



# Saint Michael's College Graduate Catalogue

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**One Winooski Park  
Colchester, Vermont 05439  
(802) 654-2100  
1-800-981-4383 (in VT)**

**Web site: [www.smcvt.edu/gradprograms/](http://www.smcvt.edu/gradprograms/)  
e-mail: [gradprograms@smcvt.edu](mailto:gradprograms@smcvt.edu)**

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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, 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.*



## SAINT MICHAEL'S COLLEGE

1904 *Centennial* 2004

### *Office of the President*

#### Greetings—

In the fall of 2004, Saint Michael's College will mark the centennial anniversary of its founding. The celebration will focus on 100 years of the Edmundite tradition in higher education. It is our firm intention to tell current and future students, as well as alumni, parents and friends, of the fascinating history that brought the priests of the Society of Saint Edmund from France to Vermont and their spirit of generosity and dedication to the Church, Vermont and higher education. The Centennial events—occurring from January 2004 through June 2005—will also highlight the academic excellence of our faculty and students, the outstanding offerings of our programs, and the spirit of service that permeates our academic community.

Saint Michael's College is proud not only of its heritage, but of all the members of our large extended family—we are truly grateful for their many achievements. This pride translates into confidence in our future. Inspired by the Edmundite legacy, we embark on a second century of quality higher education, devotion to one another, and expression of the convictions and values imbued in this institution by its Catholic tradition.

We are an open ecumenical community, in spirit and in practice, and the well-being of every individual student is always our foremost concern. We welcome each of you to join us in this wonderful adventure of the human mind—searching, growing and pursuing the riches of the past and the promise of the future in a genuine community of scholars.

Sincerely,

Marc A. vanderHeyden  
President



# **The Mission of Saint Michael's**

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*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.

## **The Graduate Programs**

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### **History**

From 1926 to 1959, the College offered a variety of master's level programs including a master of education degree; master's of arts degrees in English, French, history, Latin, and sociology; and master's 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 Theology (1962) and the Graduate Program in Teaching English as a Second Language (1963).

Our current Graduate Program in Clinical Psychology offers the M.A. degree and was founded in 1984. It succeeded a M.S. in Counseling Program that was founded in 1966. This counseling program, however, was the successor to a graduate certificate program in guidance that was started in the late 1950s within the M.Ed. Program.

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.

At present, over 650 students are enrolled on a part- or full-time basis in the five programs. 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 community, education, 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 life-long 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.

All persons applying for graduate study, including advanced certificate programs, must complete the entire admissions process. An admissions packet containing all the necessary instructions and forms is available upon request or can be found on the Web site at: [www.smcvt.edu/gradprograms](http://www.smcvt.edu/gradprograms).

Admission decisions are made by the program director in consultation with 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.

## **Admission Procedures**

Application materials are sent to Graduate Admission in one envelope, which is provided with the application. Detailed instructions are given in each application. Requirements vary by program. Please see individual programs for details on program requirements and procedures for admission.

All application materials and an application fee should be sent to:

Graduate Admission  
Saint Michael's College  
One Winooski Park, Box 286  
Colchester, VT 05439

## **Admission Procedures for International Students**

International students should follow admission procedures for the program to which they are applying. In addition, international applicants must also submit:

1. Submit a statement verifying that the applicant has sufficient financial resources to provide for academic and personal expenses while attending Saint Michael's College. This information is required before immigration documents (an I-20 form) can be sent.
2. Provide a Student Visa (F-1) for all students who are not citizens of the United States. In order to obtain a Student Visa, the student must have an I-20 form issued by Saint Michael's College.
3. Submit verification of one of the following minimum test scores (for applicants whose native language is not English):

**TEST**

**MINIMUM SCORE**

TOEFL (Test of English as a Foreign Language)	550 (213 on the computer-based test)
IELTS (International English Language Testing System)	6.0-6.5
MELAB (Michigan English Language Assessment Battery)	77-82
CAE (Certificate in Advanced English) /CPE (Certificate of Proficiency in English)	C
APIEL (Advanced Placement International English Language)	3

4. Request official transcripts to be sent directly from the institution to Saint Michael's College at the address above. **Please note:** Program directors may require that foreign academic credentials be evaluated by a third party.

## Student Status

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

1. An auditor is a student who receives no 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 six 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 pre-degree or post-degree level. Information on the certificate programs is available in the program area descriptions.

## Academic Policies

### Student Responsibility

It is the responsibility of each student to take the initiative to plan his/her program and to meet all requirements in accordance with the Graduate Catalogue 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 faculty advisor for advice and assistance in designing programs of study and in 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 is one who carries a minimum of nine or more credits in the fall and spring semesters, and six or more credits in the summer session. The standard full-time load for graduate students is nine to twelve credit hours with maximum enrollment of fourteen credit hours in any session. Special permission from the director is needed for a graduate student to take more than fourteen credit hours in any session.

## **Registration**

Registration procedures are outlined in the class schedule sent to students by mail before each semester. Students may wish to meet with the appropriate program director or faculty advisor before registering for courses. All course changes, 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 graduate, receive grades or transcripts of records until all financial obligations are met.

## **Course Additions**

A student adding courses must do so before three class hours in the course have passed. To add a class after initial registration, students must have permission of the program director, and must complete the registration process before attending class.

## **Course Withdrawals**

Any student may withdraw from a class up until the end of the drop/add period (normally three class hours) and no notation for that course will be made on the permanent record/transcript. After that time, students may withdraw from courses up until the mid-point of the course and a grade of “WD” will be assigned, but is not computed in the student’s average.

After the mid-point of the course, graduate students withdrawing from a course will receive a grade of “WP,” withdrawn passing, or “WF,” withdrawn failing, dependent upon the quality of work completed. “WF” grades do enter into the grade point average (the same as “F,” 0.0 grade points). Two “WF” grades may result in dismissal from the program.

Tuition refunds are based upon the date on which the Registrar’s Office is notified of the withdrawal. (The tuition refund schedule is noted in the semester schedules.) 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 must notify the program director in writing of his/her intent to withdraw from a degree program. In year-round programs, if a student does not register 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, if the student wishes to resume the graduate program. The student 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 and excessive absence.

## **Grade Reports**

Grade reports are issued at the end of each term by the Registrar's Office and are mailed to the student at his/her residence. The College reserves the right to withhold grade reports if the student has unmet financial obligations to the College.

## **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.

Students may request unofficial copies of any educational record at the cost of \$1.00; official copies sent directly to other institutions are sent at the cost of \$2.00. Immediate requests are processed for a fee of \$5.00.

## **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 of a dependent student.
6. Directory information (see following page).
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 Neutral 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 encouraged to communicate in a gender-neutral 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	Height/Weight (athletic team members)
Telephone Number	Dates of Attendance
E-mail Address	Degrees and Awards
Date/Place of Birth	Previous School Attendance
Academic Major	

## 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, Jeanmarie Hall 288, 802-654-2571.

## Services for Students With Disabilities

Services for students with disabilities are coordinated through the Office of the Vice President for Student Affairs. The College Engineer deals with facility accessibility issues and supports the services coordinated by Student Affairs. The Office of the Associate Dean of the College coordinates academic services for students with disabilities. Any questions or concerns about such services should be directed to:

Michael D. Samara	David Cutler	Edward J. Mahoney
VP for Student Affairs	Director of Physical Plant	Associate Dean of the
Alliot Hall 105	Founders Hall 102	College
802-654-2556	802-654-2653	Jeanmarie Hall 281
		802-654-2347

## Learning Disabilities Policy

Saint Michael's College is committed to providing support services for all students, including

students with disabilities, as they progress in their education. The College works with those students on an individual and informal basis. Students must meet with the Associate Dean of the College at the beginning of each semester in order to receive the support services that the College provides. In addition to peer tutoring, the Writing Center, and study skills training available to all students, we will provide “reasonable accommodations” to students with documented learning disabilities. A support group for students with learning disabilities is also available through the Student Resource Center.

Saint Michael's College accommodates the special needs of those students who are covered by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

## **Educational Fees and Expenses**

Saint Michael's Graduate Programs publishes all fees and expenses in the semester course schedules. Please call the graduate office at 802-654-2100 to receive a course schedule.

## **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:

<b>Grade Equivalent</b>	<b>Numerical Equivalent</b>	<b>Qualitative Equivalent</b>	<b>Qualitative Points</b>
A	96-100	Above average grad.-level work	4.0
A-	90-95	Above average grad.-level work	3.7
B+	85-89	Above average grad.-level work	3.3
B	80-84	Average grad.-level work	3.0
B-	75-79	Average grad.-level work	2.7
C	70-74	Below average grad.-level work	2.0
F	0-69	Failure	0.0
WD		Withdrawal	0.0

The cumulative grade point average (CUM G.P.A.) is computed by dividing the total number of grade points earned by the total number of credits attempted, based upon course work at Saint Michael's College.

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 allowed to continue in the program.

## **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 program director and course instructor who will submit a signed form to the Registrar. If an “I” grade is not made up within six weeks of the beginning of the semester following the assignment of the notation (not counting summer session), a “WF” grade is assigned.

## **Extensions**

A grade of “XT” (Extended for Thesis Work) 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 graduate student may audit a course with the approval of the instructor and program director. The student receives no credit or grade and does not complete assignment, or take examinations. The student may not claim credit at a later date. The charges for auditing are listed in the course schedule with tuition fees.

## **Academic Disqualification**

Only two “C” grades are allowed. Graduate students will be academically disqualified and not permitted to continue their graduate studies if a third “C” or an “F” is earned.

## **Transfer of Credit**

Students may request the transfer of credits for graduate study completed at another accredited institution. With the approval of the program director, typically no more than six graduate credits may be accepted. For graduate degrees requiring more than fifty credits, a program director may allow more than six transfer credits. 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 and which were completed within five years of the application for transfer. Credits that have been applied to complete a degree are not transferable. Transfer credits will be recorded only after completion of at least twelve credits, or upon the granting of candidacy. Students will be charged \$10.00 per credit for requested transfer credits.

## **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 that the student shows regular and continuous progress toward the degree (or certificate). In general, this is taken to mean not less than six graduate credits in a given academic year, fall/spring/summer, though individual programs may have their own criteria.

Students who do not enroll continuously should meet with the program director prior to subsequent enrollments to determine if changes in the program have occurred. 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.

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, he/she 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 an "Intent to Graduate" form to the Registrar's Office, indicating intended graduation date. The deadlines for filing this form are:

August graduation: July 1

December graduation: November 1

May graduation:\* February 1

\*Ceremony conducted

### **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.

There are two types of graduate financial aid at Saint Michael's:

1. Grants – funds which do not have to be repaid; or,
2. Loans – money borrowed which must be repaid, at a lower interest rate.

In order to receive/retain college grants and federal loans, 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. 6 credits, to be considered for these aid programs.

### **Grants**

Graduate grants are very limited and are offered to students who are in good academic standing and have financial need as determined by the financial aid administrator. Amounts vary depending on need. Graduate Financial Aid Applications are available in the Office of Financial Aid, Klein Building. Students must also submit a signed copy of their Federal Income Tax Return to the Office of Financial Aid and complete a Free Application for Federal Student Aid (FAFSA). Forms and information are on the Web site at [www.smcvt.edu/gradprograms](http://www.smcvt.edu/gradprograms) under "Admission."

## **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 Website, [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. 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 802-654-3243 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).

## **Indirect Aid**

### **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 must meet all admission requirements 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 director of their program or the program office.

# **Administration and Management**

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## **History and Philosophy**

Graduate programs in Administration and Management at Saint Michael's College include a forty to forty-six-credit Master of Science in Administration degree (M.S.A.) and an eighteen-credit post-master's Certificate of Advanced Management Study (C.A.M.S.). The M.S.A. degree was established in 1979 and currently enrolls approximately 300 students from a variety of backgrounds in private, public, and nonprofit organizations. The C.A.M.S. was established in 1985 and is enjoying popularity with students interested in pursuing their education beyond the master's degree, although not necessarily in a doctoral program.

Both programs are unique in their blend of traditional approaches that characterize M.B.A. or M.P.A. degrees. The programs enable students to bring together fundamental concerns of both business management and public administration. The integration of the social and management sciences exposes the student to the complex issues of administration and management in the nonprofit, public, and private sectors.

The curriculum is theory-based but course work is complemented by the student's ongoing work experience, upon which many class projects are based. The student body is diverse, and most students have considerable full-time work experience. This encourages a practical orientation throughout much of the program. Faculty are drawn from various disciplines and work settings. Designed specifically for working professionals, classes are scheduled on evenings and weekends or in intensive summer sessions.

## **Objectives**

The Saint Michael's Graduate Programs in Administration seek to fulfill the mission of the College through a concentrated study of the nature, function, societal, and ethical role of organizations. The programs emphasize that administration is both an art and a science. Administrators and managers need a multitude of skills and abilities to be effective. It is the goal of our graduate management programs to prepare students to make sound decisions in business, government, and other service organizations influenced by diverse attitudes, values, philosophies, and environments.

Graduate administration students at Saint Michael's College are provided an opportunity to develop necessary administrative and management skills through course work and through the activities and assignments in the courses. In the context of class assignments, the students should demonstrate an ability to:

- Research, write, present, and defend reports on issues in administration and management;
- Present administrative topics to diverse audiences using effective delivery skills and use of appropriate visual aids;
- Show proficient application of information technology;
- Examine the theory and application of various models to support management decision making;
- Analyze the structure, leadership style, group processes, and power relationships of given organizations;
- Select and apply appropriate and workable management techniques to cases or current situations;
- Understand how external factors, such as the global economy, international politics, sociological, technological, and ecological trends impact an organization;
- Synthesize the theories and applications learned throughout the student's experiences in a comprehensive evaluation of a current situation;
- Use effective interpersonal communication skills;
- Consider ethical issues in their cultural context; and
- Understand and appreciate diversity.

## **Master of Science in Administration (M.S.A.)**

### **M.S.A. Applicant Requirements**

Applicants to the M.S.A. program must have:

1. A bachelor's degree from an accredited American college or university, or its foreign university equivalent, with a minimum 2.8 G.P.A.
2. Full-time relevant work experience of usually three years. In exceptional circumstances and with the approval of the program director, an applicant may submit scores from the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination Test (GRE) in lieu of work experience.
3. Applicants for whom English is not a native language should consult "Admission Procedures for International Students" in the front of the catalogue.

### **M.S.A. Admission Procedure**

Applicants to the program will need to follow the procedure for admission as stated below or as found in the Application for Graduate Admission. **Please note:** International applicants should also follow "Admission Procedures for International Students".

1. Complete the Application for Graduate Admission.
2. Obtain official transcripts of all relevant undergraduate and graduate course work. Have official transcripts sent to you in a sealed envelope and included with your application. (**Please note:** International applicants should have official transcripts sent directly from the institution to Saint Michael's College at the address below. Program directors may require foreign academic credentials to be evaluated independently.)
3. Fill out the first portion of two Reference Forms, giving the name and address of two persons who know your academic and/or professional competence. (Do not give these forms to your evaluators. Saint Michael's will send out these forms to the persons you have selected.)
4. Include a resume.
5. Submit a single page essay describing your education and career background and reasons for desiring a degree or certificate in the Graduate Administration and Management program. The essay should also include four to seven personal specific goals that will be achieved as a result of matriculation in the program.
6. Include an application fee.

Please send all the above materials in one envelope to:

Graduate Admission  
Saint Michael's College  
One Winooski Park, Box 286  
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 the program director in consultation with 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.

### **M.S.A. Requirements**

The M.S.A. program requires the successful completion of a minimum of forty credits or a maximum of forty-six credits of coursework with a grade point average (G.P.A.) of 3.0 or higher. It is the student's responsibility to meet all of the degree requirements and follow the

policies governing the M.S.A. program. The degree is granted upon the student successfully completing the following degree requirements:

### **1. Qualifying Courses**

Students must take or have previously taken the following five courses at an accredited graduate or undergraduate institution or successfully complete an assessment in the following five courses:

GSA 491	Applying the Behavioral Sciences to Management
GSA 492	Application of Economic Theory
GSA 494	Accounting for Managers
GSA 495	Marketing Management
GSA 496	Business Quantitative Tools and Statistics

The qualifying course requirements of economics, accounting, management, marketing, and business statistics may be waived by applying for advanced standing in any of these five courses in recognition of previous graduate or undergraduate course work completed with a minimum of B- (2.8), not older than five years at the time of application. Advanced standing may also be granted if a student demonstrates competency by successfully completing a relevant CLEP Subject Examination. Only College-Level Examination Program (CLEP) scores comparable to a B- (2.8) and not older than five years may be used for advanced standing. Business Quantitative Tools and Statistics may be taken or waived based upon successful completion of a skills assessment. (See further information on this under Candidacy Requirements section.)

If possible, the qualifying courses should be taken as beginning courses in the M.S.A. program. Students who waive two, three, four, or five qualifying courses must still complete 40 credits to graduate, but may take the credits in elective courses. If a student waives one qualifying course, that student's degree requirements are for forty-three credits; and if no qualifying courses are waived, forty-six credits are required for the M.S.A.

### **2. Core Courses**

Students must complete the following sixteen credits:

GSA 511	Managerial Presentations (2 credits)
GSA 513	Financial Management I
GSA 515	Effective Written Communication (2 credits)
GSA 545	Management and Ethics
GSA 595	Leadership Seminar I
GSA 596	Leadership Seminar II

GSA 511 Managerial Presentations and GSA 515 Effective Written Communication should be taken near the beginning of the M.S.A. program. GSA 595 and GSA 596 Leadership Seminar I & II are designed to be taken as capstone courses at the end of the program.

### **3. Elective Courses**

Students must complete a minimum of five three-credit electives, or as many courses as necessary to complete the degree requirements of forty to forty-six credits. It is recommended, but not required, that nine credits be taken in one of the areas of specialization toward the M.S.A., with an additional six credits taken outside the selected area of specialization. Current areas of specialization include: Organizational Behavior/Management, Planning & Control, Human Resource Management, International Management, Marketing,

Management Information Systems, and Nonprofit Management. Please note that areas of specialization represent a concentration and will not appear on the student's degree. Elective courses by area of specialization are:

*(Courses are three credits unless otherwise indicated.)*

### **Organizational Behavior/Management**

GSA 517	Implementing Teams in the Workplace
GSA 521	Change and Innovation in Organizations
GSA 522	Power and Politics in Organizations
GSA 523	Interpersonal Communication
GSA 525	The Future of Management
GSA 526	Entrepreneurship
GSA 527	Legal Issues in Administration
GSA 528	Executive Decision Making
GSA 529	Managing Conflict in Organizations
GSA 540	Total Quality Management
GSA 542	Business and Nonprofit Organizations: A Comparative Analysis
GSA 546	Comparative Management and International Business
GSA 547	The New Business Paradigm
GSA 549	The Learning Organization
GSA 598	Thesis Seminar
GSA 635	Women in Leadership (1 credit)
GSA 641	Team Development (1 credit)

### **Planning and Control**

GSA 532	Computers for Managers: The Information Toolbox
GSA 533	Strategic Management
GSA 534	Financial Management II
GSA 535	Production and Operations Management
GSA 536	Investment Analysis and Portfolio Management
GSA 537	Planning and Control Systems
GSA 538	Systems Thinking: A Management Perspective
GSA 540	Total Quality Management
GSA 549	The Learning Organization
GSA 617	Preparing a Small Business Plan (1 credit)

### **Human Resource Management**

GSA 527	Legal Issues in Administration
GSA 530	Training for the Trainer
GSA 551	Human Resource Management
GSA 552	Labor Management Relations
GSA 554	Professional Effectiveness
GSA 556	Total Compensation
GSA 633	Multiculturalism in the Workplace (1 credit)
GSA 641	Team Development (1 credit)
GSA 650	Mediation and Negotiation (1 credit)

### **International Management**

GSA 546	Comparative Management and International Business
GSA 559	International Finance
GSA 561	International Marketing

\*GSL courses with director's approval

## **Marketing**

GSA 561	International Marketing
GSA 562	Sales and Sales Management
GSA 563	Sales Promotion and Advertising
GSA 564	New Product Development
GSA 626	Marketing for Nonprofit Organizations (1 credit)

## **Management Information Systems**

GSA 532	Computers for Managers: The Information Toolbox
GSA 541	Managing Information Systems
GSA 550	Digital Futures
GSA 582	Advanced Uses of the Internet
GSA 586	Multimedia Technology

## **Nonprofit Management**

GSA 540	Total Quality Management
GSA 542	Business and Nonprofit Organizations: A Comparative Analysis
GSA 551	Human Resource Management
GSA 605	The Nonprofit Organization (1 credit)
GSA 606	Volunteer Management (1 credit)
GSA 607	Issues in Nonprofit Management Seminar (1 credit)
GSA 609	Financial Management Issues for Nonprofits (1 credit)
GSA 626	Marketing for Nonprofit Organizations (1 credit)
GSA 628	Strategic Planning for Nonprofits (1 credit)
GSA 629	Public Policy and the Nonprofit Sector (1 credit)
GSA 640	The Nonprofit Board (1 credit)
GSA 641	Team Development (1 credit)
GSA 681	Resource Planning and Grant Writing (1 credit)

Often new electives are offered under GSA 591 Special Topics. Some electives are offered every other year depending on enrollments. You may check with the director about the specific schedule.

Up to six transfer credits from another accredited graduate institution with a "B" grade or better and not more than five years old may be used as elective credits. Students may take up to six elective credits in the Saint Michael's College master's programs in education, clinical psychology, teaching English as a second language, or theology. See the course descriptions and prerequisites for the courses in each program. A total of three one-credit electives (600 course number series) may be taken to equal one three-credit course. Unless a student chooses the Nonprofit Management area of specialization, no more than three one-credit electives may be taken for the degree.

## **4. Candidacy Requirements**

In order to develop students to their fullest potential in an academic setting and in their work and community organizations, students must show proficiency in writing and quantitative skills to achieve candidacy. After admission to the M.S.A. program, but prior to the completion of twelve credits, students must complete the candidacy requirements and apply for candidacy. The candidacy requirements include the following:

- a. Students may show proficiency in writing by satisfactorily completing:
  - GSA 515 Effective Written Communication; or a writing course at another

accredited institution with prior approval by the program director.

- b. Students may show proficiency in quantitative skills by satisfactorily completing:
  - a skills assessment in Business Quantitative Tools and Statistics; or
  - GSA 496 Business Quantitative Tools and Statistics.

The quantitative skills assessment should be scheduled with the program director.

- c. Students must submit personal goals from Section B of the Portfolio Requirement.

## 5. Portfolio Requirement

Students must prepare a portfolio which provides a record of accomplishment of personal and program goals, an analysis of leadership/followership style, and evidence of the ability to conduct action research. Students should begin the portfolio at the start of their program and must have it completed and approved prior to graduation. Portfolio development workshops are held annually. Students are encouraged to attend a workshop early in the program.

**Portfolio Development:** The following are sections that must be included in the completed portfolio:

- a. **Introduction to the Portfolio:** In this section, students should preview the contents of the portfolio for the reader. What the reader will find in each section, various highlights, and any editorial comments should be included.
- b. **Program and Personal Goals Accomplishment and Application:** In this section, evidence demonstrating the achievement of the goals of the M.S.A. and personal goals should be discussed in the context of the work situation. Students need to state in what courses or through which experiences in the M.S.A. program they achieved the goal and secondly, what was learned from the courses and/or experiences. They will need to describe how they have applied the learning and understandings to their work situation. In what ways have they increased contributions to the organization as leaders and/or followers? How has personal and professional growth increased worth to the company for which they work? Evidence of accomplishment of the goals, which includes papers, reports, video presentations, and case analyses, should be included in the appendices. In addition to personal goals, students need to address the following program goals in this section:
  - Demonstrate an ability to research, write, present, and defend reports on issues in administration and management;
  - Present administrative topics to diverse audiences using effective delivery skills and use of appropriate visual aids;
  - Show proficient application of information technology;
  - Examine the theory and application of various models to support management decision making;
  - Analyze the structure, leadership style, group processes, and power relationships of given organizations;
  - Select and apply appropriate and workable management techniques to cases or current situations;
  - Understand how external factors, such as the global economy, international politics, sociological, technological, and ecological trends impact an organization;
  - Synthesize the theories and applications learned throughout the student's experiences in a comprehensive evaluation of a current situation;
  - Demonstrate effective interpersonal communication skills;
  - Consider ethical issues in their cultural context; and
  - Understand and demonstrate an appreciation of diversity.

- c. **Individual Leadership/Followership Case Study:** In this section, the students develop a leadership case study in which they analyze the effectiveness of their leadership/followership styles within the given structure of an organization. This analysis should demonstrate research skills and the ability to determine both effective and ineffective patterns of leadership/followership behavior and to develop a plan for improving effectiveness.
- d. **Team Action Research Paper & Presentation:** This section includes a report of a team project. This project is designed to introduce students to the concept and practice of “leader as decision maker.” Students will present a team case on a “real” company, selected by the students and approved by the faculty. This case must be written and presented. It must integrate the fields of business and include evidence of the ability to apply decision-making techniques and models. In addition, evidence of computer usage must be demonstrated.
- e. **Portfolio Summary:** In this section, students should present a summary statement of contents of the portfolio. Students should include in what ways it reflects experiences in the program and comments about the process of developing the portfolio.

### **Portfolio Process:**

- a. Students must submit personal goals from Section B with the candidacy form within the first twelve credits.
- b. Students should attend a portfolio workshop.
- c. In the final semester, the portfolio must be submitted for final review and examination before a faculty committee.

### **M.S.A. Graduation Requirements**

Graduation is contingent upon successful completion of all degree requirements. A student must file an Intent to Graduate Form at the beginning of the semester in which the student anticipates completing all degree requirements. The form should be approved by the director and sent directly to the Registrar’s Office by November 1 for December graduation, by February 1 for May graduation, and by July 1 for August graduation. A diploma fee is paid when an Intent to Graduate Form is filed.

### **Certificate of Advanced Management Study (C.A.M.S.)**

This program is designed for working professionals who have completed their master’s degree and are interested in further developing knowledge and skill areas in management and administration in private, public, and nonprofit administration.

The C.A.M.S. allows the individual the opportunity to follow a self-designed program of study and requires the successful completion of eighteen credit hours or six three-credit courses in the fields of management and administration, drawing upon graduate-level courses offered as part of the Master of Science in Administration Program. The program enjoys a practical and applied orientation led by an experienced interdisciplinary faculty team.

Individuals who have master’s degrees in the fields of administration and management (M.S.A.), business administration (M.B.A.), public administration (M.P.A.), economics (M.A. or M.S.), computer science (M.S.), education administration (M.Ed.), or other related areas are invited to apply for admission to the C.A.M.S.

### **C.A.M.S. Admission Requirements**

Applicants to the C.A.M.S. program must have:

1. A master’s degree from an accredited American college or university, or its foreign university equivalent, with a minimum 3.0 G.P.A.;
2. Applicants for whom English is not a native language should consult the “Admis-

sion Procedures for International Students” in the front of the catalogue.

### **C.A.M.S. Admission Procedure**

**Please note:** International applicants should also follow “Admission Procedures for International Students.”

1. Complete the Application for Graduate Admission.
2. Obtain official transcripts of all relevant graduate course work. Have official transcripts sent to you in a sealed envelope and included with your application. (**Please note:** International applicants should have official transcripts sent directly from the institution to Saint Michael's College at the address below. Program directors may require foreign academic credentials to be evaluated independently).  
**Transfer of Credit:** If an applicant has successfully completed graduate coursework beyond the master's at another institution (but the degree was not conferred), a student may request that up to six credit hours be transferred toward the C.A.M.S. program. A Transfer of Credit Form must be completed and submitted with the application.
3. Fill out the top portion of two Reference Forms, giving the name and address of two persons who know your academic and/or professional competence. (Do not give these forms to your evaluators. Saint Michael's will send out these forms to the persons you have selected.)
4. Include a resume.
5. Submit a single page essay describing your education and career background and reasons for desiring a degree or certificate in the C.A.M.S. program.
6. **Individual Program of Study Form:** The student should complete an Individual Program of Study Form, preferably with input from the director.
7. Submit an application fee.

Please send all the above materials in one envelope to:

Graduate Admission  
Saint Michael's College  
One Winooski Park, Box 286  
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 the program director in consultation with 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.

Upon completion of the required eighteen credits in the C.A.M.S., students will receive a certificate of completion from Saint Michael's College.

#### **Special Note**

**Advising:** The program directors serve as academic advisors for all M.S.A. and C.A.M.S. students. Students are encouraged to seek advice or assistance with questions or concerns. The directors work with each student in planning individual programs of study upon admission and then candidacy.

**Student Advisory Board:** Students are encouraged to participate in the program through the Student Advisory Board. The board has been active in suggesting curriculum updates, admissions revisions, and student resource needs. If a student is interested in participating, the director should be contacted for further information.

## **Nonprofit Management Series**

Saint Michael's College offers a post-bachelor Nonprofit Management Series designed to meet the educational needs of nonprofit professionals who want a wider range of experience in management. To complete the series, students are required to complete a minimum of nine credits within the nonprofit management courses, which are listed under the areas of specialization in this catalogue. At least six of these nine credits must be one-credit nonprofit management courses. These courses may be audited or taken for graduate credit. The nonprofit management courses may also serve as an area of specialization for students admitted to the M.S.A. degree program. When registering for the last course in the series, a student should notify the director. Then, upon completion of the required nine credits in the Nonprofit Management Series, students will receive documentation of completion from Saint Michael's College.

## **Qualifying Courses**

- GSA 491 Applying the Behavioral Sciences to Management 3 cr.**  
The focus of this course is at the micro level in organizations: issues concerning individuals, interpersonal relations, and groups. This course seeks to foster an understanding of the basic social processes and theories of management and organizational behavior and to promote a self-awareness of the student/manager as a participant in these processes. (Fall)
- GSA 492 Application of Economic Theory 3 cr.**  
This course is designed to increase one's economic literacy through a study of national and international economic institutions and principles. The role of the private, public, and not-for-profit sector in producing the nation's output in a rapidly changing global economy is examined. Students will further acquire skills in the use of economist's "tools," "analytical techniques," and how to interpret the myriad of economic indicators designed to measure economic well-being. (Summer)
- GSA 494 Accounting for Managers 3 cr.**  
This course provides a basic understanding of financial and managerial concepts for users of accounting information. Case studies are the basis for understanding what accounting information is, what it means, and how it is used in the management of organizations. The cases will lead students through basic financial statements and financial analyses, and provide the basis for class discussions regarding the use of accounting data for evaluation, planning, and control. (Fall)
- GSA 495 Marketing Management 3 cr.**  
This course will focus on the strategic decisions that must be made to achieve an organization's marketing objectives. Particular emphasis is placed on the elements of the marketing mix, the impact of external environmental factors on marketing mix decisions, and ethical considerations in marketing. (Spring)
- GSA 496 Business Quantitative Tools and Statistics 3 cr.**  
This course is designed as an introduction to business quantitative tools and how managers use them. The information gained is intended to help students in subsequent courses. Some topics included are averages, standard deviation, sampling techniques, linear regression, probability, and managerial forecasting

techniques. Note: Based on the results of an assessment given on the first night of class, individual students may be required to attend an additional non-credit math skills workshop.

*Prerequisite: College Algebra or permission of instructor. (Fall/Spring)*

## **Core Courses**

**GSA 511 Managerial Presentations** **2 cr.**  
This course supports students in the development and refinement of their presentation skills by emphasizing the organization, planning, and delivery of presentations; developing an audience analysis strategy, and discussing the design and integration of visuals. Both formal and informal presentations are required. The major and final presentations are videotaped and critiqued. (Spring/Summer)

**GSA 513 Financial Management I** **3 cr.**  
This course introduces the beginning student of finance to the basic principles and practices of financial management. The emphasis is on application and theory. Five major areas will be covered: fundamental concepts, financial statements and forecasting, capital budgeting, long-term financing decisions, and working capital. Special situations in finance, i.e., mergers, bankruptcy, international finance, leasing, and small business finance, will be accessible to students in the assigned text, but are not to be covered in this course. *Prerequisite: GSA 494 Accounting for Managers or Financial Accounting or equivalent. (Spring)*

**GSA 515 Effective Written Communication** **2 cr.**  
This course introduces and reviews all aspects of the writing process, with an emphasis on writing in a business or organizational setting. Among the topics covered are grammar, punctuation, syntax, word usage, outlining, proofreading, revising, and editing. APA style rules are taught as well. Students learn how to communicate their ideas concisely and convincingly through a wide variety of writing assignments that include thorough evaluations by both the professor and peers. (Fall/Spring)

**GSA 545 Management and Ethics** **3 cr.**  
This course explores the effects of personal, corporate, and societal values on decision-making in the marketplace. It assists students in the development of reasoning skills for application of ethical principles to management. (Fall)

**GSA 595 Leadership Seminar I** **3 cr.**  
This is part one of a two-part capstone course where students can synthesize and apply knowledge from a variety of MSA course offerings. This course reviews the five best practices of leadership. The second semester will focus on leading teams. Leadership style and abilities are assessed through a variety of teaching modalities. A theoretical and personal perspective runs throughout the course. *Prerequisite: All courses in GSA must be completed or permission of Director. (Fall)*

**GSA 596 Leadership Seminar II** **3 cr.**  
Continuation of GSA 595. During the Spring semester the focus is on the team. *Prerequisite: GSA 595 Leadership Seminar I. (Spring)*

*Note: Qualifying and Core courses are usually offered each year in the designated semester;*

however, electives may be offered in every-other-year sequencing.

## **Elective Courses**

(Please refer to M.S.A. Degree Requirements for a listing of electives by area of specialization).

- GSA 517 Implementing Teams in the Workplace** **3 cr.**  
In this course participants use the team approach to study the processes involved in implementing teams in the work place. Sessions involve skill training in listening, conflict resolution, problem solving, leadership, communication and administrative skills (scheduling, cost analysis, performance appraisal) as they relate to effective team functioning. A group project/presentation and an individual project are required.
- GSA 521 Change and Innovation in Organizations** **3 cr.**  
Change and Innovation prepares students to be internal and/or external change agents in organizations. Organizations can no longer be static, but must constantly adapt to new environments and customer needs. Organizational members must learn to create and manage change. In this course students learn how to identify the changing environmental needs, identify the key players for organizational change, and how to plan, implement, and manage organizational change.
- GSA 522 Power and Politics in Organizations** **3 cr.**  
Students learn to recognize and exercise power and influence tactics when managing, especially when one's responsibility exceeds one's authority. Through readings, film, team projects, case studies, simulations, and, of course, class discussion, students become more comfortable with power and more proficient at achieving goals, dealing with conflict, negotiating, and motivating others. Navigating between the rock of cynicism and the whirlpool of naiveté, we deal in power without abusing it.
- GSA 523 Interpersonal Communication** **3 cr.**  
This course provides students an opportunity to examine informal and formal interpersonal communication patterns, models of communication, developing listening skills, perception, and responding styles. Theoretical considerations are complemented with practical applications utilizing role-playing, simulations, and case analyses.
- GSA 525 The Future of Management** **3 cr.**  
This course analyzes the emerging trends that will influence the private and nonprofit sectors in the future. Through readings, lectures, and simulations, students become familiar with the technology, knowledge, and skills that will be required of managers to work in organizations of the future. Formerly: Future Shock: Management in the 21st Century.
- GSA 526 Entrepreneurship** **3 cr.**  
The processes of opportunity assessment and resource management are examined in this course, as well as the entrepreneurial characteristics of founders and the required skills to successfully start and manage new ventures. Business planning and technology-based entrepreneurship and innovation receive

special attention.

- GSA 527 Legal Issues in Administration** **3 cr.**  
This course focuses on areas of the law that are of interest to the administrators in the private and public sectors. Theoretical concepts are examined in an administrative context to understand the processes by which law is made, interpreted, and applied. A case approach is used, with attention given to rulings in agency, contract, taxation, and employment law. Other major topics include regulation, business organizations, individual rights, and products liability.
- GSA 528 Executive Decision Making** **3 cr.**  
This course is based on a series of class simulations, which provide students with the opportunity to make decisions in a variety of organizational settings. Each student practices decision-making skills that will assist them in making critical individual, group, and organizational decisions.
- GSA 529 Managing Conflict in Organizations** **3 cr.**  
This course introduces students to the study of human behavior, attitudes, and performance within an organizational setting. Students learn how individual perceptions, values, and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration is followed by application exercises.
- GSA 530 Training for the Trainer** **3 cr.**  
Participants in this course examine various elements for designing and implementing training sessions in organizational settings. Topics include learning theory, learner characteristics, planning learning experiences, teaching/learning strategies, and evaluating learning outcomes. As part of the course each participant is expected to make a presentation demonstrating course principles and concepts.
- GSA 532 Computers for Managers: The Information Toolbox** **3 cr.**  
The information age has its tools, no less than the manufacturing age before it. This class introduces the programs most frequently used to retrieve, analyze, and display data on personal computers. The class consists of extensive “hands-on” sessions with evaluation based on assigned and selected projects.
- GSA 533 Strategic Management** **3 cr.**  
This course reviews the major skills, trends and processes that public/private sector managers will need to prepare their organizations for the future. Strategic planning models, forecasting tools, environmental scanning, portfolio analysis, and business modeling techniques are reviewed.  
*Prerequisite: GSA 513 Financial Management, GSA 495 Marketing Management, GSA 491 Applying the Behavioral Sciences to Management, or permission of instructor.*
- GSA 534 Financial Management II** **3 cr.**  
This course introduces the advanced student of finance to the theory and application of decisions required of the chief financial officer. Advanced topics of study include capital structure and the cost of capital, capital budgeting, financing techniques, leverage, valuation, mergers and acquisitions. The use of

case analysis, readings, and class discussion enable the student to assume the role of the financial manager in addressing the questions and issues raised in the course.

*Prerequisite: GSA 513 Financial Management I or permission of instructor.*

**GSA 535 Production and Operations Management 3 cr.**

This course introduces the student to the basic principles and practices of production and operations management. The emphasis is on application and theory. Five major areas are covered: decision-making, forecasting, work system design, facilities planning and design, inventory control, and quality assurance.

*Prerequisites: GSA 494 Accounting for Managers and GSA 496 Business Quantitative Tools and Statistics, or permission of instructor.*

**GSA 536 Investment Analysis and Portfolio Management 3 cr.**

This course provides comprehensive coverage of both fundamental investment analysis and modern portfolio theory. The students examine the organization and functions of securities markets, the modern development in investment theory, the valuation of debt and equity securities, and the nature of derivatives. Students will perform company/industry investment analysis and manage a portfolio.

*Prerequisite: GSA 513 Financial Management I or permission of instructor.*

**GSA 537 Planning and Control Systems 3 cr.**

This course examines the major administrative techniques that managers and planners use in managing organizations. The following techniques are employed: operational analysis, program analysis, network analysis (P.E.R.T), program budgeting (P.P.B.S.), management information systems (M.I.S), management by objectives (M.B.O), and others.

**GSA 538 Systems Thinking: A Management Perspective 3 cr.**

“Systems Thinking” is one of the most important advancements in how to think and how to effectively communicate complex organizational problems. Systems Thinking focuses management’s attention from dealing with symptoms to addressing the root causes of problems. Students will have an opportunity to use system tools to identify, analyze, and resolve problems in their organizations.

**GSA 540 Total Quality Management 3 cr.**

This course is designed to help students understand the basic philosophy, concepts, approaches, and tools of Total Quality Management (TQM). This is accomplished by presenting information on the three major components of TQM: Continuous Quality Improvement, Statistical Quality Control, and Strategic Quality Planning; as well as enabling the students to apply the course material by evaluating a simple process. An ability to use Microsoft applications, especially Excel, is strongly recommended.

**GSA 541 Managing Information Systems 3 cr.**

This course presents concepts that managers need for effective use and management of information systems. Topics include basic technological and managerial aspects of system and implementation, strategic uses of information technology, and management and control of information systems.

- GSA 542 Business and Nonprofit Organizations–  
A Comparative Analysis 3 cr.**  
This course focuses on what business can learn from nonprofits, because according to Peter Drucker, “The best management practices and most innovative methods now come from what is called the third sector.” Through a series of management simulations, students have an opportunity to compare and contrast the similarities and differences between for-profit and nonprofit organizations.
- GSA 546 Comparative Management and International Business 3 cr.**  
Managing an international enterprise requires knowledge and skills in finance, marketing, management – in every aspect of running a business – beyond what domestic operations require. Although the instructor’s expertise will shape the course, its content may include a computer-based simulation, behavioral simulations, elements of country-specific data and culture, and principles and theories used in international business. Students will learn to work more effectively across borders.
- GSA 547 The New Business Paradigm 3 cr.**  
This special topics seminar assesses how emerging paradigm shifts are restructuring the way organizations are doing business. (Paradigm shift is a distinctly new way of thinking about old problems and is usually received with coolness, mockery, and hostility.) Specifically the course analyzes these paradigm shifts and assesses their impact on Organizational Behavior.
- GSA 549 The Learning Organization 3 cr.**  
To ensure the survival of organizations, managers must be able to learn from their environment and create new strategies that capitalize on their knowledge. This course reviews six disciplines (personal mastery, mental models, shared visions, team learning, systems thinking, and creativity) that form the foundation of the learning organization. Through a blend of theory and application, this course reviews the way companies generate, communicate, and leverage their intellectual assets.
- GSA 550 Digital Futures 3 cr.**  
Digital technology is exerting major changes in telecommunications, health-care, education, and other knowledge-based industries. Billions of dollars are riding on the outcome. This course explores the technical, business, social, legal, and ethical implications of this new world, via class discussions, assigned readings, and student research and reports.
- GSA 551 Human Resource Management 3 cr.**  
This course is designed to cover a broad spectrum of human resource management areas: job design and analysis, human resource planning, recruitment and selection, training and development, performance appraisal, wage and salary systems, health and safety, and employee and union relations. Consideration will also be given to government regulations, legal requirements, and contemporary issues in human resource management.
- GSA 552 Labor Management Relations 3 cr.**  
This is a broad survey course. Topics include the history of the American Labor Movement, the development of labor law in the United States, and analysis of the techniques and strategies of collective bargaining both for management and labor in the private and public sectors. Cases and extensive classroom partici-

pation allow exploration of various methods of dispute settlement including mediation, arbitration, and negotiation.

**GSA 554 Professional Effectiveness** **3 cr.**  
This course helps students develop skills that will enhance their managerial effectiveness. Students learn to work effectively with others by developing a better understanding of behavioral styles, ways to work with difficult behavior styles, and ways to communicate assertively and listen. Students will complete action plans for each topic area and design a final project demonstrating integration of course material. Students will also look at ways to improve work habits, enhance credibility, and build stronger professional relationships.

**GSA 556 Total Compensation** **3 cr.**  
This course examines the methodology used in determining effective compensation and benefits systems. Topics include job analysis and evaluation; point factor, ranking and classification systems; performance appraisal; team based rewards; group health and welfare benefit programs; qualified retirement plans; flexible benefits; and the legal requirements affecting compensation and benefits administration.

**GSA 559 International Finance** **3 cr.**  
The course addresses unique issues and opportunities facing the international financial manager. Topics include foreign exchange rates, risk management, multinational funds, flow mechanisms, international financial markets, foreign trade transactions, and global investment management. Students make decisions regarding foreign exchange exposure positions and management of a global and regional equity portfolio, and follow current developments in the international financial markets.  
*Prerequisite: GSA 513 Financial Management I or permission of instructor.*

**GSA 561 International Marketing** **3 cr.**  
International Marketing exposes the student to the application of marketing techniques to the global marketplace. The course addresses the changing economic, social, and political variables that a firm must deal with when it begins marketing its product or service outside the United States. The course also focuses on how the various elements of the marketing mix can be adapted in response to these variables in order to penetrate foreign markets.  
*Prerequisite: GSA 495 Marketing Management or permission of instructor.*

**GSA 562 Sales and Sales Management** **3 cr.**  
This course gives the student an overview of the sales function in a marketing-oriented organization. The course addresses what makes an effective sales strategy and presentation, and how the sales operation and sales people are managed in the context of an organization's overall marketing objectives.  
*Prerequisite: GSA 495 Marketing Management or permission of instructor.*

**GSA 563 Sales Promotion and Advertising** **3 cr.**  
Sales Promotion and Advertising focuses on the management of the entire sales promotion function. The course includes an in-depth analysis of the uses, advantages, and disadvantages of advertising, personal sales, public relations, and non-advertising promotional techniques. Through a combination of read-

ings, case studies, and simulations, students will focus on the ways marketing managers develop a promotional mix which best achieves organizational communication goals.

*Prerequisite: GSA 495 Marketing Management or permission of instructor.*

- GSA 564 New Product Development 3 cr.**  
This course focuses on the process of creating and marketing new products (or services). The course runs through the entire cycle of new product development, from identification of opportunities, design, testing and improvement, and introduction in the marketplace, to management of the product life cycle.  
*Prerequisite: GSA 495 Marketing Management or permission of instructor.*
- GSA 571 Ethical Issues in Health Care Management 3 cr.**  
Ethical dilemmas are unavoidable in the workplace. This course explores a variety of management ethical issues commonly faced by people in the health care field. The course first offers a framework for resolving difficult ethical dilemmas and challenges in the workplace. Then, through additional readings and case studies focused on the health care field, participants are challenged to analyze dilemmas in light of their own experience and the material discussed earlier in the course.
- GSA 579 Information Literacy: Researching Electronically 3 cr.**  
This course equips students to be effective online researchers. Students will acquire the skills to determine the extent of information needed, access the information through different formats, evaluate information and its sources critically, design search strategies for specific subject areas, and understand information publishing within current copyright standards. Strategies for searching full text databases, online catalogs, subject indexes, and Internet sources will be fully reviewed. Students will publish a major research project Web page.
- GSA 582 Advanced Uses of the Internet 3 cr.**  
The Internet and World Wide Web provide opportunities to affect learning and promote process innovation. This is one of the most valuable resources of the new global digital economy. Using the Internet, participants will develop Web-based resources to enhance learning opportunities and administrative innovation; to promote professional development and distance learning; and to gain a thorough understanding of the technology and issues that drive the Internet.  
*Prerequisites: Familiarity with Windows, e-mail and word processing, or permission of instructor.*
- GSA 586 Multimedia Technology 3 cr.**  
Multimedia, computer, and communication technologies are evolving into very powerful educational, training, and business tools. These technologies will change the way we view and present information. This course provides an introduction to the theories and skills necessary to create multimedia in today's technological world. Students will use Microsoft PowerPoint, Image Composer, Gold Wav and Internet Explorer to display and manipulate information and discover the impact multimedia can have in accommodating different learning styles.
- GSA 591 Special Topics 3 cr.**  
This course is offered on current topics when the need arises. This enables the curriculum to adapt to changes quickly.
- GSA 598 Thesis Seminar 3 cr.**

The thesis is an elective choice for students who wish to do primary research on a topic of choice in Administration/Management. Students not completing the course in one semester will receive an “XT” (Extended for Thesis Work) grade and will have the two following semesters to complete the thesis and defense, being charged one credit for each “XT” semester. Therefore, the student registers only when ready to write her/his thesis.

*Prerequisites: Completion or near completion of all previous course work. Must have an approved hypothesis or problem statement to register.*

- GSA 605 The Nonprofit Organization 1 cr.**  
This course consists of an introduction and exploration of the key aspects of nonprofit management: mission and goal setting, structure, policies, funding, and planning. The course also covers nonprofit trends, staff and board relationships, meeting financial and organizational needs, and working under the pressures of the nonprofit sector. It offers novice nonprofit managers a grasp of the challenges while offering experienced professionals an opportunity to delve into some provocative issues.
- GSA 606 Volunteer Management 1 cr.**  
Current trends shaping our country will significantly affect volunteer based agencies, requiring them to become more creative and open-minded in developing the structure of programs and the policies that govern them. This course helps to better position volunteer programs for the future by including discussions on volunteer policy and procedures, identifying ways to utilize volunteers to develop a good volunteer-staff relationships, and the volunteer manager as change agent.
- GSA 607 Issues in Nonprofit Management Seminar 1 cr.**  
This course will examine key issues in managing nonprofit organizations in today’s rapidly changing environment. Current developments in government policy, funding streams, accountability, and regulations will guide discussion and problem solving sessions. The course is designed to give participants both a theoretical and practical overview of the issues and approaches to managing and leading dynamic and successful organizations.
- GSA 609 Financial Management Issues for Nonprofits 1 cr.**  
This course takes a systems approach to the topic. It assumes needs can be met with a single financial management system. In order to accomplish this, those who provide the input and direct the output from the system must understand the basic workings of the entire system. The course provides participants with the knowledge and tools to participate in the development, maintenance, and use of an effective accounting/financial management system within a nonprofit.  
*Prerequisite: GSA 494 Accounting for Managers or permission of instructor.*
- GSA 617 Preparing a Small Business Plan 1 cr.**  
To achieve best results, a small business manager must understand the significance of planning in developing a small business. Planning reduces the risk of failure, permits development of growth objectives, and establishes a timetable for pulling together the major areas of responsibility in small business management including production, marketing, finance, personal, and legal requirements. This seminar focuses on the small business planning process.
- GSA 626 Marketing for Nonprofit Organizations 1 cr.**  
This course focuses on applying marketing concepts in a nonprofit setting. Designed for those actively involved in administration and service delivery, this course enables students to identify and begin work on marketing challenges facing their organizations. Key topics include: knowing customers, publics, and

competition; developing marketing strategies to meet long-term goals; communications and public relations; attracting resources; and introducing marketing into the organization.

- GSA 628 Strategic Planning For Nonprofits** **1 cr.**  
This course is designed for the professional who has never participated in a planning process or who is interested in reviewing the process. It is an opportunity to begin planning or to provide training to those responsible for it. The course explains decisions and processes that enable a nonprofit to grow into its ideal state. Topics include planning and organizational conflict; establishing the bottom line; and program versus organizational strategies.
- GSA 629 Public Policy and the Nonprofit Sector** **1 cr.**  
In this course students examine the interrelationship between the nonprofit and the public sectors regarding areas such as policy, funding, and regulations. The course addresses the process of public policy, financing, and the people who make public policy work.
- GSA 633 Multiculturalism in the Workplace** **1 cr.**  
Traditional management methods often assume a homogenous workforce. However, dramatic changes are occurring within organizations. This course explores the ideals and realities of multiculturalism. Major areas of focus include E.E.O. laws and non-discrimination regulations, leadership skills required to manage a diverse workplace, and ways managers can create an environment capitalizing on the richness of diversity.
- GSA 635 Women in Leadership** **1 cr.**  
People in leadership roles need to develop the same leadership skills. However, women face unique challenges based on the socialization process. This course is designed to assist participants in developing a better understanding of these challenges. Discussions include the socialization process; historical perspectives; gender stereotypes; role constraints; collusion; risk taking; competition and collaboration; and empowerment. The course assists participants in cultivating the qualities and competencies that will enhance their leadership roles within organizations.
- GSA 640 The Nonprofit Board** **1 cr.**  
This course looks at the unique contribution a board makes to a nonprofit organization and what is needed to ensure its success. The class explores the structure, composition, and functions of a board. This course also discusses the difference between board and staff roles. Through this course students determine what it takes to build a better board.
- GSA 641 Team Development** **1 cr.**  
This course is designed to enhance participants' effectiveness as team members/leaders by developing an understanding of the components of team development. Participants identify their own behavioral style; develop an understanding of other styles; learn ways to work more effectively with

different styles; learn ways to cover a team's blind spot; identify a team's strengths and weaknesses; identify ways to develop a team's commitment; increase recognition and cooperation; and manage and resolve conflicts. This course is experiential and highly interactive.

**GSA 650 Mediation and Negotiation**

**1 cr.**

This course focuses on conflict resolution in the workplace. Students examine sources of conflict, communication styles, problem solving skills, opportunities that conflict presents, and responses to conflict. Students gain an understanding of behaviors in conflict and apply a number of methods for addressing conflict including negotiation and mediation. Formerly: Conflict Resolution

**GSA 681 Resource Planning and Grant Writing**

**1 cr.**

This course approaches fundraising from a theoretical standpoint and moves quickly to hands-on practice: letter writing, solicitation, grants research and proposal planning, business fundraising techniques, and overall resource planning. Students work on examples from their workplace or volunteer assignment. The concentration is on theory, analysis, real situations, group work, interactive exercises, and critiques. Formerly: Grant Writing

**GSA 686 Independent Study**

**1 to 3 cr.**

**GSA 687 Directed Readings**

**1 to 3 cr.**

These options are provided for matriculated students to study in an area not covered through existing courses. With an advisor, students must complete an Independent Study or Directed Readings form outlining the course purpose, objectives, evaluation mechanisms, and outside source material. The form must be submitted to the Director for approval, the readings should be completed in one semester, and registration must be completed by the third week of the semester.

**GSA 600 Series**

**1 cr.**

A student may select up to three one-credit courses to replace one three-credit elective in their M.S.A. Unless a student chooses the Nonprofit Management Area of specialization, no more than three one-credit electives will be accepted as part of the degree.

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## **Clinical Psychology**

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### **History and Philosophy**

The Graduate Program in Clinical Psychology is a sixty-credit degree program focused on the preparation of students for entry-level professional positions in the mental health serv-

ices of hospitals, 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, while the full-time college faculty teaches the core courses in experimental psychology, social psychology, and research.

All classes are held in the evening, thus permitting either full- or part-time study towards the master's degree. Many of the students accepted by the M.A. program in Clinical Psychology are returning to school after spending a number of years working in a variety of settings; while others are recent graduates interested in pursuing a master's degree immediately after college.

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).

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 Major Paper/Thesis/Case-Study requirement is indicative of our interest in students who desire to make a creative contribution to the evolution of clinical psychology.

All clinical courses are taught by highly experienced practicing psychologists who bring to the classroom a diversity of clinical perspectives. The program does not seek to be identified with a particular "school" of psychology or theoretical orientation, but it might be characterized as broadly "psycho-social" in orientation. We offer a contemporary psychodynamic view of personality and psychotherapy grounded in humanistic values and an awareness of the impact of social systems.

## **Our Students**

Each year, the Graduate Program in Clinical Psychology admits a number of recent college graduates with degrees in psychology and relevant work experiences. However, the majority of those admitted are coming to graduate school in psychology after many years of post-college work experience. There is a great diversity in backgrounds—education, nursing,

business, human services, homemaking. The average age of our students in this group is mid-to-late thirties. The male to female ratio is 1:2.

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 the knowledge and experience of human relationships gleaned from many years of holding responsible positions beyond the classroom.

In evaluating students for admission to the program, we require both an academic background showing distinction in psychology (a minimum G.P.A. of 3.0, 3.25 in psychology) and personal experiences and attributes indicative of a likelihood of success as a professional psychologist. Here, ideally, we look for references resulting from work experiences in the human services of one sort or another, or at minimum, evidence that the individual is effective in working with others in a helping capacity. Caring, commitment, empathy and integrity, while difficult to measure and evaluate, are essential characteristics we look for in our students. Students from the social sciences and humanities, who have the requisite course work in psychology, are encouraged to apply.

## **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 systems as professional psychologists.
- To provide students with a firm foundation for doctoral level study.

## **Clinical Psychology Applicant Requirements**

Applicants to the Graduate Program in Clinical Psychology must have:

1. A bachelor's degree from an accredited American college or university, or its foreign university equivalent, with a concentration in psychology or related discipline. For those lacking a psychology concentration, the following psychology courses are required: General Psychology, Developmental Psychology (or Child Psychology), Abnormal Psychology, and Statistics or Experimental Psychology. Physiological Psychology and Social Psychology are not required but are highly recommended.
2. A 3.0 G.P.A. on undergraduate course work and a minimum 3.25 G.P.A. on any post-graduate courses taken. Please note that program directors may require that foreign academic credentials be evaluated by a third party.
3. The Graduate Record Examination (GRE) general test, as well as the subject test in psychology for those with psychology concentration. GREs may be waived for those applicants who completed their last degree more than five years ago.
4. At least three months full-time or eight months part-time work experience in mental health or closely related human services position (paid or volunteer).
5. Applicants for whom English is not a native language should consult the "Admission Procedures for International Studies" in the front of the catalog.

## **Clinical Psychology Admission Procedure**

Applicants to the Clinical Psychology Program will need to follow the procedure for admission as stated below or as found in the Application for Graduate Admission. **Please note:** International applicants should also follow "Admission Procedures for International Students."

1. Complete the Application for Graduate Admission.
2. Obtain official transcripts of all relevant undergraduate and graduate course work. Have official transcripts sent to you in a sealed envelope and included with your application. (*Please note:* International applicants should have official transcripts sent directly from the institution to Saint Michael's College at the address below. Program directors may require foreign academic credentials to be evaluated independently).
3. Fill out the first portion of two Reference Forms, giving the name and address of two persons who can address your academic and professional competence or potential. This should include at least one reference resulting from work experience in the human services or, evidence that you are effectively working in a helping capacity. (Do not give these forms to your evaluators. Saint Michael's will send out these forms to the persons you have selected.)
4. Request E.T.S. to send your GRE general and subject test scores to Saint Michael's College at the address below.
5. Include an autobiographical sketch outlining education and professional background, including any experience in mental health as a student, intern or patient. Submit an essay stating the goals you hope to achieve by pursuing the Master of Arts degree in Clinical Psychology at Saint Michael's College.
7. Include an application fee.

Please send all the above materials in one envelope to:

Graduate Admission  
Saint Michael's College  
One Winooski Park, Box 286  
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. Once the file is complete, the applicant will be contacted to schedule an interview with the director of the program.

Admission decisions are made by the program director in consultation with other key people in the program. Meeting applicant requirements and following admission procedures does not guarantee acceptance into the program. In order to provide personalized and high quality graduate training in clinical psychology, it is necessary to limit the size of the program. Therefore, the admission process is competitive. Applicants are notified of the admission decision after all requirements of the admission process have been satisfied, including the interview.

A letter of interest is needed with the application, if a student wants to be considered for one of the two teaching assistantships available to first-year graduate students. The letter of interest is due by July 1st.

## **Candidacy**

A student should apply for Candidacy after completing a minimum of twelve credit hours and a maximum of thirty credit hours in the GPS program, including at least one year-long clinical course sequence (such as: GPS 525-526, or GPS 515-516, or GPS 507-508) and six credits of general core courses (such as: GPS 505, 510-511, 513, or 520). This is done by submitting a Candidacy form indicating the various courses or areas of study that will constitute your degree program. This evaluation will emphasize both the academic and personal characteristics consistent with the requirements of a professional psychologist. In the event that deficiencies are identified, students will be notified in writing, and a meeting will be set

with the Director to discuss the faculty's decision. Whenever possible, a plan will be developed with the student to address the difficulties. However, in some cases students may be asked to leave the program at this juncture.

## **Graduate Teaching Assistantship**

The Clinical Psychology Program offers two half-time graduate teaching assistantships a year. Responsibilities include assisting in the teaching of a General Psychology course by leading discussion sections, holding office hours, and other administrative duties. Qualifications for the position are:

- Admission into the Graduate Program for the fall semester
- Psychology major or its equivalent
- Undergraduate G.P.A. of 3.5, GRE Verbal + Math of 1100, Psychology sub-test 575
- Prior experience in tutoring undergraduates or assisting in the instruction of college level courses.

Apply by including a letter of interest in the assistantship position with your application for admission by July 1.

## **General Psychology Core**

### **GPS 505 Physiological Basis of Behavior 3 cr.**

A broad survey of the field of psychology with an emphasis on the physiological correlations of behavior and learning theory.

*Prerequisites: Bachelor's Degree, Introduction to Psychology and Physiological Psychology or its equivalent. (Fall)*

### **GPS 510 Research Methods I 3 cr.**

This course begins with a review of the research process followed by an in-depth treatment of exploratory data analysis and inferential statistics. The course emphasis will be on those univariate and multivariate procedures commonly used in clinical research. During the course of the semester, students will also develop a working knowledge of statistical software, especially SPSS. *Prerequisites: Bachelor's Degree and an undergraduate Statistics course. (Fall)*

### **GPS 511 Research Methods II 3 cr.**

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 with quantitative methods, and current controversies.

*Prerequisites: Bachelor's Degree and either Research Methods I or undergraduate Statistics. (Spring)*

### **GPS 513 Advanced Developmental Psychology 3 cr.**

This course is a review of contemporary research and theories in child development with an emphasis on cognitive and social development. Included will be reading and discussion of infant research, attachment theory, and development as it continues through the lifespan. Every effort is made to demonstrate how developmental theory is integral to clinical work.

*Prerequisites: Bachelor's Degree and undergraduate Developmental Psychology or its equivalent. (Summer)*

### **GPS 520 Advanced Social Psychology 3 cr.**

This course offers an in-depth look at selected topics from the field of social psychology. Theory and research from areas such as the self, social cognition, and social learning theory will be emphasized.

*Prerequisites: Bachelor's Degree and Social Psychology or its equivalent.*

(Spring)

## The Clinical Core

### **GPS 507 & GPS 508 Psychological Assessment I & II 4 cr./4 cr.**

An introduction to the construction, administration, and interpretation of psychological tests. Emphasis during the first semester will be on the assessment of intellectual functions and abilities. The second semester will cover personality assessment, objective and projective. Extensive practice in the administration of individual intelligence tests will be provided. Course includes testing skills lab 1 1/2 hour per week.

*Prerequisites: Course open to degree students only or with permission of the director.* (Fall and Spring)

### **GPS 515 & GPS 516 Advanced Abnormal Psychology I & II 3 cr./3 cr.**

An in-depth review of psychopathology, alternative diagnostic approaches, including the DSM IV, and the major categories of psychological disturbance with a special emphasis on clinical diagnosis and treatment planning. The first semester focuses on child and adolescent psychological problems. The second semester emphasizes clinical diagnosis and treatment planning in adult disorders. The goal of this course is to give students a sense of the phenomenological experience of the person living with a disorder, along with a grounding in developmental theoretical constructs that make the disorders more meaningful clinically.

*Prerequisites: Course open to degree students only or with permission of the Director.* (Fall and Spring)

### **GPS 525 & GPS 526 Introduction to Clinical Intervention I & II 4 cr./3 cr.**

The therapeutic relationship will be viewed from the following theoretical models: medical, cognitive-behavioral, psychodynamic, humanistic, and family systems. Theoretical, philosophical, and pragmatic differences of the major models/interventions are explored. Crisis intervention, community programs, and therapeutic milieu are also covered.

*Prerequisites: Course open to degree students only or with permission of the director.* (Fall and Spring)

## Other Course Requirements

### **GPS 608 & GPS 609 First Year Practicum I & II 3 cr./3 cr.**

This course provides supervision, clinical training, and support for students participating in their first practicum experience. It is required of all first-year full-time students. Prior to taking Internship, it is also required for part-time students without previous work experience in a mental health setting, and highly recommended for all part-time students.

*Prerequisites: GPS 525 & 526 should be taken prior to or concurrently with this course.* (Fall and Spring)

### **GPS 610 & GPS 611 Internship Ethics and Professional Affairs Seminar I & II 3 cr./3 cr.**

This course provides a forum for the discussion of professional ethics and affairs, legal and policy issues in psychology, and specific clinical issues arising in the internship settings.

*Prerequisites: GPS 515 & 516, 525 & 526 and GPS 608 & 609. GPS 507 & 508 should be taken prior to or concurrently; those taking the course concurrently with internship may find their site options more limited. (Fall and Spring)*

*\*Due to recent changes in the liability insurance industry it is required that all students in the graduate Practicum and Internship courses in the Graduate Psychology Program obtain their own individual trainee malpractice insurance. This may be purchased, for a nominal fee, through a number of organizations including NAMP or the APA Insurance Trust.*

**GPS 689 Research Seminar**

**3 cr.**

This is a year-long seminar for all students beginning work on their Major Paper, Case-Study, or Thesis. It allows students to share their research and receive feedback and supervision on a continuous basis. It demonstrates the student's ability to synthesize, integrate, and critique the knowledge base of professional psychology, and contribute to the growth of that knowledge. *Prerequisites: GPS 510 and 511. Students doing a Thesis must register for GPS 690, and those doing a Case-Study must register for GPS 691 in the subsequent spring semester. (Fall and Spring)*

**GPS 690\* Thesis**

**3 cr.**

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. *Prerequisites: GPS 689. (Spring)*

**GPS 691\* Case-Study**

**3 cr.**

An in-depth study of a sustained clinical service provided by the student during her/his training. The Case-Study may be of an assessment, consultation, psychotherapeutic intervention, therapeutic milieu, or mental health program. The Case-Study includes an analysis of the psychological processes and principles operating in the case, a literature review of similar cases and relevant empirical research, as well as a discussion of one theoretical/philosophical dilemma that arose. *Prerequisites: GPS 689. (Spring)*

\*GPS 690, 691 are optional, not requirements for graduation.

**Electives**

Students are required to take six or nine credits of elective courses, which may be selected from the following:

**GPS 601 Group Psychotherapy**

**3 cr.**

This seminar provides an overview of theory and research and a basic appreciation for group therapy. Selected topics include: contrasting approaches; group development; the role of therapist; and organizational and ethical concerns. Didactic and experiential learning activities are part of the student's experience. *Prerequisites: GPS 525, 526.*

**GPS 605 Play Therapy**

**3 cr.**

This course will involve an experiential approach to the therapeutic understanding of children and adolescents. Humanistic play therapy will be the primary orientation. *Prerequisites: GPS 608 & 609, 525 & 526 and 515 & 516. This course is open*

*to degree students only or by permission of the instructor or director.*

**GPS 606 The Practice of Intensive Psychotherapy 3 cr.**  
Through an examination of comprehensive case studies this course will explore the process of both brief and long-term intensive psychotherapy. A psychodynamic model supplemented by humanistic and interpersonal theory will serve as the framework for the course.

*Prerequisites: GPS 525 & 526 or permission of the instructor or director.*

**GPS 612 Marital and Family Therapy 3 cr.**  
This is a foundation course that reviews the main theories of marital and family therapy and systems theory. A concurrent focus will provide an opportunity to explore the significant dynamics in your family of origin to help you to work effectively with couples and families.

*Prerequisites: GPS 525 & 526 or with permission of the instructor.*

**GPS 614 School Psychology 3 cr.**  
This course will focus on “best practices” of psychology in the schools, addressing both professional role and function issues as well as specific skill development needs of the practicing psychologist in educational settings. Topics include, for example: professional functioning, boundaries, organizational aspects of schools; PL 94-142, multidisciplinary team functioning, school consulting methods, pre-referral interventions, and psycho-educational assessment.

*Prerequisites: GPS 507 & 508 should be taken prior to or concurrently with this course.*

**GPS 649 Cognitive Behavioral Psychotherapy 3 cr.**  
Over the past thirty years, clinical research into depressive and anxiety disorders has documented positive behavior change affected by cognitive-behavioral strategies. Similarly, equal effectiveness has been noted for psychodynamically oriented interpersonal therapies grounded in Sullivan’s techniques. The purpose of this course will be to help the student learn to integrate both therapy approaches in the treatment of a wide range of emotional difficulties.

*Prerequisites: GPS 525-526.*

**GPS 686 Independent Study 3 cr.**  
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 department chair. 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 of the College for final approval.

**GPS 687 Directed Readings 3 cr.**  
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 department chair. 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 to the Dean of the College for final approval.

## **Internship**

The Internship is designed to give students a well-supervised, intensive, first-hand experience functioning as a professional psychologist. The course will be graded on a Pass-Fail basis and will be determined by the instructor in consultation with the clinical internship supervisor.

This is a two semester (nine month) experience consisting of two components: first it requires a minimum of two days per week of clinical practice as a psychology intern under the supervision of a licensed psychologist; second, attendance at a course that meets one night per week each semester.

In the internship, the student will have the opportunity to gain experience in assessment and clinical intervention in a setting that brings him/her in contact with a wide variety of clients and other mental health professionals. Involvement in administration, mental health consultation, and applied research is encouraged but not required of interns.

The Graduate Program in Clinical Psychology actively develops suitable internship placements and welcomes student initiative in developing experiences that satisfy the requirements. Such internships need to be discussed in advance with the Director. To date, students have been placed at Visiting Nurses Association, community mental health centers, college counseling services, residential treatment facilities for adolescents, Fletcher Allen Health Care, correctional centers, and other hospitals.

## **Major Paper/Thesis/Case-Study**

### **Major Paper**

The Major Paper is an in-depth critical review of the theoretical, empirical, and clinical literature relevant to some issue or question in the field of clinical psychology and is a three-credit undertaking through registration in GPS 689 Research Seminar in the fall. Through the Major Paper, the student demonstrates his/her command of the conceptual and methodological bases of clinical psychology, and the ability to communicate the same at a professional level. Length will vary with the topic, but it may be expected to run between forty to sixty typed pages (double-spaced) and written to conform to the format guidelines in the APA Publication Manual. Emphasis should be on the student's own analysis, synthesis, integration, and reasoned evaluation of literature. Articles in *Psychological Bulletin* serve as a model for this type of paper. One might expect to work six to eight months on this requirement.

The Major Paper is to be carried out under the direction of the Research Seminar instructor. In addition to the instructor, two others (full- or part-time faculty or internship supervisors) are selected to serve on the committee to review the paper and conduct an oral examination. Faculty participation will depend on interests and work loads. The paper title and committee members should be submitted on the Major Paper/Thesis/Case-Study form. The committee will need to approve the initial proposal, and it is expected that committee members will be regularly informed of the direction of the paper. It is required that the student circulates a rough draft to all members of the committee for approval prior to submitting a final draft and scheduling a defense. Once the instructor has approved the completed Major Paper, the committee will meet again to conduct the oral examination on the paper. The student is required to submit four copies of the Major Paper to be bound, two of which will be placed in the Saint Michael's Library Collection, one for the program, and a personal

copy for the student.

## **Thesis**

The Master's Thesis is an original effort that demonstrates the student's ability to contribute to the empirical knowledge base of clinical psychology. Research may be experimental, qualitative, correlational, scholarly, or an applied demonstration project with appropriate evaluation methods. The student is expected to produce a written work that is up to or exceeds the standard of research in the particular area in question. It is anticipated that work on the Thesis will span a twelve to fifteen month period. Length of the Thesis depends greatly on the topic but it typically runs from thirty-five to fifty typed pages (double-spaced) and written to conform to the format guidelines in the APA Publication Manual.

The Thesis is to be carried out under the direction of the Advisor in consultation with the Research Seminar instructor, who will both be a part of the committee. The advisor should be a program faculty member who has an interest in the specific topic of the Thesis. The advisor and student then recruit one additional member of the thesis committee from among the full-time or part-time faculty, or field supervisors. Faculty participation will depend upon work loads and areas of interest. The student should submit a tentative thesis title and names of committee members to the Advisor for approval on the Major Paper/Thesis /Case-Study form.

The student will formulate a specific research hypothesis and methodology, and present a written proposal for the Thesis to the committee. The committee will meet at least once to approve the Thesis proposal, which is required in order to proceed with the study.

Once the chair has approved the completed Thesis the committee will meet again to conduct the oral examination on the Thesis. The student is required to submit four copies of the Thesis to be bound, two of which will be placed in the Saint Michael's Library Collection, one for the program, and a personal copy for the student.

## **Case-Study**

The project begins with a student choosing a case from their clinical work (of most any kind) where the student has had a minimum of ten hours of direct contact with the clinical situation of interest. Of course, there may be many more than ten hours in some cases. A qualified clinician (though not necessarily a psychologist) must supervise the work. Given that the case may not be identified until well into the internship experience, it is likely that completion of this option will span a twelve to fifteen month period. Length of the Case-Study varies, but is generally between fifty to seventy-five typed pages (double-spaced) and written to conform to the format guidelines in the APA Publication Manual.

The write-up will include: (1) a detailed description of the case, the process of working with the client(s), and the clinical outcome; (2) analytical literature review of similar published cases or clinical theory relevant to this case; (3) critical literature review of relevant empirical work on one concept or strategy used in understanding the case; (4) a discussion of at least one theoretical/philosophical dilemma that arose in the actual clinical work; (5) critique of the clinical work actually done and how it might have been improved upon or broadened given the research discovered in the process of writing the Case-Study.

As with a Thesis, a primary advisor is recruited who has an interest in the specific kind of case being discussed and who is a member of the program faculty. A committee of three faculty members is formed (the clinical supervisor of the case may replace one faculty member). Faculty participation will depend upon workloads and areas of interest. The student should submit a tentative Case-Study title and names of committee members to the Advisor for approval on the Major Paper/Thesis /Case-Study form.

The literature review of cases, theories, and empirical research will obviously be broader and less in-depth than is possible with a Major Paper or Thesis. The goal is to show

that all the major or classic papers relevant to the case have been considered. Often, literature reviews or secondary source summaries of empirical or theoretical topics may be adequate to this task, though it is assumed that some primary sources will be read at critical junctures in the Case-Study. The committee will have responsibility for guiding the student on these choices at the preliminary meeting and along the way.

The goal is for the student to use this writing project as an opportunity to move their own thinking on clinical work to a higher level, and to hopefully contribute to moving the discipline's understanding of clinical practice along as well. Wherever possible it is hoped that students will write about cases in areas where there have been few published cases, or cases that do not fit the textbook mold for assessment, diagnosis, treatment, or consultation. In other words, the goal of the Case-Study is to contribute to the knowledge base of the profession just as it is in the Major Paper or Thesis option.

Once the chair has approved the completed Case-Study the committee will meet again to conduct the oral examination on the Case-Study. The student is required to submit four copies of the Case-Study to be bound, two of which will be placed in the Saint Michael's Library Collection, one for the program, and a personal copy for the student.

## **Graduate Programs in Education**

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**Program Theme:** The Saint Michael's Education Department is committed to awakening and sustaining the spirit of teaching and learning through nurturing the following characteristics in ourselves and in our students.

## **Dignity and Diversity**

We are committed to a deep respect for the dignity and inherent worthiness of each person. We honor all dimensions of human development and emphasize the distinct gifts, needs, and interests of each learner. We are also committed to the inclusion of diverse cultural values and knowledge. As a result, we embrace and model varied learning and teaching methodologies.

## **Character and Community**

We view teaching as an ethical calling through which our students and we can nurture the moral dimensions of our lives, including our sense of social responsibility and our leadership qualities within a context of compassionate relationships. The qualities we strive to promote include the development of integrity, a commitment to peace and justice, empathy, humility, and the courage to act on one's principles in pursuit of both educational and social change.

## **Knowledge and Wisdom**

Our search for knowledge and wisdom is strongly grounded in the liberal arts tradition, which incorporates mastery of a discipline, inter-disciplinary perspectives, and an increasing sense of responsibility for one's own learning. We value the habits of mind of intellectual curiosity and persistence, critical thinking, self-reflection, and imagination, and we apply them to challenges within schools and the larger culture.

Graduate programs in Education offer courses of graduate study leading to:

- Master of Education (M.Ed.)
- Certificate of Advanced Graduate Study (C.A.G.S.)
- Initial Teacher Licensure
- Endorsements for Licensed Teachers

## **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. 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 in Education
- Educational Foundations
- Curriculum
- Information Technology
- Reading
- School Leadership
- Special Education

## Admission to Master's in Education and Vermont Teacher Licensure Programs

### Graduate Education Applicant Requirements

Applicants to the Graduate Programs in Education must have:

1. A bachelor's degree from an accredited American college or university, or its foreign university equivalent, with a minimum of a 2.8 G.P.A. (A master's degree from an accredited American college or university, or its foreign university equivalent, is required for the Certificate of Advanced Graduate Study.)
2. A thirty-credit major in a liberal arts and science area with supporting liberal arts course work for all applicants seeking initial teacher license.
3. Applicants for whom English is not a native language should consult the "Admission Procedures for International Students" in the front of the catalogue.

### Graduate Education Admission Procedure

Applicants to the Graduate and Teacher Licensure Programs in Education will need to follow the procedure for admission as stated below or as found in the Application for Graduate Admission **Please note:** International applicants should also follow "Admission Procedures for International Students."

1. Complete the Application for Graduate Admission.
2. Obtain official transcripts of all relevant undergraduate and graduate course work. Have official transcripts sent to you in a sealed envelope and included with your application. (**Please note:** International applicants should have official transcripts sent directly from the institution to Saint Michael's College at the address below. Program directors may require foreign academic credentials to be evaluated independently.)
3. Fill out the first portion of two Reference Forms, giving the name and address of two persons who can address your academic and professional competence or potential. (Do not give these forms to your evaluators. Saint Michael's will send out these forms to the persons you have selected.)
4. Include a resume.
5. Submit a one- to two-page essay describing experiences that have influenced your life. Discuss how these experiences shape your thinking about yourself as an educator. Be specific and descriptive.
6. Include an application fee.

Please send all the above materials in one envelope to:

Graduate Admission  
Saint Michael's College  
One Winooski Park, Box 286  
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. Once the file is complete, the applicant should call the program office at 802-654-2649 to schedule an interview with the director or advisor for the program.

Admission decisions are made by the program director in consultation with 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, including the interview.

## Requirements for M.Ed. Completion

1. **Writing Assessment.** In order for students to develop to their fullest potential in an academic setting, in their work, in the community, and to achieve Candidacy, students must show proficiency in writing by satisfactorily completing a writing skills assessment. The Graduate Education Writing Assessment is offered through GED 516 The Decision to Teach and 558 Introduction to Educational Research. Based on the results of the Writing Assessment, students may be required to take GED 604 Teachers Writing, Writing Teachers: A Writing Workshop for K-16 Teachers. Writing proficiency must be demonstrated before acceptance to Candidacy and student teaching.
2. **Candidacy.** After taking six credits, but prior to the completion of twelve credits, the student must achieve Candidacy. With an advisor, the student fills out a Candidacy form, which reflects the area of Concentration within the M.Ed. program. It includes a list of courses taken, courses proposed, transfer credits, and a “Statement of Goals.” Up to nine graduate credits may be transferred from other institutions with the academic advisor’s approval.
3. **Completion of Course and Credit Requirements.** When all program requirements have been completed, the academic advisor and program director complete an Intent to Graduate Form which informs the registrar that the student may graduate. GED 558 Introduction to Educational Research and GE 699 Capstone Seminar in Graduate Education (or GED 562 Thesis Research) are required for all M.Ed students. All credits (including transfers) must be taken within seven years.

## Certificate of Advanced Graduate Study (C.A.G.S.)

The Certificate of Advanced Graduate Study in Education is a post-Master’s level certificate that allows a graduate student to pursue an additional field of study within Graduate Programs in Education. It is comprised of thirty graduate credits beyond the Master’s degree, nine of which may be transferred from another accredited institution if they are post-Master’s credits. It is an individually designed program of graduate study based on the educational goals and needs of the student and planned with an academic advisor. Students may specialize in an already existing concentration or design an original concentration using elements from the programs described on the following pages.

### C.A.G.S. Admission Requirements

Students must submit the following for admission into the C.A.G.S. (*Please note:* International applicants should also follow “Admission Procedures for International Students.”)

Applicants to the C.A.G.S. program must have:

1. A master’s degree from an accredited American college or university, or its foreign university equivalent, with a minimum 3.0 G.P.A.;
2. Applicants for whom English is not a native language should consult the “Admissions Procedures for International Students” in the front of the catalogue.

### C.A.G.S. Admission Procedure

1. Complete the Application for Graduate Admission.
2. Obtain official transcripts of all relevant graduate course work. Have official transcripts sent to you in a sealed envelope to be included with your application. (*Please note:* International applicants should have official transcripts sent directly from the institution to Saint Michael’s College at the address below. Program directors may

- require foreign academic credentials to be evaluated independently)
3. Fill out the top portion of two Reference Forms, giving the name and address of two persons who know your academic and/or professional competence. (Do not give these forms to your evaluators. Saint Michael's will send out these forms to the persons you have selected.)
  4. Submit an application fee.

Please send all the above materials in one envelope to:

Graduate Admission  
Saint Michael's College  
One Winooski Park, Box 286  
Colchester, VT 05439

An interview with a representative of Graduate Programs in Education is conducted with the application is complete. While Saint Michael's College usually notifies applicants regarding the completeness of their file, it is the applicant's responsibility to ensure that all necessary materials are received. Admission decisions are made by the program director in consultation with 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.

### **Requirements for C.A.G.S. Completion**

1. **Plan for Advanced Graduate Study.** With an academic advisor, the student plans a program of study of at least thirty credits, which are consistent with the individual's educational needs and goals. This "Plan for Advanced Graduate Study" is submitted to the program director for approval.
2. **Candidacy.** After taking six credits, but prior to the completion of twelve credits, the student must achieve Candidacy. With an advisor, the student fills out a Candidacy form. It includes a list of courses taken, courses proposed, and a "Statement of Goals." Up to nine post master's-level credits may be transferred from another institution with the academic advisor's approval
3. **Completion.** When the student has completed thirty credits, a Certificate of Advanced Graduate Study is granted.

### **M.Ed. and C.A.G.S. Programs of Study**

#### **Arts in Education Concentration**

- M.Ed. Degree
- Certificate of Advanced Graduate Study

The Arts in Education program is designed to help participants affirm the indispensable role the arts have in schools and society. Classroom teachers, art teachers, artists, administrators, and other educators join together to explore the creative process, curriculum, instructional strategies, and aesthetic perspectives. In supportive and creative forums, participants have the opportunity to explore the disciplines of visual art, drama, music, and dance; work collaboratively developing and practicing innovative interdisciplinary teaching; enhance skills and confidence responding to diverse learning styles; challenge our cultural and aesthetic sensibilities; and reflect on and apply statewide initiatives such as the Vermont Framework of Standards and Learning Opportunities and Arts Assessment. The willingness to expand creative boundaries is more critical than experience as artists. Partnerships with the Flynn Center for the Performing Arts, Shelburne Museum, Shelburne Craft Center, and other

community resources enrich the Arts in Education program.

The candidate for the M.Ed. Arts in Education must successfully complete thirty-six credits. Fifteen credits must be earned in the five required core courses. Of the remaining twenty-one credits, a minimum of nine must be completed with arts in education electives. The student completes the program requirement by enrolling in a capstone class where a student focuses on a topic of interest within arts in education.

### **M.Ed. Arts Required Courses**

- GED 558 Introduction to Educational Research
- GED 649 Arts: The Creative Process
- GED 651 Hands On: Learning In and Through the Arts
  - OR GED 670 Bringing History and Literature to Life Through the Arts
  - OR GED 673 Multicultural Arts
- GED 678 Aesthetic Perspectives on Culture and Education
- GED 699 Capstone Seminar in Graduate Education
  - OR GED 562 Thesis Research

Plus a minimum of nine credits in arts in education elective courses

### **Elective Courses—Examples:**

- GED 525 Writing from the Heart
- GED 533 The Illustrated Book: Between the Covers
- GED 569 The Art of Bookmaking
- GED 623 The Foundations of Ceramic: The Magic of Clay
- GED 667 Words Come Alive: Drama as a Teaching Tool
- GED 669 Storytelling and Folklore
- GED 673 Special Topics in Arts Education (such as Moving Smartly: The Vermont Rhythm and Dance Project; Educator as Artist; Images of Global Healing, Peace, and Gratitude; Woven and Interlocking Quilt Pages; Printmaking; Chinese Painting, Calligraphy, and Culture)

### **C.A.G.S. Coursework**

This thirty-credit certificate is designed in conjunction with the advisor.

### **Curriculum Concentration**

- M.Ed. Degree
- Certificate of Advanced Graduate Study

The Curriculum specialization in Graduate Programs in Education combines the theoretical with the practical and applied. “Curriculum” is an inclusive concept, comprising design, development, implementation, assessment, and evaluation. A thorough knowledge of modern curricula in a historical context is provided with a focus on whole systems, and integrative understanding as well as specific skills applicable to all levels of curriculum design. The program is planned to give teachers and administrators the necessary tools and strategies to develop and evaluate all aspects of school curricula. From a broad base, teachers will be able to delve more deeply into areas of their choice. This concentration does not correspond to a State of Vermont licensure program.

### **M.Ed. Curriculum Required Courses (15 credit minimum)**

- GED 511 Fundamentals of Curriculum
- GED 558 Introduction to Educational Research
- GED 699 Capstone Seminar in Graduate Education
  - OR GED 562 Thesis Research

Select one of the following courses:

GED 509 Integrative Curriculum  
GED 528 Curriculum and Management in the K-8 Classroom (Elementary Licensure Requirement)  
GED 547 Middle and Secondary Curriculum Planning (Middle and Secondary Licensure Requirement)

In addition, select at least one of the following courses:

GED 505 Curriculum Development  
GED 542 Differentiated Instruction  
GED 616 New Directions in Assessment of Student Learning  
GED 618 From Assessment to Action: Using Data to Improve Schools

### **C.A.G.S. Coursework**

This thirty-credit certificate is designed in conjunction with the advisor.

### **Educational Foundations Concentration**

- M.Ed. Degree
- C.A.G.S.

The purpose of this concentration is to explore the foundations underlying the study of schooling and education. These include sociological, psychological, philosophical, ethical, spiritual, and aesthetic foundations. This concentration is rooted in the idea that sound educational practice grows out of deeply held and carefully examined beliefs about what it means to be human, how people learn, and what is most valued. Course work is based on the concept of praxis, the continual balance between theory and practice.

### **M.Ed. Educational Foundations Required Courses:**

GED 558 Intro to Educational Research  
GED 699 Capstone Seminar  
OR 562 Thesis Research  
GED 677 Social and Philosophical Foundations of Education  
OR GED 516 The Decision to Teach  
GED 511 Fundamentals of Curriculum

In addition, students select at least two of the following three courses:

GED 575 Spirituality and Education  
GED 514 Moral and Ethical Dimensions of Education  
GED 678 Aesthetic Perspectives on Culture and Education

Recommended classes include:

GED 502 TV, Technology, and Children: Integrating Media Literacy  
GED 518 Adolescent Development  
GED 519 Child Development  
GED 541 The Caring Classroom  
GED 589 Information Technology: Influences on Learning  
GED 615 Affective Education  
GED 653 Adult Development and Learning  
GED 649 Arts: The Creative Process  
GED 684 School and Community

Optional coursework might include an appropriate graduate psychology or theology course.

### **C.A.G.S. Coursework**

This thirty-credit certificate is designed in conjunction with the advisor.

### **Information Technology Concentration**

- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the Information Technology programs is to prepare students to become skilled teachers and administrators in the field of information technology. The growing use of technology in the schools has created a need for educators to provide appropriate support and challenge to a wide range of student needs. Throughout the program, students are exposed to a wide variety of up-to-date technologies and are asked to create meaningful learning opportunities. This, combined with theory, research, and methods of instruction, provide the educator with a broad range of experiences with information technology.

### **M.Ed. Information Technology Required Courses:**

Candidates must successfully complete thirty-six credits. Twenty-seven of these credits are earned through the eight required courses. The remaining nine credits are acquired through electives.

#### **Required Courses (27 credits):**

- GED 558 Introduction to Educational Research
- GED 582 Advanced Uses of the Internet  
OR an approved Internet course
- GED 584 Technology Planning for Vermont's K-12 Schools
- GED 588 Hard Disk Management for Windows
- GED 589 Information Technology: Influences on Learning
- GED 596 Multimedia
- GED 597 Integrating Technology into the Curriculum (waived with previous experience)
- GED 598 LOGO  
OR an approved programming course
- GED 699 Capstone Seminar in Graduate Education  
OR GED 562 Thesis Research

**Electives:** Students may choose nine credit hours from among other graduate course offerings. It is highly recommended that students select courses in consultation with their academic advisor.

### **Reading Concentration**

- M.Ed. Degree
- M.Ed. with additional endorsement
- Certificate of Advanced Graduate Study

The goal of the Reading Concentration is to prepare classroom teachers to be more effective teachers of reading and the language arts. Though the program is designed for elementary teachers, it is conceivable that secondary teachers would benefit from an in-depth study of the reading and language arts field as well. Courses in reading methodology and diagnosis, as well as clinical experiences, provide the framework that allows the graduate student to develop competence as a reading teacher.

While the program rests on an eclectic theoretical base, there is a slight orientation to the “reading as a language-based process” school of thought. To be a proficient reading teacher, one must know how children learn and use language in their speaking and listening activities. Oral language provides the structure and the motivation for the child to succeed at the most difficult task of all – that of learning the written language. A constant focus of the reading program is that the integration of the language arts - listening, speaking, writing, and reading - makes this task easier for the learner. Children’s Literature is another important aspect of the Reading concentration. Several courses are offered to support the reading methodology for classroom teachers as well as provide avenues for writing and publishing children’s books.

The eighteen credits taken for the Reading Teacher Endorsement may be applied toward a M.Ed. degree in Reading. However, graduate students may work toward an M.Ed. in Reading and not apply for the additional endorsement. In that case, a course in reading is substituted for the Practicum. In addition, M.Ed. degree candidates must fulfill the following requirements:

### **M.Ed. Reading Required Courses:**

GED 558 Introduction to Educational Research

GED 699 Capstone Seminar in Graduate Education

OR GED 562 Thesis Research

Students choose eighteen credits in reading from among other graduate course offerings. It is highly recommended that students select courses in consultation with their academic advisor.

Example of courses:

Select eighteen credits.

GED 522 Teaching Literacy in the Elementary School

GED 530 Literacy in the Middle and Secondary Grades

GED 531 Approaches to Reading Instruction

GED 534 Assessment and Instruction in Reading

GED 535 Special Topics: Author and Illustrator Studies in Children’s Literature

GED 539 Reading and Making Connections: A Survey of Children’s Literature

GED 553 Reading, Spelling, and Phonology

GED 560 The Reading Process for Teachers

GED 688D Reading Teacher Practicum (Required for additional endorsement)

### **Reading Teacher Endorsement**

This state-approved program gives Saint Michael’s College the authority to endorse students in reading who already have an initial license. In consultation with an advisor, the student selects five courses (fifteen credits) in the areas of reading, language arts, and children’s literature. When this course work is complete, the student takes GED 688D Reading Teacher Practicum. (3 credits)

### **C.A.G.S. Coursework**

This thirty-credit certificate is designed in conjunction with the advisor and may include the Reading Teacher Endorsement.

### **School Leadership Concentration**

- M.Ed. Degree

- Certificate of Advanced Graduate Study

The goal of the School Leadership program is to prepare educators to become effective, instructional leaders who will have a positive impact on professional practice and student learning. Such leaders are centered on children, clear in their moral purpose, and collaborative in their relationships. With their staffs, they are able to create and sustain a school structure and culture conducive to student and adult growth. Throughout the School Leadership program, students will have opportunities to work singly and with colleagues, in the classroom and in the field, exploring concepts and acquiring and applying skills. Through a blend of required and elective courses, each student is provided with a meaningful and lasting educational experience upon which she/he can draw when actively engaged in the science and art of leading a school.

The candidate for the M.Ed. degree in School Leadership must successfully complete thirty-six credits. Twenty-seven of these credits must be earned in the nine required core courses. The remaining nine credits may be acquired through the completion of an individualized program that meets the learning needs and interests of the student. It is possible to obtain the Vermont School Principal Endorsement through this program.

### **Required Courses (27 credits):**

GED 511	Fundamentals of Curriculum
GED 558	Introduction to Educational Research
GED 567	The Legal and Financial Management of Schools
GED 572	School Leadership
GED 618	From Assessment into Action: Using Data to Improve Schools
GED 621	Supervision, Evaluation, and Teacher Development
GED 684	School and Community
GED 688C	Leadership Practicum and Portfolio
GED 699	Capstone Seminar in Graduate Education
	OR GED 562 Thesis Research

### **Electives (9 Credits):**

Students may choose nine hours from among other graduate course offerings. It is highly recommended that students select courses from the Administration and Management program as well as in the areas of special education and technology.

### **Special Education Concentration**

- M.Ed. Degree
- Certificate of Advanced Graduate Study
- M.Ed. with additional endorsements in Resource Room Teacher or Consulting Teacher

The goal of the Graduate Program in Special Education is to prepare competent and caring professionals who are able to make connections and create meaning in all aspects of their work. Students become familiar with the contexts and systems within which children and youth with disabilities are educated. They gain knowledge of learning and development throughout the life span. They acquire the broad and varied content knowledge that anyone working in Special Education must possess and they learn to build and maintain collaborative relationships with families, students and others. Practicum experiences within the special education courses require diagnostic teaching of individual students, working with families of students with disabilities, collaborating with other adults and taking on the responsibilities of a special educator for a school year. Hallmarks of the program are the case study approach, the strong emphasis on practicum experiences, and the training in collabo-

ration.

Master of Education or Certificate of Advanced Graduate Studies programs are designed to lead to Vermont teacher licensure or endorsement as either Teacher of the Handicapped: Resource Room Teacher or Consulting Teacher/Learning Specialist. Students may also design a M.Ed. or a C.A.G.S. program with a concentration in general special education, language learning disabilities, or the Mainstream Resource Teacher program.

### **M.Ed. Special Education Course Requirement**

GED 558 Introduction to Educational Research  
GED 699 Capstone Seminar in Education  
15 credits in Special Education  
15 credits in electives

### **M.Ed. with additional Endorsement in Resource Room**

Students with an initial Vermont teaching license working towards a Resource Room endorsement take the following courses:

GED 558 Introduction to Educational Research  
OR GED 562 Thesis Research  
GED 632 Diagnosis of Learning Problems  
GED 633 Legal and Professional Issues  
GED 641A or B Instruction of Students with Learning and Behavior Problems  
GED 640 Language and Learning  
GED 631 Development, Learning, and Individual Differences  
GED 661 Designing Instructional Programs (Direct Service Practicum)  
GED 662 Implementing and Evaluating Programs (Direct Service Practicum)  
GED 699 Capstone Seminar in Education  
Plus nine elective credits and two years teaching experience

### **M.Ed. with additional Endorsement in Consulting Teacher**

Students with an initial Vermont teaching license working towards a Consulting Teacher endorsement and M. Ed. take the following courses:

GED 558: Introduction to Educational Research  
GED 631 Development, Learning and Individual Differences  
GED 632 Diagnosis of Learning Problems  
GED 633 Legal and Professional Issues  
GED 640 Language and Learning  
GED 641A Instruction of Students with Learning Problems: Elementary Level  
OR 661B Instruction of Students with Learning Problems: Middle and Secondary Level  
GED 661 Designing Instructional Programs (school-based Practicum)  
GED 662 Implementing and Evaluating Instructional Programs (school-based Practicum)  
GED 581 Management of Emotional/Behavioral Problems in the Mainstream Classroom  
GED 612 Math: Instruction for Understanding (formerly Math Disabilities)  
GED 634 Consultation and Collaboration in the Schools  
GED 664 Implementing a Consulting Program  
GED 699 Capstone Seminar in Education  
OR GED 562 Thesis Research  
Plus three years teaching experience

If a student does not currently hold a teaching license, see Initial Vermont Teacher Licensure Program.

### **Mainstream Resource Teacher**

This is a twenty-one-credit program for experienced classroom teachers who wish to remain in the regular classroom and provide the best learning environment for mainstreamed students. It can be either a concentration within an M.Ed. program or a non-degree certificate. It is a modified version of the Resource Room Teacher Licensure program. Candidates follow the sequence of courses for Resource Room Teacher endorsement. However, course work and practica are modified to reflect the teacher's intention to continue teaching in the regular classroom. Upon completion, the teacher is recommended for Resource Room Teacher endorsement.

#### **Required Courses (21 credits):**

- GED 631 Development, Learning, and Individual Differences
- GED 632 Diagnosis of Learning Problems
- GED 633 Legal and Professional Issues
- GED 640 Language and Learning
- GED 641A or B Instruction of Students with Learning Problems
- GED 661 Designing Instructional Programs Practicum (school-based Practicum)
- GED 662 Implementing and Evaluating Instructional Program Practicum (school-based Practicum)

### **Language/Learning Disabilities**

This concentration allows students to develop an in-depth understanding of language learning disabilities and approaches to assessment and remediation. It is designed individually as part of a C.A.G.S. program.

### **Initial Vermont Teacher Licensure Program**

The initial teacher licensure program is comprised of Master's level courses; however it is a separate program from the Master's in Education. All candidates must have experience with children, ideally within the K-12 schools at the level they want to teach. Students who complete the licensure program may apply to the Master's program. If accepted, eighteen of the licensure credits may be applied to their Master's program with the exception of Practicum credits. At that point, students would select a concentration of study for the M.Ed. degree. The admissions process is a selective one. We do not admit all those candidates who meet our minimum requirements that are listed below each licensure description. Student must maintain a B average to remain in the licensure program.

Student may follow Vermont Department of Education approved programs to obtain initial licensure as an Elementary, Middle, Secondary, Art, Theatre Arts, English as a Second Language, Reading, and Special Education teacher. Approved content areas for Secondary Teachers are: Computer Science, English, Mathematics, Modern and Classical Languages, Science, Social Studies, and Theatre Arts.

The teacher preparation courses address the program theme and encourage prospective teachers to consider and emphasize knowledge and skills directly related to the Standards for Vermont Educators: Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability, and to demonstrate proficiency according to Vermont's Framework of Standards and Learning Opportunities. Each licensure student must complete a Teacher 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.

**Please note:** See M.Ed. Education and Vermont Teacher Licensure Admission Procedure in beginning of Graduate Programs in Education.

## **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% of our program completers for licensure.

## **Praxis I and II Exams**

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

## **Licensure: Elementary Education (Grades K-6)**

Saint Michael's College Graduate Programs in Education has an approved program that leads to licensing as an elementary school teacher in grades K-6.

Prerequisites for Admission to Elementary Licensure Program

1. A Bachelor's Degree with mastery level evident in content areas appropriate for grade levels and with successful completion of a liberal arts and science major.
2. Cumulative Grade Point Average (G.P.A.) of 2.8, and a G.P.A. of 2.8 in the major.
3. Successful completion of the entrance interview.
4. Evidence of successful work experience with children.

## **Elementary Licensure - Required Courses (3 credits each unless otherwise noted):**

GED 516 The Decision to Teach

GED 519 Child Development

GED 528 Curriculum and Management in the K-8 Classroom

GED 560 The Reading Process for Teachers

OR GED 522 Teaching Literacy in the Elementary School

GED 613 Mathematics in the K-8 Classroom

GED 641A Instruction of Students with Learning Problems: Elementary Level

GED 693 Art, History, and Social Sciences for the K-6 Classroom: Inquiry and Imagination

GED 695 Investigating Science and Technology

GED 688A Elementary Practicum (6 credits). These credits may not be applied towards the M.Ed. degree.

GED 689 Student Teaching Seminar. These credits may not be applied towards the M.Ed. degree.

## **Licensure: Middle Level Education (Grades 5-8)**

Saint Michael's College Graduate Programs in Education has an approved program that leads to licensing as a middle school teacher, grades 5-8.

Prerequisites for Admission to Middle Level Licensure Program:

1. A Bachelor's Degree with a major in the liberal arts and sciences, with appropriate

- liberal arts general education courses.
- Two eighteen-credit “minors” in different content areas appropriate to middle grades curriculum, and as defined in Vermont regulations, with evidence of completion of three credits in each content area within the last nine years, and at least six (6) credits in each at the advanced undergraduate or graduate level.
  - Cumulative Grade Point Average (G.P.A.) of 2.8, and a G.P.A. of 2.8 in the content areas.
  - Successful completion of the entrance interview.
  - Evidence of successful work experience with children.

**Middle Level Licensure - Required Courses  
(3 credits each unless otherwise noted):**

- GED 516 The Decision to Teach
- GED 518 Adolescent Development
- GED 635 Middle Grades Summer Institute (Organizational Strand)
- GED 597 Integrating Technology into the Curriculum (waived with prior experience)
- GED 641B Instruction of Students with Learning Problems: Middle & Secondary Level
- GED 530 Literacy in the Middle and Secondary Grades  
OR GED 560 The Reading Process for Teachers
- GED 547 Middle and Secondary Curriculum Planning
- GED 613 Mathematics in the K-8 classroom
- GED 689B Student Teaching Seminar. These credits may not be applied towards the M.Ed.degree.
- GED 688B Middle/Secondary Level Practicum (6 credits). These six credits may NOT be applied towards the M.Ed. degree.

**Licensure: Secondary Education (Grades 7-12)**

Saint Michael’s College has approved Secondary Education Licensure programs that lead to licensure in the following subject areas: English, Modern and Classical Languages (French, Spanish, Latin), Mathematics, Science (Biology, Chemistry and Earth Sciences), Social Studies, Theatre Arts, and Computer Science.

Prerequisites for Admission to Secondary Licensure Program

- A Bachelor’s Degree with a major (or equivalent) in the subject area and/or the appropriate content of a “major” in the Liberal Arts and Sciences, matching the Saint Michael’s College concentration, and with appropriate supporting liberal arts general education courses.
- Evidence of enrollment or audit of subject area course within last five (5) years.
- Cumulative Grade Point Average (G.P.A.) of 2.8, and a G.P.A. of 2.8 in the content area.
- Successful completion of the entrance interview.
- Evidence of successful work experience with children.

**Secondary Licensure - Required Courses  
(3 credits each unless otherwise noted):**

- GED 516 The Decision to Teach
- GED 518 Adolescent Development
- GED 530 Literacy in the Middle and Secondary Grades
- GED 547 Middle and Secondary Curriculum Planning

GED 597 Integrating Technology into the Curriculum (waived with prior experience)

GED 641B Instruction of Students with Learning Problems: Middle and Secondary Level

GED 688B Secondary Education Practicum (6 credits). These 6 credits may NOT be applied towards the M.Ed. degree.

GED 689B Student Teaching Seminar. These 3 cr. may not be applied towards the M.Ed degree.

### **Licensure: English as a Second Language (Grades K-12)**

A K-12 Graduate Teacher License with an ESL Endorsement is available in conjunction with the MATESL program in the School of International Studies. Please see the TESL section of this catalog for a description of the program of study.

### **Licensure: Art (Grades K-12) and Theater Arts (Grades 7-12)**

Saint Michael's College Graduate Programs in Education has an approved program that leads to teacher licensure in visual arts (K-12) and for theater arts (grades 7-12).

Prerequisites for admission to Arts Licensure program:

1. A Bachelor's Degree with a major in visual arts, and supporting liberal arts general education courses, and fulfillment of the Vermont Department of Education guidelines for endorsement in the arts.
2. Evidence of enrollment or audit of subject area within the last five years.
3. Cumulative Grade Point Average (GPA) of 2.8, and GPA of 2.8 in subject area.
4. Successful completion of the entrance interview with Coordinator of Arts in Education.
5. Evidence of successful work experience with children.

### **Arts Licensure - For K-12 Art (For Theatre Arts Endorsement see Secondary Licensure Program.)**

Required Courses (3 credits each unless otherwise noted):

GED 509 Integrative Curriculum

OR GED 528 Curriculum and Management in the K-8 Classroom

OR GED 547 Middle and Secondary Curriculum Planning

GED 516 The Decision to Teach

GED 519 Child Development

OR GED 519 Adolescent Development

GED 597 Integrating Technology into the Curriculum

(waived with prior experience)

GED 641A Instruction of Students with Learning Problems - Elementary

OR GED 641B Instruction of Students with Learning Problems - Secondary

GED 678 Aesthetic Perspectives on Culture and Education

GED 651 Hands On: Learning In and Through the Arts

OR GED 673 Special Topics: Multicultural Arts

GED 689 Student Teaching Seminar. These credits may not be applied to the M.Ed.

GED 688 Art Education Practicum (6 credits) These credits may not be applied to the M.Ed.

### **Licensure: Computer Science Teacher (Grades 7-12)**

*Initial Licensure Candidates:* The candidate for initial Secondary Education Licensure with a subject area of Computer Science as his/her initial endorsement takes the required secondary licensure courses as detailed in the section of this catalogue describing Initial Teacher Licensure. The remainder of the program is developed with the advisor.

*Educational Technology Specialist:* A new State endorsement will be in place after the printing of this catalog. Please consult advisor for requirements.

### **Licensure: Resource Room (Special Education)**

Prerequisites for Admission to Resource Room Licensure Program

1. A Bachelor's Degree with mastery level evident in content areas appropriate for grade levels and with successful completion of a Liberal Arts and Science major.
2. Cumulative Grade Point Average (G.P.A.) of 2.8, and a G.P.A. of 2.8 in the major.
3. Successful completion of the entrance interview.
4. Evidence of successful work experience with children.
5. Two years teaching experience.

### **Resource Room Teacher License: Required Courses**

GED 516 The Decision to Teach

GED 613 Mathematics in the K-8 Classroom

GED 560 Reading Process for Teachers

OR 522 Teaching Literacy in the Elementary School

GED 597 Integrating Technology into the Curriculum

(waived with previous experience)

GED 509 Integrative Curriculum or approved curriculum course

GED 632 Diagnosis or Learning Problems

GED 633 Legal and Professional Issues

GED 641A or B Instruction of Students with Learning and Behavior Problems

GED 640 Language and Learning

GED 631 Development, Learning, and Individual Differences

GED 661 Designing Instructional Programs (Direct Service Practicum)

GED 662 Implementing and Evaluating Programs (Direct Service Practicum)

### **Licensure: Consulting Teacher License**

Prerequisites for Admission to Consulting Teacher Program:

1. A Bachelor's Degree with mastery level evident in content areas appropriate for grade levels and with successful completion of a liberal arts and science major.
2. Cumulative Grade Point Average (G.P.A.) of 2.8, and a G.P.A. .of 2.8 in the major.
3. Successful completion of the entrance interview.
4. Evidence of successful work experience with children.
5. Three years teaching experience.

### **Consulting Teacher License: Required Courses**

GED 516 The Decision to Teach

GED 613 Mathematics in the K-8 Classroom

GED 560 Reading Process for Teachers

OR 522 Teaching Literacy in the

Elementary School

GED 597 Integrating Technology into the Curriculum (waived with previous experience)

GED 509 Integrative Curriculum or approved curriculum course

GED 632 Diagnosis or Learning Problems  
GED 633 Legal and Professional Issues  
GED 641A or B Instruction of Students with Learning and Behavior Problems  
GED 640 Language and Learning  
GED 631 Development, Learning, and Individual Differences  
GED 661 Designing Instructional Programs (Direct Service Practicum)  
GED 662 Implementing and Evaluating Programs (Direct Service Practicum)  
GED 612 Math for Understanding  
GED 581 Management of Emotional/Behavioral Problems  
GED 634 Consultation and Collaboration in the Schools  
GED 664 Implementing a Consulting Program in the School

## **Course Descriptions: Graduate Education**

- GED 502 TV, Technology, and Children: Integrating Media Literacy 3 cr.**  
TV, radio, the Internet, movies, CD's, newspapers, magazines...an omnipresent media bombard us with information, entertainment, and advertising. As students come of age in a visual, multimedia culture, they need new skills to survive as healthy, independent, and critical thinkers in a democratic society. Media literacy education provides these skills, is easily integrated into existing curriculum, meets VT standards, and motivates students by tapping into their natural love of interacting with and producing media.
- GED 505 Curriculum Development: Developing Units of Study Using Vermont's Standards 3 cr.**  
The focus of this course is applying *Vermont's Framework of Standards and Learning Opportunities* to participants' classroom curriculum and assessment. Participants will develop curriculum units based on the standards.
- GED 509 Integrative Curriculum 3 cr.**  
This course is designed to offer a theoretical and historical overview of the concept of integrative curriculum, as well as many practical applications. Specific topics studied include: multiple intelligences, learning styles, brain based learning, interdisciplinary thematic curriculum, differentiated curriculum, student directed curriculum, and standards based curriculum. The integration of artistic, ethical, and spiritual approaches to the curriculum will also be emphasized.
- GED 511 Fundamentals of Curriculum 3 cr.**  
This course explores a variety of perspectives on the meaning of curriculum. It examines the psychological, philosophical, historical, and sociological roots of curriculum frameworks that underlie contemporary educational systems. Theory is linked to contrasting practical models for curriculum planning, design, implementation, and evaluation.
- GED 512 Educational Technology for Math and Science in the Secondary School (7 – 12) 3 cr.**  
Students focus on the pedagogical and practical issues surrounding implementing educational technology in secondary math and science classrooms. Participants receive hands-on experience with a broad variety of hardware and software using specific classroom applications including: graphing calculators,

data collections devices, graphing software and spreadsheets, databases and system modeling software, and software to capture and analyze digital images, audio, and video. This course is appropriate for novices or advanced users; however, word processing experience is a must.

**GED 514 Moral and Ethical Dimensions of Education: The Sacred Space of the Classroom** **3 cr.**

Whether we announce it explicitly or maintain it silently, the classroom is a place with moral and ethical dimension. This course will explore ethics and morals in classrooms organized by the achievement of academic standards set by state and national governments. We will discuss how curriculum might be considered to evoke sacred yet nonsectarian spaces and how to organize classrooms around the pursuit of social justice. Finally, we will work to create a space which embodies the moral and ethical. *This course is cross-listed with GTH 752.*

**GED 516 The Decision to Teach** **3 cr.**

This introductory course reviews the role of teacher by examining such issues as the sociology, philosophy, history, and politics of contemporary education. Participants complete thirty school observation hours, participate in discussions, and challenge assumptions through written and expressive critiques. Reading will help participants understand their potential for teaching and appreciate dilemmas faced by 21st. Century schools. *Students complete the required graduate program writing assessment and first draft of a personal philosophy of education.*

**GED 518 Adolescent Development** **3 cr.**

This course provides an analysis of early, middle, and late adolescence through an exploration of cognitive, social, emotional, moral, and physical development. Students explore disturbances and stresses common to the period of adolescence, especially as these affect middle and secondary school students. Critical aspects of adolescent culture are examined. Assignments include: readings, essays, and small group discussions.

**GED 519 Child Development** **3 cr.**

This course acquaints students with the processes involved in the development of children. Students follow the physical, cognitive, language, social, and emotional development of children from infancy through school age and develop strategies for applying theoretical principles to the development of curriculum.

**GED 521 Language Arts and Social Studies in the Multiage Classroom** **3 cr.**

Participants gain an understanding of language arts and social studies programs within a multiage/multilevel classroom. What is taught? What are methods that teachers use? What research is helpful for planning such a program? How might it be integrated with other subject areas? The emphasis will be on exploring *Vermont's Framework of Standards*, creating a standards based unit, designing activities/lessons, and developing strategies using "best practices" of teaching, assessment, and evaluation.

**GED 522 Literacy in Elementary Schools** **3 cr.**

Methods related to literacy acquisition and instruction are presented with a focus on the close relationship between reading and writing. Information about how to select and use children's literature as a vehicle for teaching these literacy skills at the elementary level is also emphasized. Connection to the *Vermont's Framework of Standards and Learning Opportunities* will be made.

- GED 525 Writing from the Heart** **3 cr.**  
How can we help students become proficient and engaging writers? How can we model the art of writing? This course emphasizes finding and strengthening one's own voice as a writer. By writing in various genres and exploring models of critiques and revision, participants learn ways to stimulate the writing process for themselves and their students. Participants will focus on the genre of their choice – fiction, drama, poetry, and essay – for a final project.
- GED 528 Practical Management and Curriculum in the Multiage/  
Multilevel Classroom** **3 cr.**  
This course provides participants an opportunity to review and synthesize philosophies, research, and approaches into a manageable plan for the multiage/multilevel classroom. Questions to be addressed include: How do educators find the time and/or space to teach process writing, math, social studies, science; include the multiple intelligences; take into consideration varying learning styles and integrate the *Vermont's Standards*? What are the practical behavioral and classroom management procedures that enhance and support the philosophical perspectives of the teacher? *Formerly: Multiage Classrooms.*
- GED 530 Literacy in the Middle and Secondary Schools** **3 cr.**  
In this course students examine applications of literacy development through theory and resource analysis, problem solving, and curriculum planning. Students explore and design approaches for the concurrent instruction of reading, writing, and literacy skills within their content areas. *Vermont's Framework of Standards and Learning Opportunities* is integrated throughout the course, and students create ways to address the standards in middle and secondary classrooms and curricula.
- GED 531 Approaches to Reading Instruction** **3 cr.**  
This course explores structural and holistic approaches to reading instruction in the elementary school classroom. Practical teaching strategies are demonstrated, and students learn how to implement each approach in the classroom. Students are expected to become familiar with pertinent research, and the strengths and weaknesses of each approach studied, including analytic and synthetic methodologies.
- GED 533 The Illustrated Book: Between the Covers** **3 cr.**  
In this hands-on course, students will learn how to transfer ideas and stories into picture books. By exploring the relationship of text and visual images, reflecting on current trends in children's literature, and discussing the history and business of printing and bookmaking, participants will come away with a thorough experience investigating the illustrated book. No previous art making skills are required. *Students will be expected to complete a rough draft of their short picture book as well as one finished page.*
- GED 534 Assessment and Instruction in Reading** **3 cr.**  
In this course, the emphasis is on the use of informal assessments to analyze the needs of children with reading difficulties, as well as understanding the symbiotic relationship between on going assessment and well chosen instruction. Students develop a diagnostic portfolio using information from a variety of assessments, and then create an instructional program to follow the diagnosis.

This course meets the reading assessment requirement prior to the reading practicum.

**GED 535 Author and Illustrator Studies in Children's Literature 1-3 cr.**

Courses are based on topic of current interest and are offered on a rotating basis. Examples include Lois Lowry, David MacCaulays, Chris Van Allsburg, Lloyd Alexander, J. K. Rowling, and others. The course will explore, in depth, the work of children's book illustrators and authors. The instructor will present an overview of the life of each creator – and show how the important themes of each person evolves.

**GED 539 A Survey of Children's Literature 3 cr.**

This course is designed to promote interest in a wide range of children's literature (grades K-9) by providing an opportunity to read and discuss recently published works. Participants examine the major genres of children's literature as exemplified in picture books, early chapter books, novels, and works of non-fiction, and produce written responses to the literature. The culminating project is a class presentation based on various themes drawn from both class and outside reading.

**GED 542 Differentiated Curriculum in the K-12 Classroom 3 cr.**

Students explore the principles and elements of differentiated instruction, a term defined by Carol Tomlinson. We will study instructional and management strategies that help teachers respond to students according to their readiness, interests, and learning profiles. We will focus on ways to differentiate content, process, and products for all students. The course is organized following Charlotte Danielson's framework: planning and preparation; creating a classroom environment; instruction, and professional responsibilities. We will use the *Vermont Framework of Standards*.

**GED 541 The Caring Classroom: Skills for Building Community 3 cr.**

Educators know the frustration of blending a diverse student population into a harmonious and productive classroom and school environment. This course explores on a personal and professional level the impact of cultural and family conflict on the moral development of children and the resulting effect in our classrooms. Participants define and learn to promote the social and emotional skills that contribute to peaceful school and family environments. Conflict resolution, mediation strategies, and program implementation are integral to the course.

**GED 547 Middle and Secondary Curriculum Planning 3 cr.**

This course offers current and prospective secondary educators the opportunity to increase their knowledge of content area curriculum design. We will critically examine and apply learning theory, instructional strategies, content knowledge, and *Vermont's Framework of Standards and Learning Opportunities* while constructing lesson plans 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 in fostering student learning and growth.

**GED 553 Reading, Spelling, and Phonology 3 cr.**

This course is designed to give participants a working knowledge of some of the basic but often neglected tools necessary for effective teaching of literacy – phonetics, phonology, morphology, and orthography (including phonics). Participants will develop the concepts necessary to teach the structure of language (focusing primarily on the work level) to students in both classroom

and individualized settings. Reading and spelling will be approached through developmental stage frameworks, and explored through students' reading and writing samples.

- GED 557 Training for the Trainer** **3 cr.**  
Participants in this weeklong course examine various elements for designing and implementing training sessions in organizational settings. Topics include learning theory, learner characteristics, planning learning experiences, teaching/learning strategies, and evaluating learning outcomes. As part of the course, each participant is expected to make a presentation demonstrating course principles and concepts. *This course is cross-listed with GSA 530.*
- GED 558 Introduction to Educational Research** **3 cr.**  
This course introduces students to the broad range of educational research, develops critical skills needed for analyzing research studies, and provides intensive assignments directed toward writing a literature review. Among the skills students develop are the abilities to: access and synthesize information from multiple sources, choreograph a research project, and write a literature review. *Required writing assessment for Candidacy included in course.*
- GED 560 The Reading Process for Teachers** **3 cr.**  
This course is designed for beginning teachers (pre-service) who are completing licensure requirements, and for current teachers who wish to update their knowledge and practice. Topics such as: the reading process, reading comprehension, diagnosis of reading difficulties, teaching reading and study skills, and readability are covered by the entire class. Other topics pertinent to specific age or grade levels are discussed in small group settings, with differentiated assignments for teachers of similar interests.
- GED 562 Thesis Research** **3 cr.**  
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. A thesis topic form must be submitted with the course registration. Students meet with their academic advisors to discuss topics and projects before enrolling.  
*Prerequisite: GED 558 Introduction to Educational Research and permission of advisor.*
- GED 567 Legal and Financial Management** **3 cr.**  
The Legal and Financial Management of Schools course will provide participants with knowledge and skills needed for successful leadership. We will explore selected legal and financial functions from a systemic perspective. Specific topics will include: policy analysis, legal authority, human resources management; planning, budgeting, risk management; and, financial support. Participants will exit the course with a deep understanding of the relationships of sound management to effective leadership.
- GED 569 An Introduction to Bookmaking** **3 cr.**  
Students explore the book as a means of visual and verbal communication, work with traditional tools and materials of bookbinding, and make several book structures that will serve as models and inspiration for individual or classroom bookmaking projects. Daily class work will focus on the foundational skills of the book arts. Assignments and an independent inquiry project give students the opportunity

to explore the interplay of content, structure, and materials in the book form.

**GED 572 School Leadership**

**3 cr.**

Students examine the interplay of the leader, the led, and the context as they develop skills as facilitators of individual and organizational growth. Students reflect upon values and draw upon experiences as they explore theories and practice the behaviors of effective leadership. Topics include: human resource management, instructional leadership, school culture, creating a vision, facilitating change, effective communication, and ethical decision making. Relevant for any educator in, or aspiring to, a leadership position.

**GED 575 Spirituality and Education**

**3 cr.**

Just what is spirituality and what does/should it have to do with education? Differing beliefs about spirituality are implicitly present in educational environments, whether or not they are acknowledged. This course investigates diverse perspectives on spirituality and the implications of these for teaching and learning. Topics will include: a historical perspective; the relationship of spirituality to religion, morality, mysticism and psychology; current controversies; and theoretical and practical curricular applications. This course is relevant for all educational levels and types of educational environments. *This course is cross-listed with GTH 75L.*

**GED 579 Information Literacy: Researching Electronically**

**3 cr.**

This course equips students to be online researchers. Students will acquire the skills to determine the extent of information needed, access the information through different formats, evaluate information and its sources critically, design search strategies for specific subjects areas, and understand information publishing within current copyrights standards. Strategies for searching full text databases, online catalogs, subject indexes, and Internet sources will be fully reviewed. Students will publish a major research project web page.

**GED 581 Management of Emotional/Behavioral Problems in the Mainstream Classroom**

**3 cr.**

This course examines behavioral, cognitive, social/interpersonal, and environmental factors to consider in assessing and developing interventions for children and adolescents with emotional/behavioral disorders in the mainstream classroom, and throughout the school environment. Methods and strategies are stressed using specific case examples and classroom observations.

**GED 582 Advanced Uses of the Internet**

**3 cr.**

The Internet and the World Wide Web provide opportunities to affect learning and promote process innovation. Using the Internet, participants develop Web-based resources to enhance learning and administrative innovation by designing web pages using FrontPage. Students gain a thorough understanding of the technology behind the Internet and issues which drive the Internet's popularity. *Course will meet on campus for eleven sessions; remaining four sessions will be Web-based.*

**GED 584 Technology Planning for Vermont's K-12 Schools**

**3 cr.**

This course uses discussion and case studies to analyze models of educational technology systems in K-12 schools. Topics of discussion include applications of technology in education, infrastructure design, technology planning, management, support and training system models, hardware/software selection issues, state requirements, and other issues such as gender equity, student access, and

security. This course is appropriate for teachers, administrators, and technical support personnel who are concerned with advancing the systemic use of educational technology in their district.

- GED 588 Hard Disk Management for Windows 3 cr.**  
Learn to operate, manage, and configure your Windows-based computer system. Topics include file management, system and disk utilities, desktop configuration, and computer operation. Learn to control and manage your hardware and software. This hands-on course is for the intermediate to advanced computer user. **Students must have a Windows-based computer that can be modified and available for use after class hours.**
- GED 589 Information Technology: Influences on Learning 3 cr.**  
This course investigates the impact and change information technology has on today's society. Participants examine ways information technology enhances learning opportunities for all members of society. Students discuss and develop implementation strategies for infusing information technology into the school setting. Finally, participants understand how information technology can significantly enhance organizations that focus on continuous learning for all participants.
- GED 590 Drama Structures 2 cr.**  
Drawing on the concepts first conceived by noted British educator Dorothy Heathcote, this course demonstrates techniques for building extensive dramatic improvisations with elementary and middle school students which leads them to feel as if they have lived – for a short time – in a different time or place. A series of dramatic activities that build on one another helps students understand complex issues as it deepens their theatrical skills – all without the limitations of producing a play.  
*Prerequisite: GED 667 and/or GED 670 or permission of instructor.*
- GED 596 Multimedia Technology 3 cr.**  
Multimedia, computer, and communication technologies are evolving into very powerful educational, training, and business tools. These technologies are changing the way we view and present information. This course provides an introduction to the theories and skills necessary to create multimedia in today's technological world. Students will use Microsoft Power Point, Image Composer, Gold Wav, and Internet Explorer to display and manipulate information and discover the impact multimedia can have in accommodating different learning styles.
- GED 597 Integrating Technology into the Curriculum 3 cr.**  
This hands-on course provides an introduction to using technology in the classroom. Workshops, presentations, discussions, and hands-on experience will provide the framework within which students consider philosophical issues regarding technology's role in education while using hardware and software. Using an individualized approach to learning, students are responsible for setting personal technology goals. Students will be evaluated through portfolios, participation and quality of work. Requirements: Familiarity with and after class access to Windows 2000.
- GED 598 LOGO 3 cr.**  
LOGO is a computer language that is widely used in schools to help students learn critical thinking and problem solving skills. This course offers a wide variety of LOGO activities centered around its use as a teaching tool. Most activities are directed toward elementary and middle school grades. The students use Lego Dacta Control Labs and LOGO Writer to write programs to

run their Lego constructions.

- GED 600 Advanced Integrating Technology into the Curriculum 3 cr.**  
This hands-on course provides a follow-up to GED 597 with emphasis on applying concepts learned to develop student uses for technology. Workshops, presentations, discussions, and hands-on experiences provide the framework within which students consider philosophical issues regarding technology's role in education while developing technology-based curricula. Students assume responsibility for setting personal technology goals to direct their learning and assess growth. Growth is measured through student projects and portfolios. Additional time on computers (beyond class time) is required to complete course requirements.  
*Prerequisite: GED 597 Integrating Technology into the Curriculum or permission of instructor.*
- GED 601 Understanding Students with Emotional-Behavioral Disabilities 3 cr.**  
This course provides an introduction to instructional and behavior strategies for students with emotional-behavioral disabilities. The course emphasizes understanding problem behavior, characteristics of students with this disability, and Vermont's guidelines for the identification of students with emotional-behavioral disabilities. Initiatives aimed at maintaining students within a regular school setting, and effective intervention strategies, are also examined.
- GED 602 Relationships in the Classroom for the Child with a Severe Emotional Disturbance 3 cr.**  
This course focuses primarily on how to use yourself as a valuable resource in developing and maintaining relationships with the child having emotional disturbances. Some of the areas covered are: ways to individualize for a child's emotional needs; ways to listen, understand, and interact more productively with children; and ways to look at the individual as part of the group process.
- GED 604 Teachers Writing, Writing Teachers: A Writing Workshop For K-16 Teachers Across Disciplines 3 cr.**  
One of the best ways to learn new methods for teaching and using writing across the curriculum is to experience those methods first-hand: by writing. In this course, students develop their own writing while experiencing various approaches to process, form, and style, as well as ways of responding to and assessing writing. A post-course project allows students to use what is learned in a practical and or creative way. Open to teachers at all levels and all areas.
- GED 608 Creating WebQuests 3 cr.**  
Students evaluate and design WebQuests which are computer, inquiry-based activities used to promote analysis, synthesis, and evaluation. Participants develop WebQuest rubrics while linking the activities to Vermont, local, and national standards; learn Internet publishing tools; and publish their WebQuests on the World Wide Web.
- GED 612 Mathematics: Instruction for Understanding 3 cr.**  
This course describes the nature of math learning, considers characteristics of math learning problems, and introduces participants to a range of techniques for instruction. This course is geared toward the K-8 curriculum, with a focus on the elementary level. Students design and implement assessment and instructional procedures as part of a two-week practicum.

- GED 613 Mathematics in a K-8 Classroom** **3 cr.**  
Students learn mathematical content and processes using the NCTM Standards and *Vermont's Framework of Standards* and the developmental guides. Participants design units with emphasis on "concrete" learning tasks, utilization of manipulatives, and connections to other content areas. Assessment and program evaluation will be developed answering the question, "What evidence is there that students understand concepts and apply their knowledge to life situations?" We will combine theory with practical application, developing classroom materials.
- GED 614 Understanding the Basics of Learning Disorders** **3 cr.**  
This course is designed for educators and school psychologists. The focus is on the techniques used by neuroscientists to investigate brain-behavior relationships, particularly as they relate to verbal learning disabilities and dyslexia, nonverbal learning disabilities, disorders of attention and memory, neurological disorders, and the effects of brain injury. The purpose of the course is to familiarize practitioners with neuropsychological evaluation, the interpretation of test reports, and a framework for assessment and intervention. The class includes readings, discussion of current research, an overview of tests, and case study evaluation.
- GED 615 Affective Education in the Classroom: Education From the Heart** **3 cr.**  
This course explores ways to enhance emotional well being and to apply this philosophy to students of all ages. Based on experiential learning and an introspective approach to children, adolescents, and adults, educational renewal will evolve from individual and group renewal. "Affective Education" is explored with guidelines to make this more usable in our schools. This intensive one-week course includes an individualized project.
- GED 616 New Directions in Assessment of Student Learning** **3 cr.**  
Explore new ways of assessing student learning, with an emphasis on the *Vermont's Framework of Standards* and the statewide comprehensive assessment systems. The course begins with a brief review of current assessments, and then explores both authentic and performance-based assessment. The focus is on both conceptual understanding and practical applications. Participants will develop various assessment tools as well as design, develop, implement, and evaluate these assessments in schools.
- GED 618 From Assessment into Action: Using Data to Improve Schools** **3 cr.**  
Why assess? What do we hope to find? What techniques should be used to gather the information? How will the results be interpreted? What standards or criteria will be used? These questions and others will be addressed during this course in an effort to develop school-based action plans that focus on the needs of students. This course will have relevance for principals, aspiring principals, and teachers.
- GED 621 Supervision, Evaluation, and Teacher Development** **3 cr.**  
In this course students will look at the main functions of the administrator as supervisor and evaluator. Students will examine theories of adult and teacher development as the foundation for the effective supervision and evaluation of staff. Students will also 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 and evaluate staff, from novice to expert, competent to incompetent.

- GED 623 The Foundations of Ceramic: The Magic of Clay 3 cr.**  
The focus of this class in clay is on throwing on the wheel. Demonstrations, critiques, and assigned projects will enrich students' hands-on experience working with clay on the potter's wheel. Traditional glazing and firings as well as multicultural techniques such as Raku and Native American burnishing and pit-firing will be included. This class is suitable for those with or without throwing experience and ideal for those educators who have access to wheels.
- GED 630 Introduction to Java Scripting 3 cr.**  
Popular due to its interactive capabilities, JavaScript is at the top of the list of Internet development skills. This course provides an introduction to the JavaScript language for educators and managers. Students will learn the fundamentals and essential components of the language to create interactive web pages.
- GED 631 Development, Learning, and Individual Differences 3 cr.**  
This course examines cognitive and social development across the life span, considering how development impacts learning at all stages. Students carry out observations to assess a student's developmental level and plan appropriate intervention or instruction. The developmental perspective is compared to other frameworks for understanding individual differences. *Formerly: Development and Education.*
- GED 632 Diagnosis of Learning Problems 3 cr.**  
This course is designed as an introduction to the differential diagnosis of learning disabilities and other categories of disability. Basic principles of assessment and measurement are reviewed. Emphasis is placed upon analyzing the nature of tasks, which assess academic achievement, learning style, and cognitive abilities so that the unsuccessful learner's strengths and weaknesses may be discerned. Actual cases are used to demonstrate these principles.  
*Prerequisite: Special Education Program or Concentration or permission of instructor.*
- GED 633 Legal and Professional Issues 3 cr.**  
This course provides background in the legal rights and requirements that affect learners with disabilities and their families. Students explore models for providing services to individual students in a variety of settings. The interpersonal aspects of the special educator job and current issues in special education are discussed. Students participate in a required family based practicum.
- GED 634 Consultation and Collaboration in the Schools 3 cr.**  
This course provides educators and special educators with the framework and skills necessary for cooperation and collaboration among students and adults in the elementary and secondary school. *Participants must be able to work with groups of students in a school or similar setting.*
- GED 635 Middle Grades Summer Institute 3 cr.**  
This institute is a highly participating, reflective, collaborative experience aimed at improving learning and teaching in the middle grades (5-8). The institute provides options to personalize schedules around intensive strands designed to address individual goals. Those earning credit toward Vermont's Middle Grades Endorsement must design a plan to address the area of middle

level curriculum and instruction or middle level organization.

**GED 638 Current Topics in Special Education** **1-3 cr.**  
One, two, or three credit courses designed to help teachers meet the needs of mainstreamed students. Topics have included Mainstreaming: Phonological Awareness Assessment and Training, and Classroom Interventions for Children Diagnosed with Attention Deficit Hyperactive Disorder.

**GED 640 Language and Learning** **3 cr.**  
This course considers how difficulties in language acquisition and usage affect a student's ability to succeed in the classroom. Problems with vocabulary, sentences, and discourse (reading comprehension, writing composition, and oral discussion) are viewed from a framework that examines the structure of language, the ability to process verbal (oral and written) instruction, and the abilities necessary to use language for communication and for learning. Students learn a wide variety of language learning techniques for individual, small group, and whole class instruction.

**GED 641A Instruction of Students with Learning Problems: Elementary Level** **3 cr.**  
This course provides an in-depth study of sound instructional practices and materials to use with unsuccessful learners, based on an analysis of the learner's strengths and weaknesses. Methods used to teach reading, spelling, study and writing skills are covered. The emphasis is on working with students in elementary school. This course includes a practicum.

**GED 641B Instruction of Students with Learning Problems: Middle and Secondary Level** **3 cr.**  
This course provides an in-depth study of sound instructional practices and materials to use with struggling learners, based on an analysis of the learner's strengths and challenges. Methods used to teach literacy skills strategies are covered, as well as the ways teachers can meaningfully include struggling learners in the regular class curriculum. The emphasis is on working with students in middle and secondary schools. This course includes tutoring and observation in schools.

**GED 649 Arts: The Creative Process** **3 cr.**  
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, and poetry, participants actively investigate the creative process. A supportive and reflective community encourages those who identify as artists and those who do not. Texts include performances at the Flynn Center.

**GED 651 Hands on! Learning In and Through the Visual Arts** **3 cr.**  
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 how to compose and integrate standards-based lesson designs and authentic assessment, and make connections to interdisciplinary themes. With guidance and support, 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.

**GED 653 Adult Development and Learning 3 cr.**

This course provides participants with an opportunity to examine adult learning and development. Topics include life, age, and stage development models, and approaches for fostering growth and change in various contexts. Students explore these topics through reflective thinking, writing, dialogue, and projects in order to develop an understanding of how the topics relate in different settings, including educational institutions.

**GED 654 Adult Education: Theory and Practice 3 cr.**

Recent research indicates that an increasing number of adults are requesting education and/or training for a variety of personal and professional purposes in a variety of settings, including literacy programs, the work place, higher education, community outreach, and advocacy projects. In many instances, adult educators have not explored the possibilities and challenges specific to adult learners. We will explore, apply, and critique adult education models, resources, purposes, and settings relevant to the participants.

**GED 661 Designing Programs for Children with Disabilities 3 cr.**

Students design, implement, and evaluate instructional programs for learning disabled and other mainstreamed learners with disabilities. They are involved in all aspects of the special education process. *This is a school-based practicum for students in the Special Education Program. Limited to students completing the Special Education Program.*

*Prerequisites: GED 632, 633, 641.*

**GED 662 Implementing and Evaluating Instructional Programs 3 cr.**

In this school-based practicum, students design, implement, and evaluate instructional programs for special education. They work in school-based teams to conduct comprehensive evaluations and develop IEPs. Students select a subject, design a project and collect data for action research project. *This is a school-based practicum for students in the Special Education Program. Limited to students completing the Special Education Program.*

*Prerequisite: GED 661.*

**GED 664 Implementing a Consulting Program in the School 3 cr.**

This course focuses on promoting shared leadership and responsibility, communication, problem solving, and conflict resolution strategies associated with the process of school change, and the development of adult collaborative teams. Students spend significant time working in teams gaining new information, practice skills and strategies, and apply problem solving to "real life" challenges. Students implement a project in their professional setting utilizing the skills and strategies outlined above. For students in the Special Education Program.

*Prerequisite: GED 634 (GED 633 also recommended).*

**GED 667 Words Come Alive: Drama as a Teaching Tool 3 cr.**

Drama is a neglected area in the school curriculum and yet it is one of the most engaging tools an educator can employ. Designed for all levels of acting and teaching experience, this course presents ways to interweave drama into K-12 curriculum of literature, social studies, and science. Techniques presented bring lessons to life and allow educators to respond effectively to different learning

styles and intelligences. Topics include creative drama activities, theater games, teaching in character, and developing improvisations into plays.

- GED 669 Storytelling and Folklore** **2 cr.**  
In every culture around the world folktales have been passed from generation to generation through storytelling. Students revive this ancient art by studying different sources of traditional folklore and learning various presentation techniques. Emphasis is on the uses of storytelling and folklore in schools and libraries.
- GED 670 Bringing History and Literature to Life Through the Arts** **3 cr.**  
Drawing on resources of two nationally respected arts institutions, the Flynn Center for the Performing Arts and the Shelburne Museum, participants explore creative approaches to classroom instruction and focus on techniques to reach students with multiple learning styles. Utilizing the elements of theater – drama, writing, movement, music, and art – the class brings to life the experiences of ordinary 19th and 20th century Americans, demonstrating how arts, literature, and American history can be integrated. Class ends with an informal presentation of original work of the museum.
- GED 671 Bookmaking for Educators** **1 cr.**  
Educators from all disciplines are invited to make traditional and nontraditional books to be used with students of all grade levels. Exploring the art of bookmaking and the book as art, participants will use visual and spatial intelligence to create unique books that demonstrate knowledge and concepts that become treasured products of authentic assessment. No previous bookmaking experience required.
- GED 673 Special Topics in Arts Education** **1-3 cr.**  
Courses are based on topics of current interest and are offered on a rotating basis. Examples include: Multicultural Arts, Moving Smartly: The Vermont Rhythm and Dance Project, Educator as Artist, and Images of Global Healing, Peace, and Gratitude. These courses may be offered in collaboration with programs like the Flynn Center for the Performing Arts and The Summer Book Arts Institute.
- GED 677 Social Foundations of Education** **3 cr.**  
This course introduces current and prospective educators to the sociology, philosophy, and history of education as applied to educational systems in the United States. Readings present a variety of perspectives. Issues are discussed in terms of the problems and possibilities of transformative education in our society. Emphasis is placed on the questions of school purpose, the nature of knowledge as practiced and understood, and the tensions between transmission and transformation of the culture.
- GED 678 Aesthetic Perspectives on Culture and Education** **3 cr.**  
Literature, performances, exhibitions, popular images, philosophy, and personal narratives help students reflect on the historic and current role arts literacy has in defining individual and social identity. Through an aesthetic perspective and our own creative process we explore influences on education and cultural values, model ways to integrate arts into curriculum, and examine our environ-

mental and social consciousness. The class culminates in a semester ending community project. Texts include performances at the Flynn Center for which there will be a reduced ticket fee.

**GED 682 Cyber Law** **1 cr.**  
A study of the law governing the use of computers and the Internet. This course focuses on state and federal statutory, decisional, and administrative laws arising out of the use of the Internet and explores social, ethical and political issues related to cyberspace regulation. *This course is cross-listed with GSA 591A.*

**GED 684 School and Community** **3 cr.**  
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.

**GED 686 Independent Research** **1-6 cr.**  
**GED 687 Directed Readings** **1-6 cr.**

These two courses allow matriculated students to study special topics in depth. The student and instructor submit a proposed course description and an "Independent Study Learning Contract" to the Academic Advisor using guidelines provided by Graduate Programs in Education. After approval by the academic advisor, the course proposal must also be approved by the Director of Graduate Programs in Education. Registration must be completed by the third week of the semester.

**GED 688 Practicum** **3-6 cr.**  
Practicum experiences allow students to apply theory in a setting related to their area of study.

GED 688A Practicum: Elementary Education (K-6)

GED 688B Practicum: Middle (5-8) and Secondary (7-12) Education

GED 688C Practicum: School Leadership

GED 688D Practicum: Reading Teacher

GED 688G Practicum: Arts in Education

GED 688H Practicum: Information Technology

GED 688J Practicum: ESL

GED 689K Practicum: K-12 Art

**GED 689 Student Teaching Seminar** **3 cr.**  
Taken concurrently with the student teaching practicum (GED 688 A, B, J and K), this course focuses on methods and standards, teacher strategies, classroom discipline, management techniques, instructional strategy, collaboration, problem solving, assessment, and communication skills. Students complete their required portfolio for licensure during this course. *Enrollment by special arrangement only.*

**GED 693 Art, History, and Social Sciences for the K-6 Classroom: Inquiry and Imagination** **3 cr.**  
Through critical investigation and creative problem solving participants make connections between historic events, social issues, visual culture, geography, and artistic expressions. We will examine common and different characteristics of Art, History, and Social Sciences as described in state and national standards

as we develop and exchange ideas for curriculum and assessment in the K-6 classroom. Through individual and group work we practice what we ask of our students: modeling citizenship, honoring differences, researching and imagining perspective, and discovering “voice.” *Texts include performances at the Flynn Center for the Performing Arts for which there will be a reduced ticket fee.*

**GED 695 Investigating Science and Technology** **3 cr.**

This course is designed to help both the reluctant and experienced science teacher to encourage children to become active learners. Participants explore various teaching methods and learn how to integrate science and technology throughout the elementary curriculum.

**GED 696 Philosophy of Education** **3 cr.**

In this course, current and prospective educators explore the philosophical underpinnings of education in our society, and acquire the tools of the discipline to analyze current issues in schools. Readings and other course resources represent a wide variety of perspectives, including perennialism, essentialism, progressivism, and reconstructivism, and educators develop their own informed statements of educational philosophy. Particular emphasis is placed on the application of philosophy to school and classroom experience.

**GED 697 Managing Information Systems** **3 cr.**

This course presents concepts that managers need for effective use and management of information systems. Topics include basic technological aspects and managerial aspects of system and implementation, strategic uses of information technology, and management and control of information systems. As this course combines activities in real space (i.e. occasional on-campus class meeting) and in cyberspace (i.e. regular on-line discussion and e-mail) weekly class meetings are not held.

**GED 699 Capstone Seminar in Graduate Education** **3 cr.**

This course is designed to support students as they complete the M.Ed. program. Students investigate a topic in their field of interest and then complete both a paper and presentation demonstrating their in-depth understanding of this topic. Research skills, critique and reflection, and expressive presentations are included in the course. Students submit their research methodology to their advisor for approval before registering.

*Prerequisite: GED 558 Introduction to Educational Research, a research proposal, and approved methodology.*

## **Teaching English as a Second/Foreign Language**

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### **History and Philosophy**

The Saint Michael's College School of International Studies (SIS) has provided graduate study in Teaching English as a Second or Foreign Language (TESL/TEFL) 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. There are currently three program options in graduate TESL/TEFL study: the Master's Program in Teaching English as a Second/Foreign Language (M.ATESL/TEFL), the K-12 ESL Endorsement Program, and the Graduate Certificate Program in TESL/TEFL. In addition, the SIS offers a non-credit intensive professional training program in TESL/TEFL: the Diploma Program. This 190-hour program covers all essential aspects of English language teaching from a practical classroom perspective.

MATESL/TEFL faculty average more than fifteen years of experience per person and its students have been drawn from more than sixty countries, including the United States. Students in our programs have a variety of teaching practicum options. They may work with students in the School's Intensive English and Academic English Programs, specially designed programs for refugees and immigrants in Burlington, ESL programs for children in area public schools, or even in EFL and bilingual education programs in many countries around the world. Graduate students also benefit from an extensive reference collection in the Saint Michael's Library.

## **Objectives**

- To provide an overview of current linguistic and second language theory and practices
- To provide applied training in all areas of language skill instruction
- To provide experience in special areas such as testing, curriculum and materials development, and use of technology for language teaching
- To prepare graduates to assume professional roles or pursue continued graduate study
- To prepare graduates with the cross-cultural competencies and sensitivity necessary to work with diverse national groups

## **Graduate TESL/TEFL Applicant Requirements**

Applicants to the Graduate Programs in TESL/TEFL must have:

1. A bachelor's degree from an accredited American college or university, or its foreign university equivalent, with a minimum of a 3.0 G.P.A.
2. Applicants for whom English is not a native language should consult the "Admission Procedures for International Students" in the front of the catalogue.

## **Graduate TESL/TEFL Admission Procedure**

Applicants to the Graduate Programs in TESL/TEFL will need to follow the procedure for admission as stated below or as found in the Application for Graduate Admission. **Please note:** International applicants should also follow "Admission Procedures for International Students."

- 1 Complete the Application for Graduate Admission.
- 2 Obtain official transcripts of all relevant undergraduate and graduate course work. Have official transcripts sent to you in a sealed envelope and included with your application. (*Please note:* International applicants should have official transcripts sent directly from the institution to Saint Michael's College at the address below. Program directors may require foreign academic credentials to be evaluated independently.)
- 3 Request three letters of recommendation from persons who are qualified to assess applicant's attitude and preparation for graduate study and have them sent to Graduate Admissions at the address below.
- 4 Submit a one- to two-page essay describing your educational career objectives with particular emphasis on the following: personal and career 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.
- 5 Include an application fee.

Please send all the above materials in one envelope to:

Graduate Admission  
 Saint Michael's College  
 One Winooski Park, Box 286  
 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 the program director in consultation with 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.

## Degree Requirements

Students must successfully complete thirty-six credits (eleven courses) from the following:

### Required Courses (27-30\* cr.)

GSL 500	Introduction to Language and Linguistics
GSL 502	English Grammar
GSL 506	Communication Skills (for non-native speakers)
GSL 542	Theory and Method in Second Language Teaching
GSL 543	Teaching of Oral Skills in ESL/EFL and English Phonology
GSL 544	Teaching Reading and Writing in ESL/EFL
GSL 604	Second Language Acquisition
GSL 685	Practicum I: Seminar/Observation
GSL 688	Practicum II: Classroom Teaching

### Elective Courses (9 or 6\* cr. depending on required course credits)

GSL 503	Problems and Theory in Grammar
GSL 520	Computer Assisted Language Learning
GSL 562	Audiovisual Communication (non-computer) in ESL/EFL
GSL 563	Content-Based Instruction and English for Specific Purposes

GSL 564	Literature in ESL/EFL
GSL 565	Grammar in the Classroom
GSL 575	Ideas that Work in TESL/TEFL
GSL 600	Teaching Vocabulary in ESL/EFL
GSL 601	Studies in American Culture
GSL 602	Intercultural Communication
GSL 605	History of the English Language
GSL 608	Discourse/Error Analysis: Practical Implications for Second Language Teaching
GSL 611	Sociopragmatics
GSL 612	Bilingualism and Multicultural Education
GSL 620	Testing and Evaluation in TESL/TEFL
GSL 655	Language Learning and Assessment for Children
GSL 670	Independent Research in TESL/TEFL
GSL 689	Special Seminar in TESL/TEFL
GSL 690	Thesis Research Seminar
GSL 691	Thesis

\*International students are required to take GSL 506 Communication Skills as a core requirement.

### **Oral Exit Examination**

As an opportunity to review all course work and synthesize information and ideas, each student must also complete an oral comprehensive examination before the end of the semester in which they intend to graduate.

### **Thesis Option**

Students who desire the MATESL degree with a Thesis will be required to complete a total of thirty-nine credits, which must include GSL 690, Thesis Research Seminar (three credits), and GSL 691, Thesis (three credits).

A thesis is a work of original research on a topic pertinent to the field of TESL/Applied Linguistics and must be written under the direct supervision of a MATESL faculty member. In addition to the thesis supervisor, a committee of one to three additional members, selected by the student in consultation with the supervisor, must approve the thesis. One of the additional committee members must be Saint Michael's faculty and at least one of them must be a MATESL faculty member; additional members may be nominated either from Saint Michael's faculty or from other institutions.

Thesis-option students will be required to deliver a presentation of the results of their research in lieu of the oral examination required of non-thesis-option students.

A grade of "XT" (Extended for Thesis Work) 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, but charged one credit for each "XT" 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 who do not pass or who withdraw from GSL 691 may take the oral examination and receive the MATESL degree without Thesis.

### **Vermont Teacher License with a K-12 Endorsement**

The School of International Studies, in conjunction with the Graduate Education Department, now offers a preparation program, approved by the Vermont Department of Education, for initial licensure to teach ESL in Vermont public schools. The Graduate Teacher License/K-12 ESL Endorsement Program may be completed in conjunction with the MATESL

The following courses are ESL endorsement core courses. Five additional courses (fifteen credits) from the Graduate Education Department are required, as well as a semester-long student teaching internship (nine credits), to complete the licensure program.

**Endorsement Core (27 cr.)**

GSL 500	Introduction to Language and Linguistics
GSL 502	English Grammar
GSL 542	Theory and Method in Second Language Teaching
GSL 543	Teaching of Oral Skills in ESL/EFL and English Phonology
GSL 544	Teaching Reading and Writing in ESL/EFL
GSL 520	Computer Assisted Language Learning
OR GED 597	Integrating Technology into the Classroom
GSL 612	Bilingualism and Multicultural Education
GSL 655	Language Learning and Assessment for Children

**Graduate Education/License Core (12 cr.)**

GED 516	The Decision to Teach
GED 509	Integrative Curriculum
OR approved curriculum course	

Choose (a) or (b)

- (a) GED 641B Instruction of Students with Learning Problems: Middle and Secondary Level AND 518 Adolescent Development
- (b) GED 641A Instruction of Students with Learning Problems: Elementary Level AND 519 Child Development

**Student Teaching Component (9 cr.)**

GED 689	Student Teaching Seminar
GSL 688J	Student Teaching ESL in Public Schools

Candidates for the License/Endorsement are also required to document a second-language learning experience – see SIS advisor.

For licensure portfolio requirements, see Graduate Education Department advisor.

**Additional ESL Endorsement for Licensed Vermont Teachers**

Licensed Vermont public school teachers who wish to add on an ESL Endorsement may take the following classes to fulfill all competencies currently in regulation for the additional endorsement.

GSL 502	English Grammar *
GSL 542	Theory and Method in Second Language Teaching
GSL 543	Teaching Oral Skills in ESL and English Phonology *
GSL 544	Teaching Reading and Writing in ESL *
GSL 655	Language Learning and Assessment for Children
GSL 612	Bilingualism and Multicultural Education

\*Candidates for Additional Endorsement only (not MATESL) should register for the three-credit option in these four credit courses. They should inform the course instructor of their option and of their Endorsement Program status.

**The Peace Corps Master's International Program**

Saint Michael's offers a Master's degree in Teaching English as a Second or Foreign Language

in conjunction with the Peace Corps Master's International Program. This option allows students who wish to serve in Peace Corps English language programs an opportunity to earn six credits of MATESL coursework during their Peace Corps service.

1. Prospective students must meet all admission requirements and be accepted by both the Peace Corps and by Saint Michael's MATESL Program.
2. Before entering Peace Corps, the student completes at least two semesters of course work at Saint Michael's that include all the required (i.e., non-elective) courses for the M.A. except for the teaching practicum (GSL 688 Practicum II). (Note: In order to complete the required total of thirty-six credits, students may need to spend an additional semester on campus either before or after Peace Corps service, or take a course offered on-line or through transfer credit.)
3. Students then are eligible to begin their Peace Corps service as teachers of English and teacher-trainers in a variety of locations around the world.
4. Six credits can be earned – tuition-free – during the Volunteer's period of Peace Corps service:

***Practicum II – Classroom Teaching. 3 credits.*** The Saint Michael's instructor will work with the student and the Peace Corps regional staff to set up procedures for monitoring, evaluating, and providing feedback on the student's teaching, lesson planning, and materials development.

***Reflective Portfolio of Peace Corps Experience. 3 credits.*** Under the supervision of a Saint Michael's faculty member, the student will compile an in-depth reflective study of a selected aspect of his or her experience living and working as a Peace Corps volunteer in a developing country. Possible topic areas would include cultural adjustment, language learning, and language teaching.

## **The Graduate Certificate Program in TESL/TEFL**

The Graduate TESL/TEFL Certificate Program, an eighteen to twenty-one-credit sequence, is an option within the full MATESL Program. It is of particular interest for those who do not wish to pursue a full Master's program or who have special training objectives in mind. Certificate courses may be applied to the MATESL Program. Admission requirements are the same as for the MATESL Program. The Certificate can be earned over two summer periods or two semesters or on a part-time basis.

### **Required Courses**

- GSL 502 English Grammar
- GSL 506 Communication Skills (for non-native speakers only)
- GSL 542 Theory and Method in Second Language Teaching
- GSL 543 Teaching of Oral Skills in ESL/EFL and English Phonology
- GSL 544 Teaching Reading and Writing in ESL/EFL
- GSL 685 Practicum I: Seminar/Observation

## **Diploma Program in TESL/TEFL**

The Diploma Program is a non-credit intensive, six-week professional training program offered in summers for prospective teachers of English as a Foreign or Second language. It covers all essential aspects of English language teaching from a practical classroom perspective. It offers concrete experience with methods and techniques reflecting current principles of Communicative Language Teaching and Learning. This program is ideal for new entrants

to the TESL/TEFL fields, as well as for working teachers who wish to gain a professional qualification or to update their methodology.

### **Admission Requirements for Diploma Program**

Applicants must have a minimum of a high school diploma. Applicants for whom English is not a native language should consult the “Admission Procedures for International Students” in the front of the catalogue.

### **Course Structure**

The program contains three components: an Introduction to TEFL/TESL Methodology; English teaching strategies; and, a practical teaching component.

#### **Introduction to TEFL/TESL Methodology**

This course meets all day for the first two weeks of the program. It focuses on the learning process and introduces the methodological principles of communicative language teaching through instruction, demonstration, and peer teaching.

#### **English Teaching Strategies**

This component explores in greater depth the major areas of English language teaching, most of which will have been introduced briefly in the Introduction to Methodology. These areas include the teaching and assessment of Listening; Speaking; Reading; Writing and Grammar; and Lesson Planning and Management.

#### **Practical Teaching Component**

The practical teaching component, or practicum, gives participants the chance to apply the strategies they are learning in the program as they gradually assume responsibilities for teaching small groups of English language learners.

### **Special Notes**

Students may complete the MATESL Program in two semesters and one summer on a full-time continuous basis. Some students may require or desire an additional term of study to perfect skills. The degree may also be earned over three or four summers of full-time studies or over two summers and three or four academic semesters on a part-time basis. Students may enter the program in June, September, or January, and must apply at least ninety days prior to the first class meeting of any term.

No more than fourteen credits may be taken during any given semester without written approval from the program director.

Students may also petition to take two graduate courses from the Master of Education Program. Students with fewer than twelve undergraduate credits in Education should consider taking six credits in Education courses.

In addition to these course requirements, students must file a candidacy form after six to nine credit hours have been completed and must complete an oral comprehensive examination during the last semester of their program. Guidelines are provided in the "Handbook for Students in the TESL Graduate Programs," which is given to students during their first semester of study.

### **Course Descriptions:**

#### **Teaching English as a Second/Foreign Language**

##### **GSL 500 Introduction to Language and Linguistics 3 cr.**

This course provides an overview of topics and issues in language and linguistics today. It covers basic concepts and terminology in the major areas of

linguistics and communication: phonology and phonetics, morphology, syntax, semantics, sociolinguistics, pragmatics, psychology of language, and language acquisition. In addition to readings from the text, there will be assigned readings in areas of special interest. Note: Priority registration for new students. Others admitted as space is available.

**GSL 502 English Grammar 4 cr.**  
This course provides an introduction to various approaches to the study of grammar, with special attention to areas of difficulty for learners of English as a second or foreign language. A comprehensive overview of the structure of English is presented. Note: This course should be taken early in the program.

**GSL 503 Problems and Theory in Grammar 3 cr.**  
This course focuses on grammatical areas that are particular problems for teachers and learners of English as a second or foreign language. Whenever possible, contrastive data from other languages are elicited and discussed. Students have the opportunity to apply grammatical analyses to teaching points. *Prerequisite: GSL 502 or permission of instructor.*

**GSL 506 Communication Skills 3 cr.**  
This course is required of all non-native speakers of English enrolled in TESL Graduate Programs. It provides amelioration of listening, speaking, reading, and writing skills for academic purposes and offers practice in the rhetorical conventions for written composition and oral presentation in English. Course content for readings, written work, and oral presentations is specifically focused on the areas of linguistics and language teaching. Note: This course should be taken early in the program.

**GSL 520 Computer Assisted Language Learning 3 cr.**  
Participants learn through hands-on and task-based activities how to incorporate computer technology into lessons that enhance the skills of English language learners. Technological media include word processing, e-mail, animated slide shows, web page authoring, Internet resources, sound and video files, software, and concordancing programs. A substantial part of the course deals with research reviews and discussions regarding the effectiveness of these media, peer reviews, and critical evaluation of web sites and software, including those for K-12 teaching.

*Prerequisite: It is expected that students have some familiarity with Windows 98 or Windows NT, basic file management, e-mail, and word-processing. Students must have a zip disk. This course is a required component of the ESL Endorsement Program. This course exists as a face-to-face course and as an on-line course.*

**GSL 542 Theory and Method in Second Language Teaching 3 cr.**  
This course addresses the history, current realities, and objectives of the field of second/foreign language learning and teaching. It focuses on the needs of the learner, the role of the teacher, and the application of methodology in developing communicative competence. Using a comparative approach to current methodologies, this course also provides students with the theoretical foundation for teaching listening, speaking, reading, writing, grammar, and vocabulary.

- GSL 543 Teaching of Oral Skills in ESL/EFL and English Phonology 4 cr.**  
Relevant theoretical issues as well as demonstration and discussion of materials and techniques for teaching the skills of listening, speaking, and pronunciation to all levels and all ages (including children) in various environments are the foci of this course. The principles of articulatory phonetics and American English phonology are also introduced, with particular attention given to their application to pronunciation teaching. Microteaching techniques are employed.
- GSL 544 Teaching Reading and Writing in ESL/EFL 4 cr.**  
The purpose of this course is to develop an understanding of current theories in teaching reading and writing in a second language to both adults and children of diverse cultural and linguistic backgrounds. The course also suggests curricular assessment techniques for selecting and evaluating instructional materials and strategies. A practical component of the course is working with ESL students to help develop their reading and writing skills. Students are assigned fifty minutes (one credit) per week of practical application outside the classroom.
- GSL 560 Culture and Communication Workshop 3 cr.**  
This workshop is intended to provide both practical and theoretical insights into challenges and difficulties in human communication which result when representatives of different cultures interact. The workshop helps to expand the students' knowledge of themselves culturally and their capacity to appreciate and deal with differences in others and helps them see themselves in an international perspective.
- GSL 562 Audiovisual Communication (non-computer) in ESL/EFL 3 cr.**  
This workshop is designed to help teachers understand the advantages and limitations of the various media by learning how to operate the equipment successfully. Participants practice the basics of visual and verbal languaging. This is a hands-on workshop in the effective classroom use and value of overhead projectors, film and filmstrips, video cameras, closed caption, audio cassettes (Language Lab), and visualization in the teaching/learning process.
- GSL 563 Content-Based Language Instruction and English for Special Purposes 3 cr.**  
This course presents the principles and procedures for using a content-based approach to teaching English for general, academic, and special purposes. Topics include an overview of CBLI and ESP in English language teaching, text and needs analysis, materials development, and issues of assessment. The course includes a practical experience component and a course project which applies the procedures of CBLI to developing a unit of classroom instruction.
- GSL 564 Literature in ESL/EFL 3 cr.**  
Utilizing the various literary genres, participants in this course examine and explore creative ways of helping ESL/EFL students understand and interpret literature more effectively in their study of language and exploration of self and others. Special attention is given to interactive and collaborative student-centered learning activities. This course exists as a face-to-face course and as an on-line course.

- GSL 565 Grammar in the Classroom** **3 cr.**  
 This is a practical, hands-on workshop in which a number of important grammar points are examined from the point of view of the classroom teacher. Our cooperative efforts are directed toward the development of appealing and creative contexts and activities for the presentation and practice of these points.
- GSL 575 Ideas That Work in TESL/TEFL** **3 cr.**  
 This course consists of an examination of new techniques in the four language skills, with discussion of the theory behind them. Students practice these techniques in class through microteaching. Special attention is paid to the communicative aspect of language use, drama techniques, and the use of games, role-play, and simulation. Students explore innovative ways to deal with grammatical structures and other problem areas of English.
- GSL 600 Teaching Vocabulary in ESL/EFL** **3 cr.**  
 This course presents an overview of lexical semantics and vocabulary acquisition and, building on these concepts, proceeds to examine the principles and procedures of teaching vocabulary in the ESL/EFL classroom. Topics include explicit and implicit vocabulary learning, a 'lexical approach' to developing English language proficiency, and assessment of learners' vocabulary knowledge. A practical experience component and a course project allows you to develop both theoretical and practical aspects of the course.
- GSL 601 Studies in American Culture** **3 cr.**  
 Readings, films, and discussions on selected topics are used to illustrate and highlight American patterns of thinking, assumptions, values, and cultural norms. Contrastive data from other cultures are an important part of the course.
- GSL 602 Intercultural Communication** **3 cr.**  
 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.
- GSL 604 Second Language Acquisition** **3 cr.**  
 This course introduces language teachers to the major issues of second language learning. These issues include the nature of true bilingualism; the relationship between the acquisition of one's native language and languages learned after childhood; and biological and 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.  
*Prerequisites: GSL 500, 502, 542*
- GSL 605 History of the English Language** **3 cr.**  
 This survey course includes both the inner and the outer history of the English language. In addition, it addresses several areas of specific interest such as phonological and grammatical change, early literature, usage development, and other major developmental components of the English language.
- GSL 606 Curriculum and Syllabus Design** **3 cr.**  
 This course examines the bases of curriculum and syllabus planning for ESL and EFL programs. Aspects of the course include: assessing the needs of

different groups of learners; setting realistic goals for a program; surveying existing programs; examining the purposes of curriculum and syllabus; and evaluating various syllabus types. Participants are asked to relate this information to a particular teaching situation and to develop an outline of a curriculum and appropriate syllabuses.

**GSL 608 Discourse/Error Analysis: Practical Implications for Second Language Teaching 3 cr.**

The purpose of this course is twofold: to examine approaches in discourse/error analysis of second language learners' written language, and to provide an opportunity for MATESL students to analyze real data produced by ESL students and to design instructional materials. Topics include the value of the learners' errors in materials development; sources of errors in multi-level, multi-cultural ESL classes; and the significance of language analysis in teaching a second language for communicative purposes.

**GSL 611 Sociopragmatics 3 cr.**

The purpose of this course is to focus attention on sociocultural and pragmatic issues that are relevant to language use and interpretation. Issues such as the English-Only Movement and language planning; language and gender; language and power; deixis; speech acts; the dependence of interpretation/use of language on a knowledge of the real world will be examined. The relationship of the two areas and their influence on first/second language learning will be discussed.

**GSL 612 Bilingualism and Multicultural Education 3 cr.**

This course explores the issues of bilingual acquisition, development, and education, with special reference to the needs of linguistic minority children in the United States. It emphasizes issues of acculturation, academic achievement, and programmatic alternatives for children whose school language is different from their first language. Other major topics include the nature and types of bilingualism, global and societal contexts, sociopolitical concerns, multicultural awareness, special needs, and implications for teaching. This course is a required component of the K-12 ESL License/Endorsement program.

**GSL 620 Testing and Evaluation in TESL/TEFL 3 cr.**

This course provides a review of a number of current methods for classroom and standardized language testing and evaluation. Particular emphasis is placed on discrete-point versus integrative approaches, with special attention to classroom tests. Alternative testing objectives for different types of students (general academic, EFL, ESL, survival students, etc.) are considered. The course ends with discussion of less traditional approaches to language evaluation and a look toward future trends which may be developing in the field.

**GSL 655 Language Learning & Assessment for Children 3 cr.**

This course introduces ESL/EFL and other content area teachers to the following topics concerning school-age language learners: linguistic and cognitive development, instructional and assessment methods, the integration of language and content, materials adaptation, and curriculum development. Special emphasis is given to children's literacy and linguistic needs in public school ESL classrooms. This course is a required component of the K-12 ESL License/Endorsement program.

- GSL 670 Independent Research in TESL/TEFL** **3 cr.**  
Restricted to candidates with sufficient background to allow self-directed study in a designated area of inquiry. Independent research cannot be approved until the student has selected an instructor who is willing to supervise the study. The student must then submit an independent research proposal which has been approved by the supervising instructor. Along with this proposal, an MATESL Independent Research form must be submitted at the time of registration. A final report is required.
- GSL 685 Practicum I: Seminar/Observation** **3 cr.**  
Students meet in weekly seminars to discuss aspects of classroom procedures including needs assessment, goals and objectives, lesson planning, classroom dynamics and management, evaluating textbooks and materials, and microteaching. Students observe ten to fifteen hours of ESL classes and work with ESL students in capacities such as tutors or conversation partners for ten hours. This course should be taken in the student's second semester in the program, after completing three of the following: GSL 502, 506, 542, 543, or 544.
- GSL 688 Practicum II: Classroom Teaching** **3 cr.**  
Under the direction of the Practicum instructor with the participation of a "master teacher," students serve as classroom interns for a semester. Activities include classroom observation, conferences for planning and feedback, and an average of thirty hours of classroom teaching. Internships are arranged in SIS programs, area schools, and a variety of other institutions locally and overseas. It is recommended that this course be taken in the student's final semester and is restricted to students who have completed GSL 500, 502, 542, 685, and either 543 or 544. The remaining course (543 or 544) may be taken concurrently with Practicum II.
- GSL 689 Special Seminar in TESL/TEFL** **3 cr.**  
Readings and discussions on selected topics vary in this course, but they center on current issues, principles, and problems in second language teaching and in TESL/TEFL in particular. Each student is also required to choose a special topic for more detailed study and to make oral and written reports on it to the seminar.
- GSL 690 Thesis Research Seminar** **3 cr.**  
Students are introduced to the research process (generating questions and hypotheses, research design, data collection, and analysis) through a survey of research methods in TESL/TEFL and related fields. Students identify a research question and carry out an extensive literature review in preparation for developing a research proposal and conducting thesis research under the guidance of a committee. The course is a prerequisite for GSL 691 Thesis.
- GSL 691 Thesis** **3 cr.**  
Students form a thesis committee and continue to refine the research proposal begun in GSL 690. On approval of the proposal, students conduct a research study and write a thesis under the guidance of the thesis advisor. Students will present the results of their thesis research in a public colloquium.

# Theology and Pastoral Ministry

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## History and Description

The Graduate Theology and Pastoral Ministry program was initiated in 1960 with the first students arriving on campus during the summer months of 1962. The program remains one of the oldest summer-based theology and pastoral ministry programs in the United States, offering our diverse student body a wide selection of courses taught by internationally recog-

nized scholar-teachers. The Theology and Pastoral Ministry Program emphasizes the development of the whole person in the context of a Christian community. Theological studies, liturgy and prayer, and recreational activities are integral elements of the program. The faculty members and most students reside on campus during the summer, and this contributes to the atmosphere of friendship, hospitality, and community for which Saint Michael's is well known.

Class size generally is about twelve students, which gives ample opportunity for personal attention and consultation with the faculty. Additionally, because summer faculty reside on campus, they are easily accessible. The majority of courses are offered during the summers for a one, two, or three-week duration. During the regular academic year selected courses are offered during the fall and spring semesters. The Theology and Pastoral Ministry program also offers two kinds of certificates: the Graduate Certificate and the Certificate of Advanced Specialization.

## **Objectives**

The Graduate Theology and Pastoral Ministry program seeks to inform and shape minister/leaders to become agents of personal transformation and social change. The theological approach is both critically reflective and mutually interpretive, and endeavors to engage faculty and students in a conversation with the historical, hermeneutical, and socio-cultural realities that impact theology, the Church, and the world. This all takes place in a community of faith that expresses itself in personal and liturgical spirituality.

## **Master of Arts in Theology (M.A.)**

### **Graduate Theology Admission Requirements**

Applicants to the Graduate Programs in Theology and Pastoral Ministry must have:

1. A bachelor's degree from an accredited American college or university, or its foreign university equivalent, in arts, science, philosophy, theology, or education with a minimum 3.0 G.P.A. (A master's degree from an accredited American college or university, or its foreign university equivalent, in theology, religious education, or a related field, and normally three years post-master's work experience, is required for the Certificate of Advanced Study)
2. A minimum of eighteen credits in the humanities and ideally some background in philosophy, theology, or religious studies.
3. Applicants for whom English is not a native language should consult the "Admission Procedures for International Students" in the front of the catalogue.
4. Please note that program directors may require that foreign academic credentials be evaluated by a third party.

### **Graduate Theology Application Procedure**

Applicants to the Graduate Programs in Theology and Pastoral Ministry will need to follow the procedure for admission as stated below or as found in the Application for Graduate Admission. (*Please note:* International applicants should also follow "Admission Procedures for International Students.")

1. Complete the Application for Graduate Admission.
2. Obtain official transcripts of all relevant undergraduate and graduate course work. Have official transcripts sent to you in a sealed envelope and included with your application. (*Please note:* International applicants should have official transcripts sent directly from the institution to Saint Michael's College at the address below. Program directors may require foreign academic credentials to be evaluated independently).
3. Fill out the first portion of two Reference Forms, giving the name and address of two persons who can address your academic and professional competence or potential. (Do not give these forms to your evaluators. Saint Michael's will send out

- these forms to the persons you have selected.)
4. Submit an essay describing your educational and ministry background and reasons for desiring a degree or certificate in the Graduate Theology program. The essay should also include specific goals you seek to achieve as a result of matriculation in the program.
  5. Include an application fee.

Please send all the above materials in one envelope to:

Graduate Admission  
Saint Michael's College  
One Winooski Park, Box 286  
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. Once the file is complete, the applicant should call the program office at 802-654-2579 to schedule an interview with the director of the program.

Admission decisions are made by the program director in consultation with other key people in the program. Meeting application 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, including the interview.

## **Program Requirements**

Students are generally free to choose their courses within the required areas of study, but some concentrations require specific courses. Generally, if students have not had recent courses in Old Testament, New Testament, Moral Studies, and Liturgical Studies, the graduate courses should be introductions to these fields. The programs outlined below represent the minimum requirements. Students may use some of their electives for additional courses in their area of concentration or other areas of interest.

## **Degree Requirements**

### **1. Core Requirements**

A certain number of courses in Scripture and Theology are required, but the student has a wide discretion in the choice of particular courses within each area. The areas and their corresponding courses are as follows:

- a. *Scripture* – Two courses (one Old Testament and one New Testament).
- b. *Doctrinal Studies* - Two courses such as: Foundations of Theology, Christology, Ecclesiology, Grace, or Eschatology.
- c. *Liturgy* – One course such as: Worship of the Church, Eucharist, or Sacraments of Initiation.
- d. *Moral* – One course from among several courses offered in this area.

### **2. Concentration Requirements**

These courses are specific to each concentration and are explained below.

### **3. Elective Courses**

In addition to the Core Requirements and the courses in each concentration, the student may choose from a number of elective courses.

Every course offered in the program can also serve as an elective. Beyond that, other courses are offered according to need, interest, and availability of faculty. These have been drawn up to allow students to personalize and construct their own curriculum, and thus satisfy their own needs and those of their ministry.

## **Programs of Study**

### **Religious Education Concentration**

This concentration is designed to prepare students for teaching religion at the elementary and secondary school level, for those involved in adult education, and for coordinators or directors of religious education.

Twelve courses (thirty-six credits) are required for this concentration following the 6/3/3 formula: six core courses, three specialized courses in Religious Education, and three electives. Some of these concentration courses may be taken from the Education Department at Saint Michael's College.

### **Pastoral Ministry and Spiritual Concentration**

This concentration is designed particularly for those in the ministerial areas such as counseling, campus ministry, youth work, adult work, hospital ministry, work with the sick, retreats, or parish ministry.

Twelve courses (thirty-six credits) are required for this concentration following the 6/3/3 formula: six core courses, three concentration courses and three electives. With approval, some courses may be taken in the Clinical Psychology Department at Saint Michael's College.

### **Scripture Concentration**

This concentration is fitting for those students who wish to deepen their background in Biblical Studies, for those who teach Scripture, and for those who wish to explore the biblical foundations of spirituality.

Twelve courses (thirty-six credits) are required for this concentration following a 6/4/2 formula: six core courses, four concentration courses, and two electives as concentration requirements. The student must take two special courses in the Old Testament and two special courses in the New Testament.

### **Doctrinal Studies Concentration**

This concentration is designed for high school religion teachers, for those involved in adult education, the training of teachers, the design of programs, and for those contemplating doctoral studies.

Twelve courses (thirty-six credits) are required for this concentration following a 6/4/2 formula: six core courses, four concentration courses, and two electives. Concentration courses can come from scripture or doctrinal studies.

### **Clinical Pastoral Education**

Clinical Pastoral Education (CPE) is offered each summer in cooperation with the Fletcher Allen Health Care (FAHC) in Burlington. Further information on the FAHC program and the application of credit towards the degree for other approved CPE programs is available on request.

### **Thesis Option**

A student may opt for a Thesis instead of two courses (six credits). A student may wish to write a Thesis for the discipline this provides, to learn about research procedures, or to prepare for doctoral work. More detailed instructions are available on request.

### **Candidacy**

Students pursuing the M.A. are admitted provisionally and designated as Special Students until twelve credits have been completed. Then they should apply for full candidacy.

### **Transfer of Credit**

As a general rule, six credits from another institution may be transferred to Saint Michael's College. This can be done to accelerate a student's work or to broaden the spread of courses available to the student. For the most part, required areas must be taken at Saint Michael's College. Detailed instructions are available upon request.

### **Graduate Certificate**

This Certificate program is designed for students whose employment requires that they obtain additional education but not necessarily a degree. Students may also choose the Certificate program in order to become more knowledgeable in the areas offered in our program, or as a stepping stone to the M.A. degree.

### **Admission Prerequisites**

1. Bachelor's degree in arts, science, philosophy, theology, or education with a 3.0 average, or the equivalent, in another country.
2. A minimum of eighteen credits in the humanities and ideally some background in philosophy, theology, or religious studies.

### **Certificate Requirements**

The Graduate Certificate program requires six courses (eighteen credits) in specific areas of study. The core areas for this program are normally:

1. Old Testament or New Testament
2. Doctrinal Studies
3. Moral Studies
4. Liturgical Studies
5. Two Elective Courses

If students wish to continue their studies and pursue the M.A. degree, they may apply the Graduate Certificate courses to the degree program provided they meet all requirements.

### **Certificate of Advanced Specialization (C.A.S.)**

This is a post-degree certificate. The C.A.S. (Certificate of Advanced Specialization) provides advanced training beyond the Master's level. It is designed for those students who have graduated with a degree in Theology or a related field at least three years previously, and who wish to update their skills, or acquire new ones.

### **C.A.S. Program**

The Certificate of Advanced Specialization requires half the number of courses needed for a Master's degree (i.e. six courses rather than twelve). The Certificate can be completed in three summers, and the program is individualized for each student. The student chooses the area of specialization as well as the electives in consultation with the program director.

### **Admission Prerequisites**

A graduate degree in Theology, Religious Education, or a related field and normally three years' experience following the awarding of the Master's degree.

### **Special Notes**

**Time Limit:** There is a seven (7) year statute of limitations requirement. The student must complete the degree or certificate program within seven (7) years from the start of the first

semester of course work. Only under special circumstances may students petition for an extension.

**Activities:** During the summer months, in order to foster the sense of community and to educate the whole person, the campus furnishes a variety of activities aside from classroom work: theater, concerts, day trips, hikes, visits to Montreal, Stowe, Weston Priory, movies, and lectures. The campus has a Fine Arts building with a theater and an art gallery; a Recreation Center with pool, gymnasium and racket courts; and is situated close to Lake Champlain and the Green Mountains.

**Housing:** The summer program provides housing for students who may reside in the residence halls (single rooms) or choose to live with a group of three others in a comfortable townhouse. The townhouses provide private rooms, a large lounge, and kitchen facilities. Townhouse accommodations are also available to families.

**Liturgy:** There are regular liturgical celebrations during the summer program. An emphasis is placed on the afternoon liturgy, the community's act of worship near the end of the day. Here many persons and talents are brought together in a celebration that expresses our studies and beliefs.

**Fees:** Our tuition costs have remained very competitive with comparable institutions. Auditors and Certificate of Advanced Specialization (C.A.S.) students pay a lower tuition fee.

**Financial Aid:** Financial aid is available to students. For more information, please contact the Director of Graduate Theology and Pastoral Ministry.

**Faculty:** Saint Michael's Theology and Pastoral Ministry faculty are internationally known and have come from a number of North American and European countries. They also reflect a broad spectrum of religious communities and their traditions. New faculty are added each year to augment those faculty members who are with us on a more regular basis. This provides both continuity and fresh perspectives to our program. Please refer to the faculty listings in the back of this catalogue for a partial list of former and current faculty members.

## **Course Descriptions: Theology and Pastoral Ministry**

### **Old Testament**

#### **GTH 521 Introduction to the Old Testament 3 cr.**

A historical, theological and literary approach to the Old Testament. The course includes: (1) a survey of modern critical methods and major theological themes; (2) a survey of early Israel and the Pentateuch, the monarchy, the prophetic movement, the exilic and post-exilic periods, and the formation of Judaism in the Persian and Hellenistic periods; and (3) a look at Wisdom literature.

#### **GTH 522 The Prophets of Israel 3 cr.**

A study of the identity and role of prophets within the history and traditions of Israel, including a review of their visions and missions, major prophetic themes and the relevance of their message for the contemporary faith community.

#### **GTH 615 The Writings of the Old Testament 3 cr.**

A study of the third section of the Old Testament - the Writings. The course examines the broad spectrum of the "Writings" from prayerful liturgical song

(Psalms) to outrageous theological challenge (Job and Qoheleth). Attention is also given to the historical context of the texts and Israel's response to the crises of exile and alienation in such short stories as Esther, Ruth, and Judith.

**GTH 616 The Psalms as Old Testament and Christian Prayer 3 cr.**

This course explores the Psalms in light of the background in Israel and the ancient Near East, and the relation of the Psalms to Wisdom Literature. Literary and formal characteristics will be studied, as well as a theology of the Psalms and their use of Christian liturgy and piety.

**GTH 626 The Pentateuch 3 cr.**

The Pentateuchal traditions from faith event through oral transmission to the final written text. This course offers an overview of the historical periods relative to the Pentateuch. By giving special attention to exegesis of key passages and an examination of diverse theories within the text, the course provides a dynamic appreciation of the Pentateuch and its relation to the rest of Biblical tradition.

### **New Testament**

**GTH 515 The Johannine Writings 3 cr.**

This course explores first the structure and theology of the Gospel with special attention to its Christology and the Johannine community behind the Gospel. Next, the course studies the Johannine Letters and their connection to the Gospel.

**GTH 517 Pauline Letters and Theology 3 cr.**

Life, writings, and theology of St. Paul. This course includes an examination of the social, political, and religious context of Pauline literature, with special attention paid to selected letters. Special focus is given to topics or problems such as women in the early church; ministry in Pauline communities; authority and church structure; and Christian life according to Paul.

**GTH 520 The Synoptic Gospels 3 cr.**

This course is the foundational course in New Testament Studies, and offers an introduction to modern historical-critical and literary methods. The course includes an examination of the contexts of the communities behind each Gospel, as well as giving special attention to the literary technique of the evangelists. The Passion Narratives are a special focus for comparative analysis.

**GTH 565 The Gospel of Matthew 3 cr.**

This course explores the Gospel of Matthew with special attention paid to the historical and religious context of Matthew's community. In addition, students will pay close attention to the structure and theology of this Gospel as well as Matthew's relation to Mark, Luke and, to a lesser extent, John.

**GTH 566 The Gospel of Luke and the Acts of the Apostles 3 cr.**

The focus of this course is the two-part work of Luke. Key to this study is Luke's view of salvation history and the development of the early church beyond Jerusalem. The course will also examine Luke's Christology and Luke's relations to the other Gospels.

**GTH 718 Apocalypse and the Book of Revelation 3 cr.**

This course concentrates on the Book of Revelation in order to discover its

message and discern its contemporary relevance. The course also explores the liturgical character of this text. The critical study of this text is undertaken after a full examination of the apocalyptic background of the writing.

## **Systematic Theology**

- GTH 614 Ecclesiology** **3 cr.**  
An historical and systematic study of the Church including the origin of the Church, ecclesiologies, and church structure in the New Testament period. In addition, the course will survey the major historical developments with particular attention to Vatican I and Vatican II. The course also explores contemporary questions regarding basic church structures and the teaching office.
- GTH 620 Faith and the Mystery of God Today** **3 cr.**  
This course examines the question of God in a scientific age. It investigates the place of experience in faith and religious development, as well as the role of reason, doubt, and praxis in a life of faith. Other areas explored include new images of God for the world, and prayer to and worship of the one true God.
- GTH 653 Christology** **3 cr.**  
This course reviews the current state of Christology; the quests for the Historical Jesus, analysis of Jesus as Teacher of Wisdom and Prophet of the Reign of God, the Paschal Mystery, the Incarnation, the titles of Jesus, and the Council of Chalcedon. In addition, the course explores current debates about the relationship between Christology and World Religions. Principles for Inter-religious dialogue will be examined. Particular attention will be given to the Jewish-Christian dialogue. The course will conclude with an outline of significant points of contact between Christology and other religious faiths
- GTH 657 Grace, the Presence Around Us** **3 cr.**  
A history and theology of grace. The course examines the traditional theologies of grace found in the writings of Augustine and Aquinas, followed by a study of contemporary approaches to the mystery of grace in the writings of such scholars as Rahner, Tillich, and Teilhard de Chardin. There is also a study of the grace of God as present in pluralistic secular society, in world religions, and other religious movements.
- GTH 693 Principles of Systematic Theology** **3 cr.**  
This course explores the foundations of Christian faith through an historical, descriptive, and systematic framework. The course thus will examine the relationship of faith to reason by first looking at classical approaches to wisdom and truth, and then by analyzing several contemporary approaches to some of the same ultimate questions about the grandeur and mystery of life and our relationship to the Divine.
- GTH 701 Death, Hope and Eternal Life** **3 cr.**  
This course begins with an exploration of the principles of eschatology by engaging in a discussion of the experiences of evil, suffering, and death. Our encounters with the nuclear threat, ethnic cleansing resulting in the breakdown of humanity, and human hope for the future are but a few issues that challenge the classic approaches to death and resurrection. This raises the need for a new, post-modern framework in which the Christian symbols of Resurrection, New Creation, and the Second Coming of Christ have new meaning in light of our

living in the shadow of the Cross.

**GTH 737 Feminist Theology** **3 cr.**

This course examines the issues, methodologies, and conclusions of Christian feminist theology as these have evolved over the past twenty years. The objective of the course is to achieve an appreciation of the ecclesial, theological, and doctrinal import of the various feminist perspectives, and to critically examine their strengths and weaknesses.

**Liturgical and Sacramental Theology**

**GTH 504 The Sacraments of Initiation**

**3 cr.**

This course explores the biblical, historical, systematic, and liturgical treatment of Christian initiation with a special focus on the Rite of Christian Initiation of Adults with restored catechumenate and its pastoral adaptation to infant Baptism, Confirmation, and first Eucharist. Special attention will be paid to the anthropological, Christological, and ecclesial dimensions of sacraments as well as questions common to all sacraments.

**GTH 526 The Worship of the Church**

**3 cr.**

A study of worship and worship practices in the Christian church from historical, anthropological, and pastoral perspectives. Included in the course are examinations of celebration in time and space as a response to the perceived presence of God, the role of ritual and symbol, a theology of worship, the Sunday celebration of the Eucharist, the Liturgy of the Hours, and Liturgy in relation to social justice and spirituality.

**GTH 527 The Eucharist**

**3 cr.**

In this course, students will examine the experience of symbol as a basis for understanding the Eucharist. This is followed by a study of Eucharistic themes in the New Testament, and the historical and cultural factors that led to a changing theology and celebration of the Eucharist in the life of the church. This historical survey will include an exploration of the art, architecture, and sacred space that reflected these changing approaches to Eucharist. Finally, the course will examine contemporary current issues in Eucharistic theology such as questions of “Real Presence,” sacrifice, and inter-communion.

**GTH 528 Sacraments of Healing**

**3 cr.**

The revised rites of reconciliation and anointing are the basis for the study of the sacraments of forgiveness and healing. Emphasis is given to the history and theology of each sacrament and to discussion of related pastoral issues.

**Moral Theology**

**GTH 580 Foundations of Moral Theology**

**3 cr.**

Basic principles and methods of Catholic moral theology. The course begins with a study of the character of the moral agent, sin, and conscience, and is followed by an examination of the biblical foundations of morality and Christ as the paradigm for the moral life. The course will also explore the role of the Magisterium, moral norms, and the natural law. The course concludes with reflections on the moral imagination and discernment of spirits.

**GTH 654 Social Ethics** **3 cr.**  
This course will offer a critical review of some of the main lines of thought that have developed in the social teachings of the church over the past 100 years. Five broad areas of social concern form the direction of the course. These areas of concern are: politics, economics, international peace, culture, and the family.

**GTH 660 Human Sexuality and Christian Living** **3 cr.**  
Sex and gender are vital elements in moral and religious life. This course offers a critical reflection on conventional and unconventional sexual orientation, conjugal and parental behavior, celibacy, and social discrimination based on male and female role definitions. All these issues are considered in light of biblical, historical, philosophical, psychological, and cultural factors. The course explores all of these issues in light of the developing understanding of human sexuality found in the Church's magisterial documents.

**GTH 724 Health Care Ethics** **3 cr.**  
This course is a survey of the major moral issues in medical ethics with special emphasis on the role of pastoral ministers and religious educators in medical issues. Topics considered include the human rights of patients, the care of infants and children, AIDS, reproductive technologies, the care of the dying, genetic research, and the problem of justly meeting the health care needs of all people

## **Religious Education**

**GTH 530 Foundations of Religious Education** **3 cr.**  
This course offers an examination of the nature and purpose of catechesis by looking at the history and development of catechesis from early Christian times to the present day. Special emphasis is placed on key contemporary documents related to catechesis. Students will also discover practical insights to work with persons at all levels of faith: children, youth, and adults.

**GTH 534 Adult Religious Education/Formation** **3 cr.**  
The theory and practice of adult religious education-formation has matured over the past twenty years along with the growing need for adult education. Among other topics, this course will explore how adults learn, the stages of faith development, and the methods for meeting adult needs.

**GTH 536 The Religious Development of Youth** **3 cr.**  
Religious and psychological patterns of development call for new approaches to education in faith for children and youth. As young people re-negotiate family and peer relationships, the pastoral educator is challenged to help these young people search for an image and experience of God that they find real. This course will explore these themes and suggest ways in which young people can develop symbol systems, community, and a life of prayer, and in the process deepen their own faith journey.

## **Spirituality and Pastoral Ministry**

**GTH 651 Spiritual Direction** **3 cr.**  
The purpose of this course is to help the student learn and/or deepen the capacity to assist others in recognizing and responding to God's action in their lives. The premises of the course are: God is engaged with us in our lives, God seeks a response from us that is open to development, and talking about our experience of God with a director helps us respond more fully.

- GTH 652 The Theology and Forms of Prayer** **3 cr.**  
Understanding one's own prayer life is the starting point for this course. From this initial uncovering students will explore prayer in the scriptures and different forms of Christian prayer practices in the lived tradition of the Church.
- GTH 659 History of Christian Spirituality** **3 cr.**  
This course studies the various periods in the development of Christian Spirituality and of the writings of such major figures as Augustine, Bernard of Clairvaux, Hildegarde of Bingen, Meister Eckhart, Ignatius of Loyola, Teresa of Avila, John of the Cross, and Thomas Merton.
- GTH 698 Introduction to Pastoral Counseling** **3 cr.**  
A presentation of practical techniques in individual and group pastoral counseling. Some of the topics included in this course are: the art of questioning, interview stages, active listening, dealing with negative emotions, and crisis intervention. In addition, information on the psychology and spirituality of pastoral care will be covered.
- GTH 699 Pastoral Helping Relationships** **3cr.**  
This course introduces students to counseling skills such as attending, responding, and initiating for pastoral care situations. In class sessions, students will reflect on their own experience and develop a deeper understanding of his/her methods and motivations in pastoral contexts. The course will also explore major constructs of psychopathology, as well as discuss the pastoral theological approaches to helping people in suffering.
- GTH 705 The Theology and Spirituality of Suffering** **3 cr.**  
This course considers the Paschal Mystery as Christianity's response to the situation of suffering and the issue of death. It will focus on the theology and spirituality of suffering in an attempt at developing a comprehensive pastoral approach to the many forms of suffering and death.
- GTH 895 Clinical Pastoral Education** **6 cr.**  
This course, available each year in cooperation with Fletcher Allen Health Care, is fully accredited by the National Association for Clinical Pastoral Education. Inquire for more information.

Additional courses are offered on an occasional basis.

# Administrative Officers

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President	Marc A. vanderHeyden, Ph.D.
Assistant to the President	Lisa Beale Powlison
Director of Community Relations	Marilyn E. Cormier
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Associate Dean of the College	Edward J. Mahoney, Ph.D.
Associate Dean for Academic Affairs	Robert Letovsky, Ph.D.
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Associate Dean for the School of International Studies	Richard Gamache
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Director of Institutional Research	John Kullhowick
Registrar	John D. Sheehy
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---

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[www.smcvt.edu/gradprograms](http://www.smcvt.edu/gradprograms)  
[gradprograms@smcvt.edu](mailto:gradprograms@smcvt.edu)

## Specific Information: Telephone appropriate office/department

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Registrar	
Graduate	(802) 654-2574
Undergraduate	(802) 654-2571
School of International Studies	(802) 654-2300
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Student Accounts	
(Last Name Beginning with A-L)	(802) 654-2581
(Last Name Beginning with M-Z)	(802) 654-2582
Student Life/Housing	(802) 654-2566
Other Departments	(802) 654-2000

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# ACADEMIC CALENDAR — 2003/2004

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## Fall Semester 2003

- August 28-31  
New Student Orientation
- September 1  
Classes begin
- September 9  
Last day to add a course
- October 13-14  
No classes
- October 17  
Last day for making up I grades from  
Spring and Summer terms  
Quarterly reports due
- October 24  
Last day to withdraw from a course
- November 25  
Thanksgiving recess begins after  
last class
- December 1  
Classes resume
- December 12  
Last day of classes
- December 13-14  
Study days
- December 15-19  
Final exams

## Spring Semester 2004

- January 12  
Classes begin
- January 20  
Last day to add a course
- February 20  
Last day for making up I grades  
Quarterly reports due
- February 23-24  
No classes
- March 5  
Last day to withdraw from a course
- March 12  
Spring recess begins after last class
- March 22  
Classes resume
- April 8  
Easter recess begins after last class
- April 13  
Classes resume
- April 30  
Last day of classes
- May 1-2  
Study days
- May 3-7  
Final exams
- May 13  
Commencement

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# ACADEMIC CALENDAR — 2004/2005

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## Fall Semester 2004

August 26-29  
New Student Orientation

August 30  
Classes begin

September 7  
Last day to add a course

October 11-12  
No classes

October 15  
Last day for making up I grades from  
Spring and Summer terms  
Quarterly reports due

October 22  
Last day to withdraw from a course

November 23  
Thanksgiving recess begins after  
last class

November 29  
Classes resume

December 10  
Last day of classes

December 11-12  
Study days

December 13-17  
Final exams

## Spring Semester 2005

January 17  
Classes begin

January 25  
Last day to add a course

February 21-22  
No classes

February 25  
Last day for making up I grades  
Quarterly reports due

March 11  
Last day to withdraw from a course  
Spring recess begins after last class

March 21  
Classes resume

April 25  
Good Friday, no classes

May 6  
Last day of classes

May 7-8  
Study days

May 9-13  
Final exams

May 19  
Commencement