This program is approved by the State of Vermont Agency of Education. Students may also choose to pursue this endorsement while working on a Master of Education or CAGS.

## Required Coursework

Students seeking the Principal Endorsement must complete all CAGS School Leadership Concentration requirements or School Leadership Concentration (M.Ed.) requirements, plus the following coursework:

- GED 688A - Leadership Practicum **Credits:** 6 cr. total over 3 semesters

## Special Education Concentration (M.Ed.)

All M.Ed. students are required to complete GED 558 and GED 699 as outlined in the Master of Education section of this catalog.

## Required Coursework

Choose 6 courses (18 credits) from the options listed below.

- GED 502 - Developing Sustainable Practices Toward Equity & Healing in School Systems **Credits:** 3
- GED 503 - Restorative Responses to Harm - in Schools and Society **Credits:** 3
- GED 508 - Fostering Achievement: Research-Based Strategies that Promote Equity, Engagement, and Collaborative Problem-solving **Credits:** 3
- GED 572 - School Leadership **Credits:** 3
- GED 581 - Social/Emotional Development and Individual Differences **Credits:** 3
- GED 606 - Literacy Development and Instruction in the Elementary Grades **Credits:** 3
- GED 612 - Math and Diversity **Credits:** 3
- GED 621 - Supervision, Evaluation, and Teacher Development **Credits:** 3
- GED 631 - Learning, Development, and Individual Differences **Credits:** 3
- GED 632 - Assessment of Students within General and Special Education **Credits:** 3
- GED 633 - Legal and Professional Issues in Special Education **Credits:** 3
- GED 640 - Language and Learning **Credits:** 3
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits:** 3
- GED 662 - Special Education Seminar **Credits:** 3
- GED 668 - Administration and Interpretation of Woodcock-Johnson IV **Credits:** 3

## GED Electives

Choose 4 courses (12 credits) in Graduate Education in consultation with advisor. *Note: Students interested in earning the Certificate in Racial Equity & Educational Justice or the Certificate in Holistic Restorative Education as part of their master's program may do so by taking the four courses required for the certificate as their M.Ed. elective courses.*

## Special Ed Endorsement, Grades K-8, Grade 7-Age 21, or Grades K-Age 21 (MAT, M.Ed. or CAGS) *(Optional)*

*\*Note: M.Ed. students pursuing this optional endorsement should tailor all of their course choices (as outlined below) toward requirements for the endorsement. Students who complete the courses required for the M.Ed. (GED 558 and GED 699) along with the coursework required for the endorsement need an additional two elective credits to earn the M.Ed.*

The goal of the Graduate Program in Special Education is to prepare well-skilled, innovative educators who are able to design inclusive, effective educational programs for all students. The coursework is crafted to prepare students to be culturally responsive leaders, educators, and advocates. Hallmarks of the program include comprehensive coursework in both math and literacy. Students are offered the most current, research-based strategies in both areas to ensure they enter the field ready to move all students forward academically by providing an appropriate education for each child. Students are provided both a practicum and a student teaching experience where they are placed with model educators in the field and have a Saint Michael's supervisor who will provide individual support and guidance.

Saint Michael's College Graduate Education Department offers the Special Educator Endorsement through multiple paths. Those interested in earning an initial teaching license as a special educator must pursue the Master of Arts in Teaching (MAT). Those who do not hold a master's degree - but DO hold a teaching license - may pursue either the MAT or the Master of Education (M.Ed.). Candidates who already have a master's degree are advised to pursue a Certificate of Advanced Graduate Study (CAGS). To earn the Master of Arts in Teaching, Master of Education or Certificate of Advanced Graduate Study (CAGS) in Education, students must complete the requirements for those credentials as outlined in this catalog.

## Special Educator Endorsement Required Courses (28 credits)

- GED 581 - Social/Emotional Development and Individual Differences **Credits: 3**
- GED 612 - Math and Diversity **Credits: 3**
- GED 631 - Learning, Development, and Individual Differences **Credits: 3**
- GED 632 - Assessment of Students within General and Special Education **Credits: 3**
- GED 633 - Legal and Professional Issues in Special Education **Credits: 3**
- GED 640 - Language and Learning **Credits: 3**
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits: 3**
- GED 662 - Special Education Seminar **Credits: 3**
- GED 688E - Special Education Endorsement Practicum **Credits: 4**

## Graduate Certificates

### Certificate of Advanced Graduate Study (CAGS) in Education

The Certificate of Advanced Graduate Study (CAGS) in Education is a post-master's level certificate in which a graduate student pursues one of five areas of concentration. Some concentrations (Literacy, School Leadership, and Special Education) also afford enrolled students the opportunity to pursue additional endorsements. This individually designed program is based on the educational goals and needs of the student and is planned with support from an academic advisor. It comprises 30 graduate credits beyond the master's degree. In accordance with the policies outlined in this catalog, up to 10 credits may be transferred from another institution if they are post-master's credits, are relevant to the program concentration, and are approved by the advisor.

## **Arts in Education Concentration (CAGS)**

The goal of the CAGS Arts Concentration is for classroom teachers, art teachers, all educators, artists, administrators, and others to collaboratively explore how to teach and inspire students of all ages learning with and through the arts. In supportive environments, students engage in the creative process, reflect on cultural and aesthetic perspectives, work individually and collaboratively to develop and practice innovative and interdisciplinary pedagogies, and address equity and sustainability through an arts lens. This program is designed to expand creative boundaries and examine the role of the arts in developing expressive and critical voice in the classroom.

### **CAGS Coursework:**

30 credits of GED coursework, chosen in collaboration with the advisor.

## **Curriculum & Instructional Design Concentration (CAGS)**

Theory and practical applications are combined throughout the Curriculum & Instructional Design Concentration with a focus on whole systems and integrative, equitable approaches, as well as specific skills which give educators and administrators the necessary understanding and strategies to develop and evaluate school curricula through an equity lens. Students pursuing CAGS with this concentration may also choose to earn the Certificate in Racial Equity & Educational Justice or the Certificate in Holistic Restorative Education as part of their CAGS program.

### **Required Coursework:**

30 credits of GED coursework, chosen in collaboration with the advisor.

## **Literacy Concentration (CAGS)**

The goal of the Literacy Concentration is to help educators better meet the reading/language arts needs of today's diverse students while simultaneously becoming leaders in their schools, districts, and beyond. Courses in literacy development, instruction, assessment, and intervention, as well as a job-embedded practicum and leadership experiences, provide the foundation that allows teachers to grow into roles such as literacy coaches, specialized literacy professionals, and/or reading interventionists.

### **Required Coursework**

30 credits of GED coursework, chosen in collaboration with the advisor.

Optional Endorsement: Specialized Literacy Professional Endorsement  
(M.Ed. or CAGS)

Students pursuing the Literacy Concentration (M.Ed.) or Literacy Concentration (CAGS) have the option to pursue the state-approved Specialized Literacy Professional Endorsement program. This endorsement program requires 27 credits in literacy and leadership coursework as outlined below. To be recommended for the endorsement, candidates must:

- Hold or be eligible to hold a Vermont teaching license in early education, elementary, middle grades, the secondary content areas, special education, or English Language Learner;
- Successfully complete all required coursework with a "B" or better;
- Document three years teaching experience;
- Hold a master's degree.

## Required Coursework

- GED 510 - Becoming a Literacy Leader: Tools and Strategies for Success **Credits: 3**
- GED 511 - Fundamentals of Curriculum **Credits: 3**
- GED 534 - Literacy Assessment, Instruction, and Intervention in Reading **Credits: 3**
- GED 606 - Literacy Development and Instruction in the Elementary Grades **Credits: 3**
- GED 621 - Supervision, Evaluation, and Teacher Development **Credits: 3**
- GED 640 - Language and Learning **Credits: 3**
- GED 688D - Specialized Literacy Professional Practicum **Credits: 3**

## Literature for Children and Young Adults

Select one of the following courses:

- GED 517 - Teaching Nonfiction in the PK-8 Classroom **Credits: 3**
- GED 535 - Multicultural Literature for Children and Adolescents **Credits: 3**

## Specialized Instruction for Readers Who Struggle

Select one of the following courses:

- GED 607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction **Credits: 3**
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits: 3**

## School Leadership Concentration (CAGS)

Students enrolled in the School Leadership Concentration may choose to pursue an additional endorsement in Director of Curriculum, Director of Special Education, or Principal. The goal of this program is for students to have opportunities to work individually and with colleagues, both in the classroom and in the field, to explore concepts while acquiring and applying their leadership skills. The program offers a blend of required and elective courses, giving each student a meaningful and lasting educational experience upon which to draw when actively engaged in the science and art of leading a school.

## Required Coursework

- GED 511 - Fundamentals of Curriculum **Credits: 3**
- GED 567 - Legal and Financial Management of Schools **Credits: 4**



- GED 572 - School Leadership **Credits: 3**
- GED 618 - From Assessment to Action: Using Data to Improve Student Learning **Credits: 3**
- GED 621 - Supervision, Evaluation, and Teacher Development **Credits: 3**
- GED 684 - School and Community **Credits: 3**  
12 additional GED credits required  
(including endorsement requirements, if applicable)

## Optional Endorsements

### Director of Curriculum Endorsement (M.Ed. or CAGS)

While working on a Master of Education or CAGS, students may choose to pursue a Director of Curriculum Endorsement. To be eligible to receive this endorsement, candidates must have three or more years of PK-12 teaching experience as a licensed educator and hold a master's degree. The intent of this endorsement is to promote and support curriculum coordination at the district and/or supervisory union level. Educators who hold this endorsement are authorized by the Vermont Agency of Education to coordinate the curriculum, instruction, assessment, and professional learning activities of a school district or supervisory union.

### Required Coursework

Students seeking the Director of Curriculum Endorsement must complete all CAGS School Leadership Concentration requirements or School Leadership Concentration (M.Ed.) requirements, plus the following coursework:

- GED 509 - Integrative Curriculum **Credits: 3**
- GED 688A - Leadership Practicum **Credits: 6 cr. total over 3 semesters**

### Director of Special Education Endorsement (M.Ed. or CAGS)

While working toward a Master of Education or CAGS (with a concentration in School Leadership), students may choose to pursue a Director of Special Education Endorsement. To do so, candidates must have three or more years of experience as a licensed special educator, speech language pathologist, school psychologist, school counselor, reading coordinator/specialist, principal, or superintendent.

### Required Prerequisites

NOTE: Most licensed special educators have covered these prerequisite requirements:

- GED 632 - Assessment of Students within General and Special Education **Credits: 3**
- GED 633 - Legal and Professional Issues in Special Education **Credits: 3**

### Required Coursework

Students seeking the Director of Special Education Endorsement must complete all CAGS School Leadership Concentration requirements or School Leadership Concentration (M.Ed.) requirements, plus the following coursework:

- GED 688A - Leadership Practicum **Credits: 6 cr. total over 3 semesters**

## Principal Endorsement (M.Ed. or CAGS)

Students with a master's degree and three years (minimum) teaching experience as a licensed educator are eligible to seek the Principal Endorsement through the Saint Michael's College Graduate Education Department. This program is approved by the State of Vermont Agency of Education. Students may also choose to pursue this endorsement while working on a Master of Education or CAGS.

## Required Coursework

Students seeking the Principal Endorsement must complete all CAGS School Leadership Concentration requirements or School Leadership Concentration (M.Ed.) requirements, plus the following coursework:

- GED 688A - Leadership Practicum **Credits:** 6 cr. total over 3 semesters

## Special Education Concentration (CAGS)

The structure of the Special Education Concentration allows students to craft an educational experience that is specifically tailored to their professional interests and goals in the area of special education. Students have a wide array of courses offered through the entire graduate education department from which to choose. If desired, the CAGS program may include coursework for an additional endorsement as a Special Educator.

## Required Coursework

30 credits of GED coursework, chosen in collaboration with the advisor.

## Optional Endorsement: Special Ed Endorsement, Grades K-8, Grade 7-Age 21, or Grades K-Age 21 (MAT, M.Ed. or CAGS)

The goal of the Graduate Program in Special Education is to prepare well-skilled, innovative educators who are able to design inclusive, effective educational programs for all students. The coursework is crafted to prepare students to be culturally responsive leaders, educators, and advocates. Hallmarks of the program include comprehensive coursework in both math and literacy. Students are offered the most current, research-based strategies in both areas to ensure they enter the field ready to move all students forward academically by providing an appropriate education for each child. Students are provided both a practicum and a student teaching experience where they are placed with model educators in the field and have a Saint Michael's supervisor who will provide individual support and guidance.

Saint Michael's College Graduate Education Department offers the Special Educator Endorsement through multiple paths. Those interested in earning an initial teaching license as a special educator must pursue the Master of Arts in Teaching (MAT). Those who do not hold a master's degree - but DO hold a teaching license - may pursue either the MAT or the Master of Education (M.Ed.). Candidates who already have a master's degree are advised to pursue a Certificate of Advanced Graduate Study (CAGS). To earn the Master of Arts in Teaching, Master of Education or Certificate of Advanced Graduate Study (CAGS) in Education, students must complete the requirements for those credentials as outlined in this catalog.

## Special Educator Endorsement Required Courses (28 credits)

- GED 581 - Social/Emotional Development and Individual Differences **Credits:** 3
- GED 612 - Math and Diversity **Credits:** 3
- GED 631 - Learning, Development, and Individual Differences **Credits:** 3

- GED 632 - Assessment of Students within General and Special Education **Credits: 3**
- GED 633 - Legal and Professional Issues in Special Education **Credits: 3**
- GED 640 - Language and Learning **Credits: 3**
- GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8 **Credits: 3**
- GED 662 - Special Education Seminar **Credits: 3**
- GED 688E - Special Education Endorsement Practicum **Credits: 4**

## **Certificate in Health Equity**

### **Core Course Requirements**

- GPB 510 - Introduction to Public Health & Health Policy **Credits: 3**
- GPB 520 - Applied Epidemiology **Credits: 3**
- GPB 530 - Social Determinants of Health **Credits: 3**
- GPB 540 - Global Health Equity & Advocacy **Credits: 3 cr.**
- GPB 550 - Community Health & Cultural Competency **Credits: 3 cr.**
- GPB 599 - Supervised Research and Reflections **Credits: 1-3 cr.**

## **Certificate in Holistic Restorative Education**

Social neuroscientists and educational theorists agree that human beings learn best when they experience safety, connection with teachers and peers, and equity. This year-long, 12-credit graduate program is designed for educators, specialists, and leaders who want to build the skills, understanding, awareness and capacity to support those needs, on a personal and systemic level. The Holistic Restorative Education Certificate Program seeks to be restorative for its participants by shifting how we do education to a more human-centered practice whose success as a whole is dependent on the wellness of all its members. The program supports educators and leaders in developing the core practices of mindfulness, restorative approaches, healing-centered engagement, and culturally responsive teaching. Mindfulness and equity are powerful throughlines in this program.

### **Required Courses**

Courses are designed as a four-part sequence of learning with one course per semester.

- GED 501 - Transforming Teaching and Learning through Holistic Restorative Education **Credits: 3**
- GED 502 - Developing Sustainable Practices Toward Equity & Healing in School Systems **Credits: 3**
- GED 503 - Restorative Responses to Harm - in Schools and Society **Credits: 3**
- GED 504 - Holistic Restorative Education Practicum **Credits: 3**

## **Certificate in Racial Equity & Educational Justice**

### **Certificate in Racial Equity & Educational Justice**

The Racial Equity & Educational Justice (REEJ) Graduate Certificate Program aims to help educators develop the content knowledge, pedagogical skills, and intersectional lens necessary to provide more equitable and inclusive schooling experiences for all students. This 12-credit, fully online, graduate certificate program consists of four courses

focused on antiracism, critical reflexivity, collective liberation, and justice. In the culminating course, students synthesize and apply their learning as they engage in a personalized cycle of inquiry around a specific issue of equity and educational justice of their choosing.

## Required Courses

- GED 571 - Antiracism: Critical Theory and Praxis **Credits: 3**
- GED 573 - African American History for Teachers **Credits: 3**
- GED 575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts **Credits: 3**
- GED 577 - Inquiry into Racial Equity and Educational Justice **Credits: 3**

## Certificate in Teaching English to Speakers of Other Languages (TESOL)

The Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) who have special training objectives in mind and may not wish to pursue a full master's program. All eight certificate courses may be applied to the Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) for those certificate students who wish to matriculate into the master's program.

## Required Coursework

- GSL 500 - Foundations of Linguistics **Credits: 3**
- GSL 502 - Pedagogical Grammar **Credits: 3**
- GSL 542 - Introduction to Language Teaching **Credits: 3**
- GSL 543 - Teaching of Oral Skills in ESOL **Credits: 3**
- GSL 544 - Teaching Reading and Writing in ESOL **Credits: 3**
- GSL 604 - Second Language Acquisition **Credits: 3**
- GSL 606 - Curriculum and Syllabus Design (Online) **Credits: 3**
- GSL 620 - Principles of Testing and Assessment in Language Teaching **Credits: 3**

## Multilingual Learner (formerly ELL) Additional Endorsement Certificate

Licensed Vermont school teachers may pursue Saint Michael's College's Multilingual Learner Pre-K through Grade 12 Additional Endorsement Certificate toward the fulfillment of academic competencies required by the Vermont Department of Education. The program involves a 60-hour associated practicum component to meet state-mandated student teaching requirements. Completion of the Certificate does not guarantee state endorsement. Candidates must also pass the Praxis II (ESOL) exam to satisfy state requirements.

## Required Coursework

- GSL 542 - Introduction to Language Teaching **Credits: 3**
- GSL 543 - Teaching of Oral Skills in ESOL **Credits: 3**
- GSL 546 - K-12 Literacy for ELL **Credits: 3**

- GSL 547 - ESOL in the Content Areas **Credits:** 3
- GSL 612 - Bilingualism and Multicultural Education **Credits:** 3
- GSL 655 - Language Learning & Assessment for Children **Credits:** 3

# Academic Policies

## Student Responsibility

Students are responsible for taking the initiative to plan their programs and to meet all requirements in accordance with the Graduate Catalog and the specific requirements of each program.

## Academic Integrity

The College exists primarily to sustain the pursuit of knowledge. Scholarship, teaching, and learning are possible only in an environment of academic integrity characterized by honesty and mutual trust. Simply expressed, academic integrity requires that one's work be one's own. It is the responsibility of every member of the College community - faculty members, students, and administrators - to ensure that the highest standards of academic integrity are maintained.

Because violations of academic integrity threaten the intellectual climate central to the pursuit of knowledge, they cannot be tolerated. Violations of academic integrity include the following: plagiarism, unauthorized assistance, interference, and multiple submission. A more detailed explanation of academic integrity violations and the procedures for dealing with violations of academic integrity are presented in the Student Handbook and Code of Conduct.

## Advising

Students are encouraged to meet with the program director or their faculty advisor(s) for advice and assistance in designing programs of study and understanding program requirements.

## General Academic Requirements

Requirements for graduation are measured in terms of semester credit hours. Students spend approximately two to three hours in preparation for each hour of class time. A full-time graduate student carries a minimum of nine credits in the fall and spring semesters and six credits in the summer session. The standard full-time load for graduate students is nine to twelve credit hours (depending on the program) with maximum enrollment of twelve credit hours in any session.

## Registration

Registration procedures are outlined on the Web at: <https://www.smcvt.edu/academics/graduate-programs/graduate-student-resources/>. Students may wish to meet with the appropriate program director or faculty advisor before registering for courses. Students may add or drop courses prior to the start of a term without faculty advisor approval, but it is recommended that students consult with their advisor before making any course changes. All withdrawals, special arrangements, and program termination must be approved by the appropriate program director. Payment in full, or approved deferment arrangement, must be made prior to the first class meeting. Registration will be cancelled for students not satisfying these obligations. Students will not receive their diploma, grades or transcripts of records until all financial obligations are met.

# Course Withdrawals

Any student may drop a class up until the end of the drop/add period. No notation for that course will be made on the permanent record/ transcript. After that time, a student may withdraw from courses up until the withdrawal deadline and a grade of "WD" will be assigned, but not computed in the students average.

Tuition refunds are based upon the date on which the Registrar's Office is notified of the withdrawal. Unofficial drops or withdrawals, or those received after the last class, will result in a failing grade for the course.

The College does not automatically drop students or assign "WD" grades to students who register for a course and then choose not to attend. Formal notification must be given to the Registrar's Office.

# Withdrawal From a Degree Program

A student should notify the program director in writing of his/her intent to withdraw from a degree program. If a degree student does not register for classes for a period of more than one academic year, and does not notify the program director in writing, it will be assumed that the student has withdrawn. It will be necessary to apply for reactivation, and in some cases to reapply to the program. The student's curriculum plans may be subject to catalogue changes.

# Attendance at Class

Regular attendance at all classes is essential. Each program or instructor may set criteria for attendance.

# Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 pertains to student educational records maintained by Saint Michael's College. The act states that students, and parents of dependent students, can have access to their educational records, and at the same time the act protects the rights to privacy of students by limiting the transferability of records without their consent. The following guidelines are presented to assist all members of the Saint Michael's community in understanding the provisions of the Act as they apply to Saint Michael's College.

# College Policy on Student Access to Educational Records

All students and former students will have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than forty-five days from the date of receipt of the written request. Educational records include academic records, confidential letters, and statements.

Records not covered by the act include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical and psychiatric records. A physician or psychiatrist may review medical or psychiatric records if requested by a student.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The act does not provide for blanket waivers of access to all educational records.

A student who requests access to an educational record is expected to present valid identification.

## College Policy on Release of Confidential Records

The College will not release any educational record concerning any student or former student unless a written statement authorizing such a release is received from the student or former student. Exceptions to this policy are:

1. Faculty and staff members who have legitimate educational interests in the record.
2. Authorized federal and state officials in the process of administering educational programs.
3. Requirements of administration of the Financial Aid Program.
4. Accrediting organizations in carrying out the accrediting function.
5. Parents providing documentation that the student is a dependent.
6. Directory information (see below).
7. Organizations conducting studies on educational programs provided that the identity of the student is not revealed.
8. In an emergency situation involving the health or safety of the student or other persons.

The College will advise all recipients of student records that only authorized persons may see the records. Each College office will keep a record of all individuals requesting or receiving student records except as noted in item number one above.

## Gender Inclusive Language

The mission statement of Saint Michael's College demands that we respect the dignity of each human person. The College's non-discrimination clause furthermore mandates fair treatment regardless of gender. In light of these objectives, faculty, staff, administrators, students, trustees, and friends of Saint Michael's are asked to communicate in a gender-inclusive manner.

## Directory Information

The College will, in the course of the school year, release to the public certain information regarded as directory data. If a student does not want this information publicized, he/she must request in writing on an annual basis that such information not be published. Saint Michael's College considers the following to be "Directory Information":

Name and Address	Honors (including Dean's List)
Telephone Number	Enrollment Status
E-mail Address	Dates of Attendance
Place of Birth	Degrees (including dates) and Awards Received
Class	Previous School Attendance

## Hearings

A student may challenge any educational record that he/she feels to be inaccurate, misleading, or a violation of privacy. This policy does not apply to academic grades received for course work except when there is reason to believe that an error was made in recording grades to the transcript.

When a student desires to challenge a record, every effort should be made to resolve the question with the office involved. If this is not possible, the student must submit in writing to the coordinator of the Family Educational Rights and Privacy Act of 1974 a statement outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The coordinator will appoint an impartial college official who will conduct a hearing within forty-five days of receipt of the written request. The results of the hearing will be transmitted in writing to the student, and all other parties involved. The student may appeal the decision to the president of Saint Michael's College. The president's decision will be final.

The above policy statement is subject to amendment from time to time and is also subject to approval by the Board of Trustees.

Family Educational Rights and Privacy Act Coordinator: John Sheehey, Registrar, Founders Hall 112, 802.654.2571.

## Services for Students with Accessibility Needs

Services for students with accessibility needs are coordinated through the Office of the Vice President for Student Affairs. The Director of Facilities deals with facility accessibility issues and supports the services coordinated by Student Affairs. Any questions or concerns about such services should be directed to:

Dawn Ellinwood  
Vice President for Student Affairs  
Alliot Hall 213  
802.654.2556

Joel Ribout  
Director of Facilities  
St. Joseph 207  
802.654.2365

Mary Wright  
Director of Accessibility Services  
Durick Library 324  
802.654.2232

## Accessibility Services

Saint Michael's College is committed to providing support services for all students, including students with disabilities. Students wishing to disclose a disability and who are in compliance with the Americans with Disabilities Act, Sec. 504, may receive additional support. A clear understanding of strengths and weaknesses in learning and of the influence of the disability on current and past educational processes will afford a broader assessment of abilities. To ensure the provision of reasonable and appropriate accommodations for students having disabilities that impact learning, students needing such accommodations are required to meet with the Office of Accessibility Services. Students are also encouraged to provide current and comprehensive documentation from a psychologist, psychiatrist or health care provider which addresses the nature of the disability and suggestions for reasonable accommodations. The earlier the information is received, the better prepared we will be to address specific needs.

## Graduate Grading System

In the graduate programs, grades are reported and recorded by the letters that have numerical equivalents and the following grade point values:

Grade Equivalent	Qualitative Equivalent	Qualitative Points
A	Above average grad.-level work	4.0
A-	Above average grad.-level work	3.7
B+	Above average grad.-level work	3.3



B	Average grad.-level work	3.0
B-	Below average grad.-level work	2.7
C	Below average grad.-level work	2.0
F	Failure	0.0
WD	Withdrawal	0.0

To determine the grade points for a course multiply the qualitative points for the letter grade received by the credit hours assigned to the course. To arrive at the Grade Point Average (GPA) add the grade points for all courses and then divide this sum by the number of credit hours attempted.

## Incomplete Grades

A grade of "I" (Incomplete) is assigned only in the case of a student who, for illness or circumstances beyond his/her control, has missed a final examination or major assignment. A student must gain approval from the course instructor and program director.

## Extensions

A grade of "XT" (Extended Credit) is given at the end of the semester to a student enrolled in a thesis course when work on the thesis will continue into the following semester. In addition to the semester following enrollment in the course, the student may petition for continuance of the "XT" to the program director. Students will be charged one credit for each "XT" semester.

## Audit

A student may audit a course with the approval of the instructor and program director. The student receives no course credit or grade and is not required to complete assignments or take examinations. The student may not claim credit at a later date. The charges for auditing are listed on the Web at <https://www.smcvt.edu/academics/graduate-programs/graduate-programs-admission/financial-aid-for-graduate-students>

## Academic Conflict Resolution Procedure

A student who believes that course work has been unfairly evaluated, or who has another conflict regarding academic matters less than Academic Probation/Dismissal or the Academic Integrity Policy, should use the following procedure:

1. As soon as possible, no later than the end of the sixth week of the following semester, the student must approach the faculty member to discuss the issue (when possible). In the event of a grade dispute, the student should seek an explanation of the method of evaluation and seek a determination that no error has been made.
2. If the student is not satisfied with the results of this conference, or if a meeting with the faculty member was impossible or inadvisable, the case must be presented in writing with supporting documentation to the graduate program director.

3. If, after consultation with the faculty member (when possible) and after a review of the written evidence, the program director finds legitimate cause for complaint, he or she will try to work toward an equitable solution with the student and faculty member. If this fails, he or she will bring the matter to the Dean of the Faculty. If the program director concludes there is no cause for the complaint, the student may approach the Dean of the College, who will confer with the faculty member and the student.
4. If a student is still not satisfied with the outcome of the conference with the Dean, the student may formally appeal the grade. The grade will be reviewed by a panel consisting of the Vice President for Academic Affairs, the faculty member who gave the original grade, and a member the Graduate Council, selected by that committee's chair. If for some reason the original faculty member is unavailable, the program director may appoint a substitute. The majority decision of this three-person panel will be final. If the decision is made to change the grade, the program director from that field of study will be consulted by the VPAA to help determine the final grade.

## Dismissal and Readmission

Only two "C" grades are allowed. Graduate students will be academically dismissed and not permitted to continue their graduate studies if they earn a third "C." One "F" grade automatically disqualifies a graduate student from further study.

A "B" or 3.0 average must be maintained to continue work in a graduate program and to receive a master's degree or certificate. Students whose grade point average falls below 3.0 will be subject to review by the Graduate Academic Review Board. The Review Board will determine whether or not the student will be academically dismissed or allowed to continue in the program.

Although the procedure listed above generally applies, Saint Michael's College reserves the right to dismiss at any time, without giving additional reason, students whose conduct or academic performance it judges to be unacceptable in a graduate student given the standards and unique requirements of the profession for which they are training. Neither the College, nor the officers, nor the trustees of the College will be under any liability for such dismissal.

A dismissed student may apply for readmission after at least a full fall or full spring semester away. The student must provide documented evidence supporting the application, e.g. documentation pertaining to the resolution of the issues contributing to the dismissal, successful completion of coursework at another institution, or engagement in relevant professional development activities. The application must be made in writing by submitting the appropriate form and documentation. Full details on the readmission process are outlined in the dismissal letter. Readmission is not guaranteed.

## Transfer of Credit

Coursework completed at the graduate level from an accredited institution will be considered for transfer. The only course credits considered for transfer will be those that are applicable to the student's program in which a grade of "B" or better was attained. A seven-year statute of limitations applies to all transfer credits, and thus no transfer credits can be applied toward a degree if the credits were obtained more than seven years prior to completion of one's degree program.

### *Degree Programs*

With the approval of the program director, typically no more than nine graduate credits from three courses may be accepted.

Undergraduates intending to pursue a graduate degree after completing an undergraduate degree may be approved to take up to 9 graduate credits toward the degree during their undergraduate program. Students must receive prior

approval from the graduate degree program director to share credits between the undergraduate degree and graduate degree. Approved shared courses completed during the undergraduate program will be transferred onto the graduate record at the time of matriculation into the graduate degree program.

### *Certificate Programs*

Students may transfer in up to 1/3 (33%) of the credits toward a graduate certificate with the approval of the graduate certificate program director.

Undergraduates intending to pursue a graduate certificate after completing an undergraduate degree may be approved to take up to 1/3 (33%) of the credits toward the certificate during their undergraduate program. Students must receive prior approval from the graduate certificate program director to share credits between the undergraduate degree and graduate certificate. Approved shared courses completed during the undergraduate program will be transferred onto the graduate record at the time of matriculation into the graduate certificate program.

## **Modification or Waiver of Requirements**

Students who wish to waive or modify a course or academic requirement must gain the approval of the program director. Waiving a course does not grant credit, but means that the student does not have to enroll in the course and may substitute an elective course if needed. Students should review individual program requirements and policies.

## **Special Arrangements**

The courses Independent Research, Independent Study, Directed Readings, Practicum, and Internship are special areas of graduate study provided for students in degree programs to undertake a project, study, or reading effort in an area usually not covered through any existing courses in the regular curriculum. Students must meet with the appropriate program director for planning and approval before registering for one of these special arrangements.

## **Time Limit**

There is a seven-year Statute of Limitations requirement. The student must complete the master's degree program within seven years from the start of the first semester of course work. Certificate programs may have different requirements, and students should consult individual program information. Only under special circumstances may students petition for an extension.

## **Continuous Enrollment**

Part-time graduate studies are encouraged. However, once admitted into a degree or certificate program, it is important for a student to show regular and continuous progress toward the degree (or certificate). In general, this is taken to mean no fewer than six graduate credits in a given academic year, fall/spring/summer. If students do not show continuous enrollment and do not contact their program director or the Registrar's Office as to their status, the College reserves the right to change students to an "inactive" status.

## **Inactive Status**

If students do not show continuous enrollment in their degree or certificate program, the Registrar's Office will change their status from "active" to "inactive." Students with an inactive status will need to contact their program director or

advisor before re-enrolling in classes. Students who do not enroll continuously may be subject to new program requirements and a review of course recency and transfer credit.

## Completion of a Degree Program

A student is eligible to graduate upon completion of all degree requirements (refer to individual program areas) and with an overall 3.0 grade point average or better.

Students may graduate at any one of three times during the year: May, August, or December. Graduation ceremonies are held once each year in May. Students who complete degree requirements in August or December are invited to participate in ceremonies the following May. Upon completion of all degree requirements, students are sent an unofficial copy of their transcript. This normally is sent within one month after the semester ends. Diplomas are usually available within eight to twelve weeks after the end of the semester. At the beginning of the academic year in which a candidate plans to complete a master's degree program, s/he should:

1. Meet with the program director to review coursework and student file to date, and to review requirements remaining for completion of the degree.
2. Submit a Graduation Application with the Registrar's Office, indicating intended graduation term.

## Educational Fees and Expenses

Saint Michael's Graduate Program tuition and expenses are published on the Web at: <http://www.smcvt.edu/graduate-programs/prospective-students/tuition.aspx>. Please call 802.654.2574 for course fee information.

### Colmery Act Section 103

Any covered individual, is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a certificate of eligibility can also include a "Statement of Benefits" obtained from the Department of Veteran Affairs (VA) website – eBenefits, or VA 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from V A is made to the institution,
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Saint Michael's College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

## Graduate Financial Aid

Financial aid to graduate students is offered on the basis of financial need. Some of the factors that are taken into consideration in determining the student's financial strength are income, assets, number of dependents, other educational expenses, debt, and unusual circumstances.

All aid recipients must apply for financial aid each year. As student circumstances and/or availability of funding change, so may the amount of distribution of financial aid. The main source of funding is Federal Stafford Loans.

In order to receive/retain funding, the graduate recipient must have at least a "B" average or its equivalent, or academic requirements consistent with the requirements for graduation, as determined by Saint Michael's College. A graduate student must also be enrolled at least half-time per semester; i.e. six credits, to be considered for these aid programs.

## Loans

There are two loan programs, the Federal Subsidized Stafford Loan Program and the Federal Unsubsidized Stafford Loan Program. Students applying for any loan must file a Free Application for Federal Student Aid (FAFSA), which is available in the Office of Financial Aid or on the Web site, [www.fafsa.ed.gov](http://www.fafsa.ed.gov) to establish eligibility for the loan. Students must also submit to the Office of Financial Aid a signed copy of their Federal Income Tax Return and a SMC Financial Aid Application. In some cases, the amount of a student's need may limit the size of the loan. For detailed information on these loans, contact the Saint Michael's College Office of Financial Aid at 802.654.3244 or at [finaid@smcvt.edu](mailto:finaid@smcvt.edu).

**Please note:** Most federal, state, and college aid for post-secondary education is available primarily to undergraduate students. Graduate students often need to look outside of traditional sources to foundations, special grants, employer education funds, etc., to find financial assistance. To do a scholarship search, visit [www.fastweb.com](http://www.fastweb.com).

## Graduate Assistantships

Graduate assistantships provide a limited stipend for service to an academic or administrative department. Typically, an assistant's responsibility may include carrying out research for a professor or administrator, editing, assisting in instruction or administrative duties, producing written reports or documents, or carrying out other appropriate duties as assigned by a professor or administrator; however, it differs per graduate program. Normally, a graduate assistantship will consist on the average of fifteen to twenty hours of work per week. Tuition reimbursement is normally provided to the recipient for up to nine credits of course work each semester.

An applicant for a graduate assistantship should be an admitted student for the graduate program that he/she plans to pursue. Additionally, assistants should present exemplary personal and professional records. For some assistantships, evidence of special skills may be required. To apply for a graduate assistantship, persons should contact the program office.

## Courses

### **GED 501 - Transforming Teaching and Learning through Holistic Restorative Education**

Creating the conditions for ALL learners to thrive is not only about developing the awareness, knowledge and skills around a broad set of factors that influence the learning environment, it is also about developing an awareness of the systems of oppression that sustain and perpetuate injustice. As we interrogate and disrupt these systems it is essential that we acknowledge our own biases and limiting belief systems. This course asks participants to not only work to acquire the knowledge and skills necessary, but to engage in mindful awareness practices to uncover the ways we unconsciously underserve and create harm for students. Central to the course are weaving together social justice education, trauma informed practices, restorative and transformative practices, and mindfulness as pathways for creating equitable and healing centered learning environments within ourselves and in the spaces we share with others.

**Credits:** 3

**Notes:**

Synchronous and asynchronous project-based online learning.

## **GED 502 - Developing Sustainable Practices Toward Equity & Healing in School Systems**

The purpose of this course is both to challenge you and to expand your awareness of how systems of oppression operate within you, schools, and the broader society in order to be more equipped to disrupt harm at all levels. Creating the conditions for students and educators to thrive requires both self and system reflection. Youth of color, disabled youth, queer and trans youth have been persistently and consistently harmed and made invisible by systems of oppression. We cannot change systems if we are not aware of how we uphold practices, patterns, and habits that perpetuate harm. In this course, participants will engage in contemplative practices, small group discussions, and will develop a plan of action to bring with them after the course is over. Daily mindfulness and/or contemplative practices and a slow pedagogical pace are core components of this course. We will also explore the origins of mindfulness and restorative practices.

**Credits:** 3

**Notes:**

Synchronous and asynchronous. Project-based online learning, as well as five-day experiential in-person session. (On-campus housing available).

## **GED 503 - Restorative Responses to Harm - in Schools and Society**

The restorative approach to culture and curriculum in schools is a relationally based, non-exclusionary approach rooted in the principles of voluntary participation, meaningful engagement, active responsibility, courageous and collaborative problem-solving. This approach informs work and relationships in all sectors of the school, from the classroom to faculty meetings, from student discipline to curriculum development. In this course you will not only experience the restorative practices associated with this approach—restorative chat, restorative conference, class circle, and community circle—you will also explore the nature of harm and healing as they are experienced by individuals and entire groups, in contemporary and historical contexts. Universal restorative practices, such as classroom circles, will be understood in relationship to more intensive restorative interventions, such as circles to repair specific harm. And the relationship between restorative practice and traditional discipline, such as suspensions, will be considered. The harm schooling can do to people by replicating colonialist, racist and misogynist structures and attitudes will be intentionally confronted. Understanding of and/or dedicated interest in equity, mindfulness, and trauma informed practices is required.

**Credits:** 3

**Notes:**

Synchronous and asynchronous project-based online learning.

## **GED 504 - Holistic Restorative Education Practicum**

The HRE Practicum provides an opportunity to engage in a focused cycle of inquiry around developing a more holistic restorative approach to teaching and/or leading with the direct support of an advisor and cohort. In addition, you will have the opportunity to earn micro credentials in discrete restorative skills.

**Credits:** 3

**Prerequisites/Restrictions:**

Permission of Instructor

**Notes:**

Synchronous and asynchronous individualized, cohort-based online learning.

## **GED 508 - Fostering Achievement: Research-Based Strategies that Promote Equity, Engagement, and Collaborative Problem-solving**

This course is designed for general educators, special educators, social workers, paraprofessionals, or any adults supporting students who struggle in school. Participants will design strategic plans, lessons, and learning opportunities for individual students in regular education settings. The course will focus on: effective strategies for keeping struggling students engaged in learning, the profound way trauma impacts student learning, how to collaboratively problem solve with students, systems to keep students in classrooms including safety and transition plans, and ways to involve parents and families in the learning process. Together we will explore the best approaches for working with students who have a variety of needs including students with ADHD, ASD, emotional disturbance, who display oppositional behaviors, and students who have experienced trauma.

**Credits:** 3

## **GED 509 - Integrative Curriculum**

This courses places integrative curriculum design into dialogue with the theoretical and philosophical frameworks which enable us to examine teaching and learning through an equity lens. Grounded in an holistic developmental perspective, this course considers the intellectual, emotional, social, and ethical dimensions of curriculum development, specifically the ways in which pedagogical practices and curricular applications may enable us to disrupt inequitable systems and patterns in school. In an interactive learning environment, we will explore the integral role curriculum plays in both educational systems and within one's own work to foster engagement, learning and growth.

**Credits:** 3

## **GED 510 - Becoming a Literacy Leader: Tools and Strategies for Success**

This interactive and student-centered course is designed to provide students with the knowledge and skills necessary to lead improvements in literacy instruction and student achievement in their schools or districts. Various models of literacy leadership, professional development, literacy instruction and assessment and literacy intervention will be examined. This course is highly recommended for students in the M.Ed. and C.A.G.S. Reading Concentrations. It is open to all graduate education students interested in leading improvements in literacy instruction and intervention.

**Credits:** 3

## **GED 511 - Fundamentals of Curriculum**

This course focuses on definitions and diverse perspectives on curriculum for curriculum leaders. Participants examine major theoretical frameworks of curriculum; become familiar with varying approaches to curriculum planning, development, design, implementation, and evaluation; articulate their own perspectives on curriculum; examine the link between curriculum, instruction, and assessment, as well as the connection of these to budgeting and finance; and learn to critique curriculum from a variety of different perspectives, including how schools should examine and critique their own curricula.

**Credits:** 3

### **Notes:**

If you are an undergraduate student seeking to participate in a graduate course, please see Paula Henry, phenry@smcvt.edu, STE 319 to register. You must be a junior or senior in good standing (GPA 3.0).

## **GED 516 - Educational Foundations: Understanding the Past and Creating the Future**

This course is designed as an introductory course for people considering careers as teachers. The course begins by exploring schools and schooling in the United States, including an examination of motives for teaching, the functions and purposes of schools, and what life is like in schools today. We will then look at the diversity of students who populate our schools, and how various societal factors affect schools. Next, the course focuses on teachers, including what constitutes effective teaching, what teachers should know about teaching with technology, and what subjects are taught as part of a school's curriculum. We will then examine the foundations of education (philosophy, history, legal and ethical considerations, and governance and finance issues) that provide the intellectual underpinnings of educational practice. We will also examine current reform efforts in education. We will finish the course by looking at career issues, including the job options in education, salary expectations, and what it means to be a professional teacher.

**Required:** Five hours per week school placement during school hours.

**Credits:** 3

## **GED 517 - Teaching Nonfiction in the PK-8 Classroom**

Nonfiction has come into its own. New standards in literacy and science require students to appreciate, read, and write this genre. These expectations dovetail with the recent publishing trend of compelling and engaging nonfiction books for children. Become familiar with outstanding nonfiction and authors, and methods and materials for exploring literacy across the curriculum with elementary readers and writers. Topics will also include visual and critical literacies, multimodal representation, expanding definitions of text, the development of text-sets, and consideration of the role that nonfiction plays in the CCSS and NGSS. Participants will have an opportunity to create curriculum relevant to their teaching settings.

**Credits:** 3

## **GED 520 - Child and Adolescent Development**

This course provides an analysis of child and adolescent development through an exploration of varied theories, including contemporary cultural influences. It examines physical, cognitive, emotional, social, and moral stages of development, along with implications for teaching and learning.

**Credits:** 3

## **GED 521 - Early Childhood Education: Foundations**

This course introduces students to the field of early childhood education. It provides an overview of different program models, policy and advocacy issues, current research on early child development and education and state and national program standards.

This course aims to prepare early education graduates who are committed to the provision of quality early childhood education for each and every child and their family. Using evidence-based practice, this course emphasizes the values of equity and inclusion in supporting students to develop skills that will prepare them to work in diverse early education learning environments.

Students will spend a minimum of 15 hours visiting different early childhood settings.

**Credits:** 3



**Prerequisites/Restrictions:**

One course in Human Development (Child and/or Adolescent).

**GED 522 - Teaching Literacy in the Pre-K-6 Classroom**

This course is designed to provide pre-licensure students, novice teachers, and those returning to the field with an overview of literacy development and instruction. The components of a balanced literacy curriculum will be introduced, including: shared reading, read aloud, word study and the reading and writing workshop. The framework of the workshop will be discussed in depth, including: mini lessons, small group instruction (guided reading, strategy groups and discussion groups), conferring, partnerships and writing about reading. Class sessions will combine whole group and small group instruction, book discussions, video snippets and an offsite classroom visit. This course is practical in nature and will build an understanding of how to use a variety of assessments to drive effective instruction for all students. It is a requirement in the Elementary Education Licensure Program. (Practicing teachers are encouraged to take GED 606- Literacy Development and Instruction PreK-8).

**Credits:** 3

**GED 524 - Early Childhood Education: Methods and Practice**

This course introduces students to all aspects of an early childhood curriculum. It provides an in-depth exploration of the theory and application of early literacy, math, science and the arts in addition to developmentally appropriate practice as outlined in the Vermont Early Learning Standards. Students are required to complete 50 hours of practical placement in an early childhood setting.

**Credits:** 3

**Prerequisites/Restrictions:**

One course in Human Development (Child and/or Adolescent). Prior or concurrent enrollment in GED 521 preferred but not required.

**Notes:**

If you are an undergraduate student seeking to participate in a graduate course, please see Paula Henry, phenry@smcvt.edu, STE 319 to register. You must be a junior or senior in good standing (GPA 3.0).

**GED 526 - Special Topics**

Courses are based on topics of current interest. Some past courses have been: Literacy Technology Connections; Reflective Essays and Multimedia; Contemporary Public School Administration and Leadership Roles; and Educating Mind, Body and Spirit, Neuroscience, Mindfulness & Sustainability: Implications for the K-12 classroom.

**Credits:** 2-4

**Notes:**

If you are an undergraduate student seeking to participate in a graduate course, please see Paula Henry, phenry@smcvt.edu, STE 319 to register. You must be a junior or senior in good standing (GPA 3.0).

**GED 528 - Pre-K-6 Curriculum, Assessment and Management**

This course will focus on curriculum in the Pre-K-Grade 6 classroom. Using Vermont's Core Teaching and Learning Standards as well as the National Association for the Education of Young Children will guide this course. Common Core, and Next Generation Science Standards, students will develop a comprehensive, integrated unit of study for the

elementary classroom through the multiple lenses of place-based education, equity, and sustainability. The development of this unit can be focused on the Art, ELL, Special Education, and/or heterogeneous classroom. Diversity in student populations and 21st century challenges in teaching and learning will be explored as will classroom management and assessment as foundations for student success.

**Credits:** 4

**Prerequisites/Restrictions:**

Must have taken GED 516 Educational Foundations: Understanding the Past and Creating the Future.

## **GED 529 - Personalized Learning**

Personalized learning has a long history in education. When students are well known by their teachers, when their interests, motivations and aspirations are used to plan curriculum, instruction, and assessment, and when their journeys toward post-secondary opportunities are well-structured, students are more successful. In 2014, the State of Vermont passed Act 77 with a focus on personal learning plans, proficiency-based learning, and flexible pathways. This course will research, analyze, and explore the implementation of Act 77, the development of equitable opportunities for all students, and the challenges of moving to a student-driven learning community. Participants in the course will create their own personalized learning plan for the course and propose a plan for personalized learning in their classroom, school, and/or district. Additionally, participants will address issues of technology, digital citizenship, and the development of professional learning networks.

**Credits:** 3

**Prerequisites/Restrictions:**

If you are an undergraduate student seeking to participate in a graduate course, please see Paula Henry, [phenry@smcvt.edu](mailto:phenry@smcvt.edu), STE 319 to register. You must be a junior or senior in good standing (GPA 3.0).

## **GED 530 - Disciplinary Literacy: Making Meaning in Equity-Centered Middle & Secondary Classrooms**

Multiple literacies are essential for deep content understanding and engagement. They empower us to create equitable communities. GED 530 will examine how explicit, discipline-specific literacy instruction provides students with tools to access, analyze, and communicate information in our world. Scientific data, historical photographs, multimodal texts, and mathematical problems will be explored. As readers, writers, thinkers, and educators, we'll consider how to prioritize equity, evolving definitions of literacy and texts, relationships between digital technology and literacy, diverse literacy needs and corresponding pedagogical strategies, and techniques for evaluating resources.

**Credits:** 3

## **GED 531 - Digital Animation and Motion Graphics**

Digital Animation & Motion Graphics moves students with little or no knowledge of digital image creation and manipulation through the steps necessary to create animation, motion graphics, and video composites useful in web, television, gallery, mobile, and cinematic applications.

**Credits:** 3

**Crosslisted:** Art 214

## **GED 534 - Literacy Assessment, Instruction, and Intervention in Reading**

This course is designed to help licensed teachers deepen their understanding of assessment, instruction, and intervention in reading. Together, we will explore a wide variety of formative and summative literacy assessments, as well as examine the relationship between assessment and instruction/intervention. Using assessment data, students will determine students' strengths and needs, and make recommendations for instruction and intervention. **Participants must have access to an individual student for a minimum of 60 minutes per week** in order to complete the requirements for the case study assignment.

**Credits:** 3

**Prerequisites/Restrictions:**

GED 606 - Literacy Development and Instruction in the Elementary Grades

### **GED 535 - Multicultural Literature for Children and Adolescents**

This survey course focuses on criteria for identifying high-quality fiction, nonfiction, poetry, and multimodal texts for children and adolescents to support reading and writing. Theory and research on reader response, developmental characteristics, gender, and diversity will be examined. Instructional strategies to use texts from culturally diverse backgrounds will be introduced. Students will build inclusive and equitable learning environments by examining classroom and school libraries, organizing student-led book clubs, and creating book responses that use multimodality.

**Credits:** 3

### **GED 542 - Pre-K-12 Curriculum and Assessment**

Students will come to a deeper understanding of community and how it relates to the Pre-K-12 classroom culture and curriculum. Through the multiple lenses of place-based education, sustainability, and service learning, we will critically examine and apply curriculum theory, instructional and assessment strategies, content knowledge, and the national standards to develop a comprehensive, integrated unit of study. The development of this unit can focus on an ELL, Special Education, Art, and/or heterogeneous class. In addition, Vermont's Core Teaching and Learning Standards and the National Association for the Education of Young Children Standards will guide the course. Diversity in student populations, as well as 21<sup>st</sup> century challenges that manifest in both the student's classroom and their home will be explored. Together, in an interactive learning environment emphasizing reflective thinking, writing, dialogue, and collaboration, we will explore the integral role of curriculum and assessment in fostering student learning and growth.

**Credits:** 4

### **GED 547 - Middle and Secondary Curriculum and Assessment**

This course offers current and prospective middle and secondary educators the opportunity to increase their knowledge of content area curriculum and assessment design. We will critically examine and apply curriculum theory, instructional and assessment strategies, content knowledge, and Vermont's Core Teaching and Learning Standards while constructing lesson plans, assessment tasks and tools, and content area units. Together, in an interactive learning environment emphasizing reflective thinking, writing, dialogue, and collaboration, we will explore the integral role of curriculum and assessment in fostering student learning and growth through an equity lens.

**Credits:** 4

### **GED 550 - Student Teaching Internship**

As the culminating experience for licensure candidates, the student teaching internship provides students the opportunity to work under the mentorship of a cooperating teacher in a K-12 classroom to apply theory in practice in

their licensure area. Over the course of the semester, candidates gradually take on the responsibilities of the classroom teacher and complete a required solo teaching experience. GED 555 is taken concurrently and supports students in completing the required Vermont Licensure Portfolio.

**Credits:** 6

**Notes:**

Enrollment by special arrangement only.

## **GED 555 - Student Teaching Seminar**

Taken concurrently with the student teaching internship (GED 550), this course bridges theory and practice and focuses on classroom culture, management techniques, standards-based lesson and unit planning, instructional strategies, and assessment. Through collaboration with faculty and peers, students engage in problem solving ethical questions and reflect on their teaching in light of student learning. The seminar is designed to provide support for student teachers in the field and students complete their required portfolio for licensure during this course.

**Credits:** 3

**Notes:**

Enrollment by special arrangement only.

## **GED 558 - Educator as Researcher**

This course introduces students to the world of educational research so that they are able to intelligently read qualitative and quantitative studies, and design and conduct qualitatively oriented research projects. Beginning with an overview of different research approaches, the course explores various research designs, methods, and analyses. Students read and critique educational research articles in their chosen field. Finally, students design a research proposal to be implemented over the following semester.

**Credits:** 3

**Prerequisites/Restrictions:**

This course should be taken at the end of the M.Ed. program and two semesters prior to GED 699: Capstone Seminar so that students have at least one semester to collect data.

## **GED 562 - Thesis Research**

The Thesis is an in-depth research study that contributes to the existing body of knowledge in the field of education. The student works with an advisor planning, researching and writing the Thesis. This is a two-semester course with a grade of "XT" given at the end of the first semester. Students meet with their academic advisors to discuss topics and projects before registering.

**Credits:** 3

**Prerequisites/Restrictions:**

GED 558 Educator as Researcher and permission of advisor.

## **GED 565 - Computer Assisted Language Learning**

Participants learn how to incorporate computer technology into lessons that enhance the skills of English language learners (K-12, adult) through project-based activities, including newsletters, animated slide shows, and free Web-

based quizzes, rubrics, audio, or video. Participants construct an interactive/collaborative Web space (Web 2.0), review current research, and follow the professional dialogue about technology in the classroom. They discuss the effectiveness of technological media through peer reviews and critical evaluation of web sites and /or software.

**Credits:** 3

**Crosslisted:** Cross-listed with GSL 520.

## **GED 567 - Legal and Financial Management of Schools**

This course will explore the legal and financial context in which today's schools operate from the perspective of building-level school leaders. This course will provide both a theoretical understanding and a practical overview of these concepts with a focus on the Vermont public education system. A central theme of this course is the consideration of law as the foundation for both social justice and equity of opportunity in education.

**Credits:** 4

### **Notes:**

If you are an undergraduate student seeking to participate in a graduate course, please see Paula Henry, phenry@smcvt.edu, STE 319 to register. You must be a junior or senior in good standing (GPA 3.0).

## **GED 571 - Antiracism: Critical Theory and Praxis**

This course employs racial reflexivity to explore the ways in which we are all stakeholders in the advancement of antiracist policies, ideologies, and social ways of being. We will employ critical reflexivity to intentionally attend to the context of knowledge construction, confront our own assumptions, and consider how social positionality affects one's analysis of inequity and racism. Drawing upon critical consciousness theory (Friere, 1973) this course examines the dynamics of marginalization and oppression in creating and sustaining social inequity. Antiracist educators must reveal and disrupt racist and inequitable systems, policies, behaviors, language, and ideologies in the name of collective liberation. To this end, we will read and discuss the work of critical theorists, scholars, and authors to explore the fundamental questions they ask and address, and how they are relevant to antiracism in our own lives and pedagogical practice.

### **Course Objectives**

- To engage with the course themes of antiracism and collective liberation personally, reflexively, authentically, and introspectively;
- To expand our critical consciousness and capacity to embrace antiracism in theory and practice;
- To read and discuss the work of critical theorists, scholars, and authors to explore the fundamental questions they ask and address, and how they are relevant to antiracism in our own lives and pedagogical practice;
- To interact with a diversity of perspectives, including each others';
- To understand how implicit bias impacts our assumptions, interpretations, interactions, and beliefs;
- To draw connections among current events, contemporary movements, and our own positionality in relation to them.

**Credits:** 3

## **GED 572 - School Leadership**

In this course students examine the relationship of the leader, the led, and the context as they develop skills as facilitators of individual and organizational growth. Students will reflect upon values and draw upon experiences as they explore theories and practice the behavior of effective leadership. Topics include: principles of leadership; leadership styles; resource management; instructional leadership; school culture; visioning; facilitating change; effective communication; and, ethical decision making. This course is relevant for any educator in, or aspiring to a leadership position.

**Credits:** 3

### **GED 573 - African American History for Teachers**

African American History for Teachers provides a deep dive into Black history from Ancient Africa through the present. This course explores the ways in which African Americans have contributed to ideas of American democracy and centers the role of Black resistance in response to institutional oppression. Model lessons will be provided on lesser-known Black history topics so that students can develop pedagogical and facilitative skills as they deepen their own content knowledge throughout this practitioner-focused course.

**Credits:** 3

### **GED 575 - Indigenous Perspectives: Culturally Sustaining Pedagogies, Curriculum & the Arts**

This course explores theories and applications of culturally sustaining pedagogies and integrative approaches through an Indigenous lens grounded in Native American identity, culture, intersectionality, and the arts. Concepts addressed include institutional culture, culturally sustaining teaching and learning, decolonization of land, minds, bodies, and curriculum, art and storytelling as pedagogy, cultural traditions, representation and normalization throughout curricula, cultural erasure, and the dynamics of social dominance and marginalization.

**Credits:** 3

### **GED 577 - Inquiry into Racial Equity and Educational Justice**

This course serves as the capstone experience in the Racial Equity and Educational Justice (REEJ) Graduate Certificate Program, and is designed to support the synthesis of your work to date, and apply your learning in transformative ways through a cycle of inquiry that you engage throughout this course.

**Credits:** 3

#### **Prerequisites/Restrictions:**

Permission of Instructor Required

### **GED 580 - Approaches to Teaching & Learning**

This course will explore the backwards design framework for curriculum planning and critical components of differentiated instruction in order to help us develop a range of instructional strategies to meet the needs of all learners. We will build our repertoire of instructional strategies through research, observation, workshops and reflection. We will consider the range of diverse learners who fill our classrooms and how we attend to their development of academic skills and learning habits. As part of the licensure program, this course, in combination with the other licensure courses taken in the fall semester, requires a 6 hour per week field placement. In most cases this will be in the same classroom in which the candidate will be student teaching in the spring.

**Credits:** 3

## **GED 581 - Social/Emotional Development and Individual Differences**

This course examines commonly occurring emotional and behavioral disorders of childhood and how they influence student learning. Participants will develop an understanding of specific disorders that can serve to inform appropriate instructional strategies and interventions. Empirically derived and research supported interventions and strategies to support these students will be explored. An emphasis will be placed on structuring general education learning environments to accommodate the needs of a diverse range of students, as well as the identification of specific programs and strategies to support children with various disabilities. General educators will gain skills and knowledge to incorporate into their classrooms while special educators will expand their base of knowledge to support their consultation to general education personnel.

**Credits:** 3

## **GED 595 - Nurturing K-8 Writers through Integrated Storytelling, Workshops, and the Arts**

As Katie Wood Ray states, *"No matter what, let them write."* Even our youngest writers are ready to write and create books. Class discussion will include the use of mentor text to help students understand the different craft authors use and how to envision the craft moves in their writing. The class will also spend time examining the workshop and all its components, work through the writing process using the students' own writing, and practice how to use student work to drive instruction. Participants will design a variety of lessons and a unit of study that is ready for the classroom.

**Credits:** 3

### **Notes:**

If you are an undergraduate student seeking to participate in a graduate course, please see Paula Henry, [phenry@smcvt.edu](mailto:phenry@smcvt.edu), STE 319 to register. You must be a junior or senior in good standing (GPA 3.0).

## **GED 596 - Digital Media**

With a focus on creative application of technology, this class will expand on participants' proficiency with various digital media. Through this hands-on course, educators will build technical and creative skills to develop their own digital media projects as well as explore practical ways to integrate digital media into their individual curriculum. Topics include digital photography, photo editing, web publishing and animation. This course fulfills the technology requirement for Arts licensure candidates and is an elective in the Arts in Education and Curriculum MEd concentrations. There are no expectations of previous experience.

**Credits:** 3

## **GED 606 - Literacy Development and Instruction in the Elementary Grades**

This course is designed for licensed teachers and will focus on literacy development and instruction in grades pre-K-8. We will explore the research and "best practices" in literacy instruction with a particular emphasis on differentiated instruction within the context of the Common Core Standards.

**Credits:** 3

## **GED 607 - Literacy Instruction for Adolescents with Reading Difficulties: Intervention & Instruction**

The What Works Clearinghouse, the International Reading Association, and the National Council of Teachers of English have all examined research on effective classroom and intervention practices for struggling adolescents. This course is designed to build on this knowledge base as we explore ways to assess and adjust literacy instruction to the strengths and needs of adolescent students.

**Credits:** 3

## **GED 612 - Math and Diversity**

This course will explore theories, ideas and practices for teaching math to students with diverse characteristics at the PK-8 levels. Students will investigate current literature on cultural, pedagogical and developmental issues related to how children learn mathematics in the four selected areas of diversity: math and students with special needs, math and students with math disabilities, math and students in poverty, and math and students who are speakers of other languages (ESL).

**Credits:** 3

## **GED 613 - Mathematics in the Pre-K-6 Classroom**

This course is designed to explore the many wonderful aspects of helping pre-kindergarten and elementary students discover the mathematical nature of the world in which we live. The focus will be on developing course participants' understanding of the mathematics we expect students to learn, as well as an understanding of the way they learn during their pre-kindergarten and elementary years. The course will focus on creating an accessible math culture, the application of manipulative materials in the development of students' conceptual and procedural knowledge, and relational understanding of mathematics. The course will focus on K-6 learning progressions and the Common Core Standards for math content and practices.

**Credits:** 3

## **GED 618 - From Assessment to Action: Using Data to Improve Student Learning**

This course will examine the use of data as a strategy for improving schools and school systems. Participants will examine the strategic uses of data at different organizational levels to develop a systemic approach for continuous school improvement. The course begins with an examination of school-level data teams as a best practice and then reviews MTSS-RTII as the state model for organizing this work. The course concludes with the consideration of program evaluation including the evaluation of curriculum development and professional development initiatives.

**Credits:** 3

## **GED 621 - Supervision, Evaluation, and Teacher Development**

In this course students will look at, from a systems perspective, the main functions of the administrator as supervisor, coach and evaluator. Students will examine effective pedagogy and theories of adult and teacher development as the foundation for meaningful supervision, growth and evaluation of staff. Students will explore mentoring, coaching, and supervision in the context of the professional learning community. Throughout the semester they will develop and practice the skills needed to effectively supervise, promote growth and evaluate staff, from novice to expert, competent to incompetent.

**Credits:** 3

**Notes:**



If you are an undergraduate student seeking to participate in a graduate course, please see Paula Henry, phenry@smcvt.edu, STE 319 to register. You must be a junior or senior in good standing (GPA 3.0).

## **GED 624 - The Art of the Book**

Educators and students are invited to explore and create in this studio course addressing the art of the book. Participants will experiment with forms, structures, materials, and concepts as we investigate the limitless possibilities of the Book. By examining the work of contemporary book artist students will gain a foundation for their own creative expression of ideas and meaning. Students will make a working portfolio of paper treatments, book models and altered structures then create their own individual art books.

The class will be a working model of a 21st century collaborative community supporting the creative process through practice, constructive criticism, reflecting, and refining technique. The Common Core anchor standards of Craft and Structure and Integration of Knowledge and Ideas will be addressed as well as proficiency statements for assessment. No previous bookmaking or art experience required. Students who have previously taken GED 671 The Art of Bookmaking and/or GED 673 Science, Art and Bookmaking: Making Connections, are welcome in this class. A \$50.00 materials fee is required and due at registration.

**Credits:** 3 cr.

## **GED 631 - Learning, Development, and Individual Differences**

This course will engage students in examining learning theories from birth through early adulthood. Students will examine how language, culture, and family background influence learning. Students will consider how development impacts learning at all stages and implications for effective instruction for children with exceptionalities. Students will participate by attending class and engaging in learning activities online. Activities will include opportunities designing lessons, rubrics, concept maps, and strategy logs related to course content. Students will also engage in self-directed learning by selecting a relevant topic to explore and present, to further engage and expand their learning and that of their classmates. All activities throughout the course are designed to provide students with an opportunity to apply course content to current or prospective practice. Students will also be required to write up a reflection and synthesis of their learning throughout the course.

**Credits:** 3

## **GED 632 - Assessment of Students within General and Special Education**

Participants will become familiar with assessment procedures associated with establishing the existence of the IDEA eligible disabilities. In addition, an emphasis will be placed on the assessment of student progress and functioning relative to current student learning standards and relevant state and national education initiatives. Participants will use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. An emphasis will be placed on the use of technically sound formal and informal assessments that minimize bias and the engagement in professional ethical principles and professional standards to guide assessment practices.

**Credits:** 3

## **GED 633 - Legal and Professional Issues in Special Education**

In this course students will focus on the legal and ethical issues involved in developing, implementing and overseeing educational programming for students with disabilities. The course is organized around critical elements of special education and disability law, and aims to develop an understanding not only of the legal implications of such laws but also how these laws impact the delivery of high quality, effective educational programming for all students.

**Credits:** 3

## **GED 635 - Middle Grades Institute**

The Middle Grades Collaborative offers an annual intensive week-long institute for middle-level educators during the last week of June. The major goal of the institute is to foster young adolescent development where every student becomes an intellectually reflective, caring, and ethical individual. Sections include:

- GED 635A: Middle Grades Organization
- GED 635B: Middle Grades Curriculum
- GED 635J: Young Adolescent Growth and Development
- GED 635K: Middle Grades Instruction and Assessment
- GED 635M: Equity and Learning for Young Adolescents
- GED 635P: Equity in the Middle Grades

**Credits:** 3

### **Notes:**

In-person or online.

Please select one pathway. First 4 are for middle level endorsement. SMC Middle Level Licensure students are required to take the GED 635 A: Middle Grades Organization.

## **GED 635 - Middle Grades Organization**

Contemporary middle level schools are structured specifically to respond to the unique nature of young adolescents. This course explores structures that are dedicated to providing developmentally responsive pedagogy for early adolescents. Topics include teaming, grouping, scheduling, advisory, transition planning, and family involvement. Course participants explore the many decisions required to function effectively as a 21st century middle grades team teacher.

**Credits:** 3

## **GED 635A - Middle Grades Organization**

Contemporary middle level schools are structured specifically to respond to the unique nature of young adolescents. This course explores structures that are dedicated to providing developmentally responsive pedagogy for early adolescents. Topics include teaming, grouping, scheduling, advisory, transition planning, and family involvement. Course participants explore the many decisions required to function effectively as a 21st century middle grades team teacher.

**Credits:** 3

## **GED 640 - Language and Learning**

The teaching of language is vast and often feels amorphous. Language transcends every area of culture and our experiences. In this course, students will fine-tune their lens on language development (from birth to adulthood) and its impact on learning. Rather than teaching language using isolated, disjointed methods, participants will learn to weave language instruction seamlessly into their current curricula. Early identification of weaknesses as well as strategies to

determine the area of language that is challenging for the student will be studied. Participants will reflect on the massive implications of language weakness on a student's overall academic experience. Areas of language disorder, the assessment process and tools, and the criteria for a language impairment will be reviewed. Strategies for providing support, accommodation, and modification within the general and special education setting will be illuminated. Participants will employ the creative process of designing language-rich curricula that utilizes the accommodations and modifications necessary for students with language deficits to enrich the content for all learners. This exploration will include the use of assistive technology.

**Credits:** 3

**Prerequisites/Restrictions:**

GED 522 Teaching Literacy in the Elementary Classroom, GED 643 Multisensory Language-Based Literacy Instruction for Students with Disabilities or GED 606 Literacy Development and Instruction K-8, or permission from the advisor.

## **GED 641 - Teaching in the Inclusive Classroom Pre-K-12**

In this course participants will learn how to teach and accommodate students with disabilities in any general education classroom. Basic special education history and laws will be examined. Participants will explore the complex nature of serving students with special needs and discover specific strategies for making inclusion work. Participants must have access to groups of students in a public school setting in order to complete course requirements.

**Credits:** 3

**Prerequisites/Restrictions:**

GED 516 & GED 520 or permission of the instructor.

**Notes:**

As part of the licensure program, this course, in combination with the other licensure courses taken in the fall semester, requires a 6 hour per week field placement. In most cases this will be in the same classroom in which the candidate will be student teaching in the spring.

## **GED 643 - Structured Literacy Instruction for Students with Disabilities, Pre-K-Grade 8**

This course provides an in-depth study of research-based practices and materials to be implemented when working with students with reading and writing difficulties. Participants will develop sound assessment skills that will inform and guide their practice with struggling learners, including those with dyslexia. Participants will learn to develop comprehensive learning profiles of students to target areas of relative weakness and to build upon areas of relative strength and interest during instruction. Methods used to teach phonemic awareness, decoding, comprehension, vocabulary development, spelling, fluency, study skills, and written expression will be covered. The emphasis of the course is on pre-k through elementary level practices. Course times include practicum experience with elementary students.

**Credits:** 3

**Prerequisites/Restrictions:**

GED 522, GED 606 or GED 640

## **GED 649 - Arts: The Creative Process**

Through projects, inspiration from literature, performances, and exhibits, participants awaken their imagination, reflect on making art, discover new venues of expression, and affirm creativity as an integral part of human development. Using different art forms such as drawing, writing, drama, movement, music, storytelling, digital, and poetry, participants actively investigate the creative process. A supportive and reflective community encourages those who identify as artists and those who do not. By enhancing artistic skills and engaging actively in projects educators will expand their palette for curriculum and gain confidence when integrating the arts.

**Credits:** 3

### **GED 651 - Integrated Teaching: Learning In and Through the Visual Arts**

Classroom teachers and arts teachers are invited to explore and celebrate the power of the visual arts. Through hands-on activities, participants will experience art making in a variety of mediums, learn to compose and integrate standards-based lessons with authentic assessment, and make connections to interdisciplinary themes to address 21st Century learning. Through a dynamic and supportive studio environment, participants will work on technique and vision. Projects will be applicable to both the classroom and to one's growth and enrichment as an artist as students consider how their creative endeavors inspire and inform both their own personal growth and their teaching practice.

**Credits:** 3

**Notes:**

A materials fee is due upon registration.

### **GED 661 - Special Education Student Teaching Internship**

This course is a companion course to GED 662. In this practicum, graduate students work as special education student teachers providing direct instruction and case management to students with varying abilities in a public school setting. Participants will be provided supervision and guidance from both a cooperating teacher (located on site) as well as a St. Michael's College supervisor who will make frequent visits to the school throughout the practicum. Participants will design, implement and evaluate instructional programs for students with disabilities. Participants will be responsible for conducting comprehensive evaluations, developing Individual Education Programs (IEPs), designing weekly lesson plans, monitoring progress and functioning as a collaborative member of their students' educational support teams. This is a school-based program limited to graduate students completing the Licensure Program for Special Education. Students will be expected to be present in a local school full-time for 13 weeks.

**Credits:** 6

**Prerequisites/Restrictions:**

Permission of instructor required.

### **GED 662 - Special Education Seminar**

This course is a companion course to GED 661 Practicum. In this seminar, participants will meet weekly to fine-tune their understanding and application of research-based practices in the field of special education. Graduate students will work to complete their Vermont Licensure Portfolio, weekly standards-based lesson plans, comprehensive evaluations and IEPs, as well as participate in a professional learning community with their peers to deepen their knowledge of educational topics of their choice.

**Credits:** 3

**Prerequisites/Restrictions:**

Co-requisite: GED 661 or GED-688-E; Permission of Instructor Required.

## **GED 668 - Administration and Interpretation of Woodcock-Johnson IV**

The Woodcock-Johnson Psycho-Educational Battery - Fourth Edition (WJ-IV) is a wide-range, comprehensive set of individually administered tests for measuring cognitive abilities, academic achievement, and oral language development. The WJ-IV has been updated to reflect the contemporary research on cognitive abilities, to increase utility relative to determining special education eligibility, to provide greater diagnostic capabilities to inform instruction, and to reflect the research regarding language development and overall academic achievement. Through participation in this course, participants will learn about the tests, factors, and scoring options that result from the administration of this test battery. Students will also learn to administer, score, and interpret the WJ-IV. Classroom discussions, demonstrations, and activities will be supplemented by three complete administrations of the battery. Students who successfully complete this course will have met the training criteria recommended by the authors and publisher of the WJ-IV. The course will also include a discussion of a variety of essential related topics such as Vermont's special education eligibility criteria as they relate to tests and scoring options. The WJ-IV will also be thoroughly examined in regard to its use within Responsiveness to Intervention (RtI) model of student support.

**Credits:** 3

## **GED 673 - Special Topics in Arts Education**

Courses are based on topics of current interest and are offered on a rotating basis. These courses may be offered in collaboration with programs like the Flynn Center for the Performing Arts and The Summer Book Arts Institute. Examples include Art History for the Classroom, Thinking Like DaVinci: Bringing Innovation to Interdisciplinary Curriculum and Common Core, and Exploring World Cultures Through Bookmaking.

**Credits:** 1-3

**Notes:**

A materials fee may be due upon registration.

## **GED 674 - Critical Multicultural Arts in the Classroom**

This course will combine the discipline of visual arts with the concept of multicultural studies. By engaging in hands-on projects, using artifacts, going on field trips, and discussing professional readings, participants will learn to integrate multicultural studies into their curriculum. The major themes of the course come from world cultures and folk art. This course fulfills the integrated arts requirement in the Arts in Education concentration.

**Credits:** 3

**Notes:**

A materials fee may be due upon registration.

## **GED 678 - Heroes, Social Justice, and the Arts: Aesthetic Perspectives**

From defiance to expression, this course examines broad perspectives on education through the lens of heroes, the arts, and social justice. With the help of literature, paintings, performances, and memoirs we will juxtapose our stories with stories of those who have influenced our evolving understanding of beauty and truth. We will critique our visual and material culture to understand current habits and values of local and global societies. Through critical discourse, collaborative projects, and artistic interpretations of current issues we ideally will expand our aesthetic, social, and spiritual consciousness for the future.

**Credits:** 3

**Notes:**

A materials fee may be due upon registration.

**GED 684 - School and Community**

This course introduces current and prospective educators and administrators to the ever-changing, but closely coupled, relationship between school and community. Emphasis will be placed on how the community informs what happens in schools, and how the schools, in turn, influence the community. The course will also look closely at the role played by economic and social forces.

**Credits:** 3

**GED 686 - Independent Research**

This course is designed for students who want to study a topic not offered in the catalog.

**Credits:** 1-6

**GED 687 - Directed Readings**

This course allows matriculated students to study special topics in depth. The student and instructor submit an "Independent Study Learning Contract" to the Academic Advisor using guidelines provided by Graduate Programs in Education. The course proposal must also be approved by the Director of Graduate Education. Registration must be completed by the third week of the semester.

**Credits:** 1-6

**GED 688 - Specialized Literacy Professional Practicum**

Practicum experiences allow students to apply theory in a setting related to their area of study.

**GED 688A - Leadership Practicum**

**Part I (Summer) (2 Credits)**

**Part II (Fall) (2 Credits)**

**Part III (Spring) (2 Credits)**

This course is designed for students in School Leadership (Principal, Director of Special Education, and Director of Curriculum) who are seeking endorsements from the Agency of Education. The course includes a 300-hour internship, completion of a professional portfolio, and additional study in the areas of leadership. The course is broken into 3 parts and requires a Full Year commitment. Students will be expected to complete internship hours during the summer. Students will enroll in each part when the semester registration opens. They must be taken in sequence during one academic year.

**Credits:** 6 cr. total over 3 semesters

**Notes:**

Registration requires instructor approval. Students must be matriculated (admitted and enrolled) in the M.Ed. or C.A.G.S. School Leadership program by the start of the spring semester to be eligible to complete the practicum beginning that May. (Students must, therefore, apply to the program by the preceding November 1: two semesters prior

to starting the practicum.) Students will receive grades of Pass/Fail for Part I and Part II. A final grade will be given for Part III.

### **GED 688C - English Language Learner Endorsement Practicum**

This course is designed for students pursuing an additional endorsement in English Language Learner. In this practicum, graduate students work as ELL student teachers providing direct instruction to students who are English learners in a public school setting. Working teachers may complete a job-embedded practicum provided that they directly instruct English learners and are able to demonstrate they have met the endorsement competencies. Participants will be provided supervision and guidance from both a cooperating teacher (located on site) as well as a Saint Michael's College supervisor who will make frequent visits to the school throughout the practicum. Participants will be expected to be present in a local school 3 full days/week for 13 weeks.

**Credits:** 4

### **GED 688D - Specialized Literacy Professional Practicum**

The Reading Specialist Practicum allows for the student to demonstrate the Standards for the Specialized Literacy Professional Endorsement under the supervision of a college supervisor. Briefly, the Practicum requires students to identify professional goals related to the teaching of reading and language arts, develop two in-depth case studies based on children or adolescents who struggle with reading/literacy, and address the Knowledge and Performance Standards in a successful way. The practicum may take place in the graduate student's own classroom provided sufficient time can be given to the extra demands of the demonstration of the Standards found in Code 5440-76. It is estimated that this practicum requires approximately 150 hours to successfully complete.

**Credits:** 3

#### **Prerequisites/Restrictions:**

Students are eligible for the practicum after successfully completing 18 credits in literacy with a "B" or better and with their advisor's approval. Three years of prior teaching experience are required as is the successful completion of Praxis II-Reading Specialist. Students must notify the Coordinator of the M.Ed. Literacy Program of their intention to take this practicum by October 15th for the spring practicum and by February 15th for the fall semester.

### **GED 688E - Special Education Endorsement Practicum**

This course is designed for students pursuing an additional endorsement in special education and is a companion course to GED 662. In this practicum, graduate students work as special education student teachers providing direct instruction and case management to students with varying abilities in a public school setting. Participants will be provided supervision and guidance from both a cooperating teacher (located on site) as well as a Saint Michael's College supervisor who will make frequent visits to the school throughout the practicum. Participants will design, implement and evaluate instructional programs for students with disabilities. Participants will be responsible for conducting comprehensive evaluations, developing Individual Education Programs (IEPs), designing weekly lesson plans, monitoring progress and functioning as a collaborative member of their students' educational support teams. Participants will be expected to be present in a local school 3 full days/week for 13 weeks.

**Credits:** 4

### **GED 691 - Personalized Inquiry: Finding your Why**

This mission-driven seminar will run concurrently with the student teaching seminar and conclude with an immersion in a personalized inquiry project. Conducting research that includes literature, observations and interviews with teacher-leaders and educational change agents, students will investigate an area of passion that will provide a

foundation for their professional vision. The course will emphasize professional learning, ethical practice, leadership, and collaboration, as students dig deeply into a question or topic that sparked their interest during student teaching. This intensive seminar will culminate in a "Finding Your Why" Summit where students will share their findings in a variety of formats including TED Talks, digital storytelling, visual arts, multimedia exhibits, and creative writing. This is a 2 credit course.

**Credits:** 2

**Prerequisites/Restrictions:**

Permission of Instructor

## **GED 693 - Integrating Art, Social Studies, and Language Arts: Pre-K-6**

Through critical investigation participants make connections between historic events, social issues, visual culture, global citizenship, and artistic expressions. Using various art forms to widen our interdisciplinary scope of curriculum and address the Common Core, state, and national standards. We will examine the characteristics of content and dispositions that lead to civic engagement and critical, creative voice. Literature, digital media, visual art, drama, theory, primary sources, and our own experiences are the "texts" to bridge our understanding of history with the social and civic issues of today. This course embraces equity pedagogy with a specific interest in the strategies and dispositions that enable us to effectively support and teach students marginalized by social inequity. We embrace and apply the values stated in the SMC's Education Department's Mission: advancing culture through education, emphasizing creativity, curiosity, collaboration, reflection, social justice, and sustainability.

**Credits:** 3

**Notes:**

Some minimal cost may be associated with museum or other cultural visits related to this course.

## **GED 695 - Teaching Pre-K-6 Science and Engineering**

This course is designed to explore the many facets of teaching science and engineering at the Pre-K-6 levels. Course participants will explore Inquiry-Centered Science and Engineering concepts and skills through a variety of hands-on, minds-on activities. Course topics will include an exploration of the Next Generation Science Standards, effecting instructional approaches, instructional resource materials, the application of technology in science and engineering education as well as ways students construct a meaningful understanding of science and engineering concepts while increasing access to STEM fields and futures.

**Credits:** 3

**Notes:**

A \$25.00 materials fee is required and due at registration.

## **GED 699 - Capstone Seminar**

Capstone Seminar is the culmination of the M.Ed. program. Once students have collected data for their Capstone research project, they can enroll in the Capstone Seminar. In the Seminar students complete data analysis, write an article-length paper, and present their findings in a public forum.

**Credits:** 3

**Prerequisites/Restrictions:**

Prerequisites: GED 558 Educator as Researcher, an accepted research proposal, and approved IRB application.



**Notes:**

GED 558 and GED 699 are required for the Master of Education.

Registration requires approval by instructor, students must register using paper form.

**GPB 510 - Introduction to Public Health & Health Policy**

This course will provide an introduction to the major issues of public health and health policy in the United States and globally. While the intent is to provide a broad overview of the field, there will be opportunities for students to explore specific areas of interest in greater depth.

**Credits:** 3

**GPB 520 - Applied Epidemiology**

This class will provide an introduction to the principles of epidemiology and how they can be applied to study the health of populations. Students will explore concepts around health surveillance, study design, and basic data analyses, while delving into current and historical health-related states and events.

**Credits:** 3

**GPB 530 - Social Determinants of Health**

This course explores the connections between structural and social factors – including but not limited to race and ethnicity, gender and sexual identity, social and economic class, and immigration status – and health and health inequality.

**Credits:** 3

**GPB 540 - Global Health Equity & Advocacy**

This course examines the ways in which historical trends, economic systems and international power inequities have created enormous disparities in the burdens of illness and medical and health resources globally. The course also examines the role of advocacy at the local, national and international levels to shift these dynamics and resources to create greater health equity.

**Credits:** 3 cr.

**GPB 550 - Community Health & Cultural Competency**

In contrast to clinical practice, the "patient" in public health is the community – which may be defined by a shared geography (such as neighborhood or state) or identity (such as race, ethnicity or sexuality). This class equips students with skills for engaging with the community, from making inquiries into problems, collaborating in solutions, and conducting interventions and education with awareness and culturally appropriate engagement.

**Credits:** 3 cr.

**GPB 598 - Skills and Praxis in Health Equity**

This variable-credit course will offer a rotating set of options for students to consider to learn or improve specific skills or content areas that will increase their competency as practitioners. Examples of options that may be offered include: Data Visualization; Spanish or French for Medical Professions; Emergency Management; Social Marketing; Designing Advocacy Campaigns; Project Management; Opioid Crisis Intervention; Sustainable Food Systems; and Participatory Action Research.

**Credits:** 1-3 cr.

**Prerequisites/Restrictions:**

Two completed courses or permission of instructor.

## **GPB 599 - Supervised Research and Reflections**

This variable-credit course provides opportunities for students to conduct a supervised original research project on a topic agreed upon by the student and the supervisor. It is also available for professionals as an opportunity to write, present and reflect upon a previous significant work experience, program or problem. Prerequisite: completion of at least two courses and permission of supervising instructor.

**Credits:** 1-3 cr.

## **GPS 505 - Physiological Psychology & Psychopharmacological Agents**

This course will review the biological underpinnings of behavior including neural, physiological, anatomical, and genetic aspects of behavior. The effects of psychoactive drugs such as sedatives, stimulants, opiates, antidepressants, alcohol, and hallucinogens on the brain will be reviewed, as will the use of psychoactive drugs in treatment of a variety of mental and physical disorders in both adults and children.

**Credits:** 3

**Notes:**

The instructor recommends reviewing Neil R. Carlson's Behavioral Neuroscience prior to beginning this course.

**When Offered:** Fall

## **GPS 507 - Psychological Assessment I**

This course is an introduction to the administration and interpretation of psychological tests. Emphasis during the first semester will be on the assessment of cognitive functions and abilities. Students will have an opportunity to practice and administer individual cognitive measures under supervision.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 514, 515 GPS, GPS 516

**Fee:**

Yes

**Notes:**

Degree students only or permission of director.

**When Offered:** Fall

## **GPS 508 - Psychological Assessment II**

This course is a continuation of GPS 507, with an emphasis on objective and projective personality tests. Administration and scoring procedures, underlying theoretical principles, and clinical application of tests will be reviewed in detail. Over the course of the semester students will learn how test data is used to enhance diagnostic decision-making and case conceptualization through the creation of a comprehensive assessment report.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 507 & GPS 516. Degree students only or permission of director.

**Fee:**

Yes

**When Offered:** Spring

## **GPS 510 - Research Methods & Statistics**

Research Methods and Statistics encourages students to become skilled consumers of psychological research by fostering their ability to critically evaluate and use empirical research to inform clinical practice.

**Credits:** 3

**Prerequisites/Restrictions:**

Degree students only or permission of director.

**When Offered:** Fall

## **GPS 511 - Research Methods II**

This course is designed to give students an introduction to the philosophical, conceptual, and practical basis of qualitative methodologies. We will survey the most common types of qualitative inquiry and their theoretical roots, differences between qualitative and quantitative methods, techniques of data collection and analysis, integration of qualitative and quantitative methods, and current debates regarding qualitative inquiry. Students will become familiar with published qualitative work in the discipline of psychology and conduct their own qualitative project.

**Credits:** 3

**Prerequisites/Restrictions:**

Bachelor's Degree and either Research Methods I or undergraduate Statistics.

**When Offered:** Spring

## **GPS 512 - Ethics & Professional Issues**

This course provides students with an orientation to professional practice in psychology and mental health counseling, including examination of ethical codes and relevant laws, regulations, and policies at the organizational, local, state, regional, and federal levels.

**Credits:** 3

**When Offered:** Fall

### **GPS 513 - Advanced Developmental Psychology**

Advanced Developmental Psychology is designed to provide you with an opportunity for in-depth exploration of major topics in human development throughout the life span. Topics include genetics, brain & motor development, cognition, language, attachment, and parenting & family. Within each area of study, we will consider the hereditary, psychological, and social influences on development, and discuss a variety of theoretical and experimental approaches. The culminating project of the course is a comprehensive study of a specific developmental disorder, including its etiology, effects across domains and throughout the lifespan, impacts on parenting and family life, and implications for clinical practice.

**Credits:** 3

**When Offered:** Summer

### **GPS 514 - Tests & Measures**

This course prepares students to be informed consumers of psychological tests as test users and test takers with an emphasis on the basic concepts, issues, and tools used in psychological testing.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 510

**When Offered:** Spring

### **GPS 515 - Psychopathology I: Children & Adolescents**

This course examines the diagnosis of mental disorders in children and adolescents through review of the current editions of the Diagnostic & Statistical Manual (DSM) and the International Classification of Diseases (ICD). It serves as a foundation for understanding the principles and practices related to psychopathology, diagnosis, etiology, clinical assessment, and treatment planning grounded in evidence-based practice. Students will learn how to conduct a structured clinical assessment interview and Mental Status Exam.

**Credits:** 3

**When Offered:** Fall

### **GPS 516 - Psychopathology II: Adults**

This course examines the diagnosis of mental disorders in adults through review of the current editions of the Diagnostic & Statistical Manual (DSM) and the International Classification of Diseases (ICD). It serves as a foundation for understanding the principles and practices related to psychopathology, diagnosis, etiology, clinical assessment, and treatment planning grounded in evidence-based practice. Students will learn how to conduct a structured clinical assessment interview and Mental Status Exam.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 515 (Minimum grade B); Degree students only or permission of director

**When Offered:** Spring

## **GPS 520 - Multicultural & Social Psychology**

This course examines the fundamental social and interdependent nature of human behavior. Multicultural psychology and social psychology will be reviewed with an emphasis on exploring clinical applications and developing an increased understanding of living in a complex world.

**Credits:** 3

**When Offered:** Spring

## **GPS 525 - Psychotherapy I: Techniques & Theory**

This course introduces students to microcounseling skills that serve as a foundation for the therapeutic relationship. Students will be introduced to humanistic, existential, and psychodynamic theoretical perspectives in counseling and psychotherapy. Students will video record their practice using professional helping skills to foster self-awareness and reflection.

**Credits:** 3

### **Prerequisites/Restrictions:**

Degree students only or permission of director

**When Offered:** Fall

## **GPS 526 - Psychotherapy II: Theory & Techniques**

This course is a continuation of GPS 525 and covers theories and skills associated with the practice of counseling and psychotherapy. Students will continue to build on their knowledge of counseling theories with a focus on cognitive-behavioral, solution-focused, motivational interviewing, and other contemporary evidence-based approaches. Students will video record their progress demonstrating helping skills to foster self-awareness and reflection.

**Credits:** 3

### **Prerequisites/Restrictions:**

GPS 525 (Minimum grade B), Degree students only or permission of director

**When Offered:** Spring

## **GPS 535 - Career Counseling**

Through an experiential learning process of self-assessment and theoretical exploration, this course will offer the foundations of career and lifestyle counseling. Students will engage with the material through the lens of their own experiences of career development as they are introduced to the major theoretical frameworks, ethical and inter/multicultural factors, and applications of career counseling skills and practice.

**Credits:** 3

### **Prerequisites/Restrictions:**

GPS 507, GPS 508.

**When Offered:** Summer

## **GPS 601 - Group Psychotherapy**

This course provides an overview of theory, research, practice and a basic appreciation for Group Psychotherapy. Topics include: history, contrasting approaches, group development, role of the therapist, special issues, and organizational and ethical concerns. Didactic and experiential learning activities are part of the student's experience.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 525 & GPS 526 or instructor permission.

**When Offered:** Spring

## **GPS 605 - Counseling & Psychotherapy with Children**

This course will introduce a variety of evidence-based psychotherapies for children and adolescents, and may include play therapy, DBT, cognitive-behavioral, and interpersonal therapy. Students will identify how client characteristics may impact the implementation of therapy, learn how to formulate treatment plans, and assess treatment progress. Techniques for prevention and intervention will be presented along with strategies for collaboration with families and other professionals.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 525, GPS 526, GPS 608, GPS 609.

**When Offered:** Summer

## **GPS 606 - Advanced Topics in Adult Psychotherapy**

This course will explore advanced therapeutic approaches in adult psychotherapy with an emphasis on culturally-competent care. Topics may include relational-cultural therapy, dialectical behavior therapy, mindfulness-based cognitive therapy, and emerging evidence-based approaches.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 525, GPS 526 or instructor permission.

**When Offered:** Summer

## **GPS 608 - Practicum I**

This course provides supervision, clinical training, and support for students participating in their first practicum experience. The course includes at a minimum 8 hours per week of clinical experience during the fall semester. Course continues in spring term as GPS 609.

**Credits:** 3

**Prerequisites/Restrictions:**

Pre/co-requisite: GPS 525. Degree students only or permission of director.

**When Offered:** Fall

## **GPS 609 - Practicum II**

This course is a continuation of First Year Practicum I. Practicum II provides supervision, clinical training, and support for students in their continuing applied clinical psychology training experience. The course includes 10 hours per week of clinical experience.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 608. Pre/co-requisite: GPS 526. Degree students only or permission of director.

**When Offered:** Spring

## **GPS 610 - Internship I**

This seminar is for students completing their clinical internship at a site approved by GPS program faculty. Students will provide counseling and psychological services for a minimum of 20 hours per week supervised, on site, by an appropriately credentialed individual who offers weekly individual supervision to the student. Evaluation of students will be based, in part, on direct observation of the clinical training experience, either live or electronically. Students attend weekly internship seminar class to discuss ethics and legal issues, clinical concerns, and professional development. Course continues in the spring term as GPS 611.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 515, GPS 516, GPS 525, GPS 526, GPS 608 & GPS 609. Students seeking school psychology internships should complete GPS 507 prior to taking this course. Degree students only or permission of director.

**When Offered:** Fall

## **GPS 611 - Internship II**

This course is a continuation of GPS 610. The seminar is for students completing their clinical internship at a site approved by GPS program faculty, providing counseling and psychological services for 20 hours per week under supervision by an appropriately credentialed individual on-site. The weekly seminar focuses on ethical decision-making, student professional development, clinical issues, and the use of practice-based evidence in treatment. Topics include monitoring and documenting treatment progress through approaches such as qualitative inquiry, single-case design, client-focused research, and the use of standardized outcome measures.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 610. Degree students only or permission of director.

**When Offered:** Spring

## **GPS 612 - Couple & Family Therapy**

This course involves a critical and in-depth examination of theory and empirical research regarding the functioning of couples and family systems. The course is designed to provide relatively equal emphasis on (1) foundational information about the challenges and rewards of intimate relating and (2) practical information about models of couples and family therapy.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 525 & GPS 526

**When Offered:** Fall

## **GPS 613 - Internship Continuation**

This course provides an opportunity for students to obtain additional needed hours to complete their internship.

**Credits:** 1-3

**Prerequisites/Restrictions:**

GPS 611

## **GPS 686 - Independent Study**

Under special circumstances, when a course is not offered during a given semester, or when there is an irresolvable scheduling conflict, a student may complete some course work on an independent basis. The student must have the approval of a faculty sponsor and the program director. Requests must be completed by the last day of the course change period. The student, with the supervisor, would outline in proposal form the objectives, topics, evaluation mechanisms, and outside source material. The form must be signed by both student and advisor and submitted to the director. The director will then submit it to the Dean for final approval.

**Credits:** 3

## **GPS 687 - Directed Readings**

This option provides the student with an opportunity to undertake a study in a specific area not covered in the regular course offerings. The student must have the approval of a faculty sponsor and the program director. Requests must be completed by the last day of the course change period. The student, with the supervisor, would outline in proposal form the objectives, topics, evaluation mechanisms and outside source material. The form must be signed by both student and advisor and submitted to the director. The director will then submit the proposal and the Directed Readings form to the Dean for final approval.

**Credits:** 3

## **GPS 689 - Research Seminar**

The seminar supports students as they complete a written research project. It allows students to share their research and receive feedback and supervision on a continuous basis.

**Credits:** 3



**Prerequisites/Restrictions:**

GPS 510, GPS 511.

**When Offered:** Fall

**GPS 690 - Thesis**

The Thesis is an empirical study of a particular hypothesis in the field of clinical psychology conducted up to the standards of the profession and contributing to the empirical knowledge base of professional psychology. It may be quantitative or qualitative in method.

**Credits:** 3

**Prerequisites/Restrictions:**

GPS 689

**GSL 500 - Foundations of Linguistics**

This course provides an overview of topics and issues in language and linguistics. It covers basic concepts and terminology in the major areas of phonology and phonetics, morphology, syntax, semantics, sociolinguistics, pragmatics, psychology of language, and language acquisition.

**Credits:** 3

**GSL 502 - Pedagogical Grammar**

This course provides an introduction to the study of grammar, with a functional, text-based approach and with special attention to difficult areas for writers of English as a second or foreign language. A comprehensive overview of the structure of English is presented.

**Credits:** 3

**GSL 520 - Computer-Assisted Language Learning (Online)**

Participants learn how to incorporate computer and mobile technology into flipped classroom lessons that enhance the skills of English language learners (K-12, adult) through project-based activities, including newsletters, animated slide shows, and free Web-based multimedia and assessment tools. Participants construct an interactive/collaborative portfolio Web space (Wiki) for teaching and learning, review current research, and follow the professional dialogue about technology in the classroom. They discuss the effectiveness of technological media through peer reviews and critical evaluation of Web sites and/or courseware.

**Credits:** 3

**Crosslisted:** Crosslisted with GED 565.

**GSL 542 - Introduction to Language Teaching**

This course provides an overview of the historical development of language teaching, as well as an introduction to the underlying principles that inform classroom practice. The course presents practical aspects of language teaching, such as activity and assessment design, lesson planning, classroom management, and differentiated instruction. Students are

engaged in creative and critical reflection as they connect practice to theory, adapt teaching for various contexts and learner populations, and provide feedback to peers during teaching observations. This course entails a mandatory 10-hour practicum component (5 hours of observation and 5 hours of independent teaching).

**Credits:** 3

### **GSL 543 - Teaching of Oral Skills in ESOL**

This course addresses theoretical issues related to teaching oral skills in ESOL and includes demonstration and discussion of materials and techniques for teaching the skills of listening, speaking, and pronunciation to all levels and all ages in various environments.

**Credits:** 3

**Notes:**

Required for Pre-K-12 ELL Licensure and Endorsement. Involves a 20-hour, grades 7-12 practicum.

### **GSL 544 - Teaching Reading and Writing in ESOL**

The purpose of this course is to develop an understanding of current theories in teaching reading and writing to language learners. The course discusses the basic reading and writing skills that language learners need, presents a framework of methods and techniques to teach these skills, and suggests curricular assessment techniques for selecting and evaluating instructional strategies and materials.

**Credits:** 3

### **GSL 546 - K-12 Literacy for ELL**

This course explores the following topics: the process of emergent literacy and decoding for younger and older English learners in schools; the difference between first and second-language literacy acquisition; the role of oral language development in reading and writing; assessment of reading levels with narrative and informational text; and planning standards-based literacy lessons and assessments. The practicum provides opportunities to observe and deliver instruction and assessment in emergent literacy. Partially online.

**Credits:** 3

**Notes:**

Required for Pre-K-12 ELL Licensure and Endorsement programs. Involves a 20-hour grades K-6 practicum.

### **GSL 547 - ESOL in the Content Areas**

This course covers material essential to teachers of English learners (EL) who plan to teach in U.S. Pre-K-12 classrooms. The course is designed to develop skill and knowledge in two critical elements of teaching culturally and linguistically diverse Pre-K-12 classes: 1) differentiating content instruction to accommodate linguistic and cultural diversity, and 2) integrating instruction in academic English into content lessons. In addition, students learn about assessing and accommodating learning differences (including giftedness) in the EL student population. The practicum, which includes focused observation in content classrooms, is required for licensure/endorsement purposes and for integration of course material. Partially online.

**Credits:** 3

**Notes:**

Required for Pre-K-12 ELL Licensure and Endorsement programs. Involves a 20-hour grades K-6 or 7-12 practicum.

**GSL 563 - Content-Based Language Instruction and English for Special Purposes**

Principles and procedures for a content-based approach to teaching English for general, academic, and special purposes are presented. Topics include an overview of CBLI and ESP, text and needs analysis, materials development, and issues of assessment. A practical experience component and a course project apply the procedures of CBLI to developing a unit of classroom instruction.

**Credits:** 3

**GSL 600 - Teaching Vocabulary in ESOL**

This course presents an overview of vocabulary acquisition and examines the principles and procedures of teaching vocabulary in the English language classroom. Topics include explicit and implicit vocabulary learning, approaches to developing language proficiency, and assessment of vocabulary knowledge. A practical experience component and a course project develop both theoretical and practical aspects of the course.

**Credits:** 3

**GSL 602 - Intercultural Communication**

Lectures, readings, case studies, films, and cross-cultural simulation exercises form the basis of discussions on the following topics: theories of communication, culture and perception, stereotyping, prejudice, ethnocentrism, culture shock, and nonverbal communication.

**Credits:** 3

**GSL 604 - Second Language Acquisition**

This course introduces language teachers to the relationship between the acquisition of one's native language and languages learned after childhood, and to the social constraints on second language acquisition. Contending models of second language acquisition are evaluated, and applications to language instruction are demonstrated with examples from language learners.

**Credits:** 3

**GSL 606 - Curriculum and Syllabus Design (Online)**

This course examines curriculum and syllabus design principles for TESOL programs and applies them to the participants' current or future teaching contexts. In weekly discussions participants analyze and critique sample documents and develop peer-reviewed elements of a curriculum in stages. These include a program and learner needs assessment, language proficiency assessment, measurable goals and outcomes, a course outline, and a lesson/unit with activities as well as performance-based assessment plans and instruments. Several webinars/chat sessions are part of instruction.

**Credits:** 3

**Notes:**

Competence in MAC or Windows operating system; a headset/microphone (USB) preferred.

## **GSL 608 - Discourse and Error Analysis**

This course introduces students to the most current literature on discourse and error analysis. While it begins with a discussion of the causes of errors that English learners make at the sentence level, it focuses principally on the study of language use beyond the sentence boundary and on language in use as a process that is socially situated. As such, the main objective of this course is the analysis of linguistic forms with respect to the purposes or functions which these forms are designed to serve in human communication. Students in this course become familiar with a framework to identify, describe and explain sentence and discourse level errors. They also learn how to use the results of their language analysis to better help learners acquire their additional language.

**Credits:** 3

## **GSL 612 - Bilingualism and Multicultural Education**

This course explores bilingualism first as a worldwide phenomenon, including its acquisition by children and adults. It then moves to bilingual development in education with special reference to linguistically and culturally diverse English learners in U.S. schools, focusing on the cognitive, political, and socio-cultural issues involved in educating them. Finally, the course addresses such multicultural topics as cross-cultural awareness, how acculturation affects learning, the home cultures of English learners both locally and nationally, and outreach connections with the families and communities of local English learners. *Partially online.*

**Credits:** 3

**Notes:**

Required for Pre-K-12 ELL Licensure and Endorsement programs.

## **GSL 620 - Principles of Testing and Assessment in Language Teaching**

This course introduces students to core principles of language assessment within ESL and EFL contexts. Students develop the abilities to critique and adapt a variety of assessment measures and to design and create their own classroom assessment materials.

**Credits:** 3

## **GSL 655 - Language Learning & Assessment for Children**

This course introduces ESOL and other content area teachers to the following topics concerning school-age English learners: linguistic and cognitive development including phonological development, instructional methods suitable for young learners; the difference between summative and formative assessment; and the principles of assessment-driven language curriculum and instruction, including backward design. *Partially online.*

**Credits:** 3

**Notes:**

Required for Pre-K-12 ELL Licensure and Endorsement programs.

## **GSL 689 - Special Topics in TESOL**

Topics and readings vary for this course, centering on issues and best practices in TESOL.

**Credits:** 3

## **GSL 690 - Research Methods in Applied Linguistics**

This course surveys common research methodologies employed in the field of Applied Linguistics and supports students as they develop detailed research proposals on topics of their choice.

**Credits:** 3

## **GSL 691 - Thesis**

The scope of the thesis may involve either literature-based research or an empirical study. Accordingly, the following skills will be developed: framing an introduction; writing a literature review; designing an appropriate methodology; presenting, analyzing and evaluating the results; and writing a suitable conclusion. Students will follow the required thesis format, including abstract, table of contents, and bibliography. They will defend their thesis before their chosen committee.

**Credits:** 3

### **Prerequisites/Restrictions:**

GSL 506, GSL 690

# **Administrative Officers**

### **President**

Lorraine Sterritt, PhD

### **Assistant to the President**

Ellen DeOrsey '83

### **Chief of Staff**

Jonathan D'Amore, PhD

### **Director of Edmundite Campus Ministry**

Rev. Brian J. Cummings, SSE

### **Vice President for Institutional Advancement**

Krystyna Davenport Brown

### **Vice President for Student Affairs**

Dawn M. Ellinwood, EdD

### **Vice President for Enrollment and Marketing**

Kristin McAndrew

### **Vice President for Finance**

Robert S. Robinson

### **Vice President for Academic Affairs**

Jeffrey A. Trumbower, PhD

# **Graduate Faculty**

# Education

Valerie Bang-Jensen

A.B., Smith College; M.A., Ed.M., Ed.D., Teachers College, Columbia University.

John L. Barone, Sr.

B.A., M.A., Castleton State College.

Claudine Bedell

B.A., Purdue University; M.Ed., Saint Michael's College; Ed.D., Indiana University.

Erin Brady

B.A., Colorado College; M.Ed., Harvard Graduate School of Education.

Hilary Carter

B.A., M.Ed., Saint Michael's College.

Colleen Cowell

B.A., M.A., Trinity College of Vermont.

Sam Crowell

B.A., Carson-Newman College; M.S. Radford University; Ed.D., University of Virginia

Mary Elizabeth Doyle

B.S., M.Ed., State University College of New York; Ph.D., University of Minnesota.

Tess Dussling

B.S., University of Miami; M.S., Florida International University; Ph.D., Syracuse University.

Jeff Evans

B.S., Norwich University; M.Ed., University of Phoenix.

Valerie Gardner

B.S., University of Vermont; M.S., University of Oregon.

Emma Gauding

B.S., University of Vermont; M.Ed., Post University,

Andrea Griffin

B.A., M.Ed., Saint Michael's College.

Rebecca Haslam

B.A., M.Ed., Saint Michael's College; Ph.D., University of Vermont.

Aostre Johnson (Emeritus)

B.A., M.Ed., Harvard University; Ed.D., University of North Carolina at Greensboro.

Ann Joppe-Mercure

B.A., Albion College; M.Ed., Saint Michael's College.

Amy Knight

B.A., State University of New York at Buffalo; M.Ed., University of Maine Orono.

Natalie Lodge

B.A., Saint Michael's College; M.Ed., Saint Michael's College.

Gayle Moskowitz

B.A., University of Denver; M.Ed., Lesley College Graduate School.

James Nagle

B.A., Georgetown University; J.D., Suffolk University; M.A., Ph.D., University of California, Berkeley.

Annie O'Shaughnessy

B.A., University of New Hampshire; M.Ed., Antioch University.

Elizabeth Pacy

B.A., University of Vermont; M.Ed., Saint Michael's College.

Beth Peterson

B.S., University of Delaware; M.Ed., Saint Michael's College.

Cathy Quinn

B.S., M.Ed., University of Vermont.

Richard Reid

B.A., Saint Michael's College; M.Ed., University of Massachusetts; C.A.G.S., M.A., Ph.D., University of Vermont.

Amy Saks Pavese

B.A., M.Ed., University of Notre Dame; Ph.D., University of Colorado at Boulder.

Jonathan Silverman (Emeritus)

B.S., M.S., Ed.D., University of Vermont.

Anita Silvey

B.S., Indiana University; M.A., University of Wisconsin.

Laura Singer

B.S., University of Vermont; M.Ed., Saint Michael's College.

Janet Stearns

B.A., M.A., Sheffield Hallam University, United Kingdom.

John Tapper

B.S., University of Maine Orono; B.A., College of the Atlantic; M.A., Norwich University; Ph.D., New York University.

Donald Taylor

B.A., Lafayette College; M.A.T., Seattle University.

Anne Tewksbury-Frye

B.A., Castleton State College; M.Ed., University of Vermont.

Rebecca Wigglesworth

B.A., Stanford University; M.A., Brown University.

## Teaching English to Speakers of Other Languages

Mahmoud T. Arani

B.A., Teacher Training University, Tehran, Iran; M.A., Ph.D., State University of New York at Buffalo.

Christine Bauer-Ramazani

B.A., University of Trier, Germany; M.Ed., University of Missouri; M.A., University of Mainz, Germany; M.B.A., University of Vermont.

Sean Dailey

B.A., M.A., Saint Michael's College.

Daniel W. Evans

B.J., University of Missouri; M.A., Ph.D., University of Texas at Austin.

Richard Gamache

B.A., M.Ed., Saint Michael's College.

Christina Mager

B.S., M.A., Saint Michael's College.

Jonah Moos

B.A., University of Massachusetts, Amherst; M.A., American University in Cairo.

Benjamin White

A.B., University of Miami; M.A., School of Slavonic and East European Studies (University College Lond); M.Ed., University of Massachusetts, Amherst; Ph.D., Michigan State University.

## Clinical Psychology

Alexandra Jessup Altman

B.A., Union University; M.A. Saint Michael's College.

Renee Carrico

B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Massachusetts, Amhurst.

Amy Curtis

B.A. Northwestern University; M.A., Saint Michael's College.

Jaime Elliott

B.A., University of Vermont; M.A. Saint Michael's College.

Nathan Haskell

B.A., University of Portland; M.A., George Fox University; Psy.D. George Fox University

Sarah Hastings

B.S., James Madison University; M.Ed., James Madison University; Ed.S., University of Virginia; PhD., University of Kansas

Jessica Houser

B.A., Vassar College; Ph.D., Long Island University.

Venessa Luck

B.A., Saint Michael's College; M.A., Saint Michael's College

Kristin Mount

B.S., Keene State College; M.A.; University of Vermont; M.A.; Saint Michael's College.



Helene Nilsen

B.A., Gustavus Adolphus College; M.S.N., University of Colorado; Psy.D., Antioch New England Graduate School.

Phyllis G. Paro

B.S., Carnegie-Mellon University; M.A., Saint Michael's College; Diplomate-American Board of School Neuropsychology, Texas Women's University.

Meg Pilling

B.A., Colby-Sawyer College; M.A., Saint Michael's College; Psy.D., Antioch University New England

Jacob Ruscsek

B.A., Wheaton, Mass.; Ph.D., Duquesne University.

Gregory Tomasulo

B.S., St. Joseph's University; M.S., Ph.D., Ohio University.

## Frequently Called Numbers

### General Information:

Saint Michael's College  
Graduate Programs, Box 286  
One Winooski Park  
Colchester, Vermont 05439  
Phone: 802.654.2100 or 1.800.SMC.8000  
Fax: 802.654.2906  
[www.smcvt.edu/graduate](http://www.smcvt.edu/graduate)  
[graduate@smcvt.edu](mailto:graduate@smcvt.edu)

### Specific Information: Call appropriate office/department

Admission	802.654.2100
Applied Linguistics	802.654.2300
Bookstore	802.654.2517
Graduate Financial Aid	802.654.3243
Graduate Education	802.654.2649
Graduate Psychology	802.654.2206
Graduate Teaching English to Speakers of Other Languages	802.654.2300
Library	802.654.2400
Technology Helpdesk	802.654.2020
Public Safety	802.654.2374

Registrar	802.654.2574
Student Accounts	802.654.3243
Student Life/Housing	802.654.2566
Technology Helpdesk	802.654.2020
Other Departments	802.654.2000

## Academic Calendar

### FALL 2023

August 28	Monday	Classes Begin
September 5	Tuesday	Drop/Add Deadline
October 12-13	Thursday & Friday	No Classes
October 15	Sunday	Midterm Warning Grades Due
November 3	Friday	Course Withdrawal Deadline
November 20-24	Monday-Friday	Thanksgiving Break
December 8	Friday	Last Day of Classes
December 9-10	Saturday & Sunday	Study Days
December 11-15	Monday-Friday	Final Exams

### SPRING 2024

January 15	Monday	Classes Begin
January 23	Tuesday	Drop/Add Deadline
February 15-16	Thursday & Friday	No Classes
March 1	Friday	Midterm Warning Grades Due
March 11-15	Monday-Friday	Spring Vacation
March 28	Monday	Course Withdrawal Deadline

March 29- April 1	Friday-Monday	Easter Break
May 1	Wednesday	Last Day of Classes
May 2	Thursday	Study Day
May 3-4	Friday & Saturday	Final Exams
May 5	Sunday	Study Day
May 6-8	Monday-Wednesday	Final Exams
May 12	Sunday	Commencement