

Catalog Home

Lyndon State College is an exciting place to pursue graduate education. We take great pride in providing ongoing graduate education for the Northeast Kingdom's community of school teachers and administrators. We are well positioned to provide both credit and non-credit courses and workshops for the in-service K-12 community on a variety of topics, including science, math, and social studies.

For persons wanting to pursue a graduate degree, Lyndon State College presently offers three graduate degrees. Faculty are readily available to discuss your plan of study. If you are interested in considering enrollment in a graduate program or in taking a graduate course, please call the Admissions Office at (802) 626-6413.

Dr. Donna Dalton, Dean of Academic and Student Affairs is available to discuss how Lyndon State College can meet new and emerging professional development needs for our region's teachers and administrators.

Non-Discrimination, Equal Opportunity and Affirmative Action Statement

Qualified students are recruited for, admitted to, and participate in all college programs without discrimination on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, or disability. Lyndon State College will provide reasonable accommodations to create equal opportunity for students with known disabilities.

Please contact the Lyndon State College Assistant Dean of Admissions or the Dean of Administration if auxiliary aid or service is needed to apply for admission.

U.S. Department of Education Requirements

The U.S. Department of Education requires colleges to make available annual statistics related to any campus crimes and/or students' continuation rates. Please contact our admissions office for a copy of this information.

This catalog is prepared annually with current information and is subject to change. It provides general information for Lyndon State College students and applicants. While it does not purport to be a contract, in combination with subsequent publications (semester Class Schedules, the Student Handbook, and special announcements), it outlines requirements and helps identify expectations for students seeking to earn degrees at Lyndon.

While the final version of the college's Class Schedule is the official announcement of course offerings for that semester, the college reserves the right to cancel courses for lack of sufficient enrollment or to substitute instructors for courses. Students will be given reasonable assistance in meeting graduation requirements, but necessary changes in the Class Schedule may require changes in planning for a degree.

Table of Contents

Catalog Home	1
Non-Discrimination, Equal Opportunity and Affirmative Action Statement	1
U.S. Department of Education Requirements	1
Brief History of Lyndon State College	5
Mission Statement	6
Campus Life	7
Samuel Read Hall Library	7
Information Technology Services	7
Academic Services	8
Academic Support Center.....	8
Mathematics Lab	8
Writing Center	8
Services for Students with Disabilities.....	8
Career Services	8
Veterans Affairs	9
Registrar's Office	9
Study Abroad	9
Student Affairs	9
Health Services	9
Personal Counseling	9
Residential Life	9
Services for Commuters	10
Students Reporting Absences.....	10
Emergency Messages to Students.....	10
Student Organizations and Activities	10
Student Government.....	10
Campus Activities Board.....	11
Student Newspaper	11
WWLR Radio.....	11
Twilight Players.....	11
Other Clubs and Organizations.....	11
Sports	11
The Bookstore	11
The LSC Alumni Association.....	12
Rights and Responsibilities	12
General Information	13
Admissions	13

Registration	13
Graduate Policies and Procedures.....	13
Independent Study	13
Summer Courses.....	13
Non-Matriculated Enrollment.....	14
Full Time Enrollment.....	14
Graduate Grading System	14
Letter Grades.....	14
Credit/No Credit	14
Time Limit for Completion of Master’s Degree.....	14
Residency	14
Graduation	14
Human Subjects Research Policy (Policy 153-IX).....	15
Expenses	18
Tuition and Fees	18
Degree Programs	19
Master of Arts in Science Education.....	19
Master of Arts in Science Education, K-8 (M.A.S.E).....	19
Master of Education	19
Admissions	20
Written Portfolio	20
Interview	20
Matriculated Status	21
Completing a Degree Program	21
Faculty Advisors.....	21
Transfer Credit.....	21
Credit Requirements	21
Master of Science For Teachers.....	24
Admissions	24
Written Portfolio	24
Interview	25
Matriculated Status	25
Faculty Advisors.....	25
Completing the M.S.T. Degree.....	25

Study Plan	25
Teaching Practice.....	25
M.S.T. Study Contracts	25
Transfer Credit.....	26
Electives.....	26
Course Descriptions	27
Anthropology.....	27
Chemistry	27
Education.....	27
Exercise Science.....	28
Geography	28
Geology.....	28
History	29
Mathematics.....	29
Meteorology.....	29
Natural Science: Biology	29
Physics	30
Political Science	31
Psychology.....	31
Science.....	32
Social Science	32
<i>Faculty and Staff</i>	33
The Faculty	33
Part-time Faculty	35
Professor Emeriti	37
The Administration	37
The College Directors and Staff	38
Board of Trustees of the Vermont State Colleges	42
Past Lyndon Presidents.....	42
<i>Academic Calendar.....</i>	44
Academic Calendar 2005-2006.....	44

Brief History of Lyndon State College

Lyndon State College takes pride in a history rich in educational tradition. Founded as a one-year normal school housed in rented space in nearby Lyndon Institute, Lyndon has evolved continuously since its establishment in 1911. Consistent with educational tradition of the times, the Lyndon Training Course expanded its curriculum in one-year increments, and the first two-year class graduated in 1923. In 1927, Rita Bole became principal of the school and oversaw the graduation of the first three-year class of nine students in 1934. Ten years later, the state allowed Lyndon to grant four-year degrees so long as it remained a teacher training institution, and the first four-year degrees were granted to 18 students in 1944. It was during these years that the Northeast Kingdom began to depend on Lyndon to address the educational needs of its residents.

Miss Bole, who led the school until 1955, was a driving force in the development of Lyndon State College. She worked to encourage the Vermont State Legislature to establish Lyndon Teachers College, saw the admission of the first male and first out-of-state students during the 1940s, and oversaw the move to the estate of Theodore N. Vail. T. N. Vail, first president of the American Telephone and Telegraph Company, had been instrumental in the establishment of Lyndon Institute, and Miss Bole recognized his vacant estate as the perfect place to house the growing school. The move to Vail Manor was completed on June 30, 1951, the final day of the school's lease at Lyndon Institute.

In 1961, the State Legislature established the Vermont State Colleges system, and Lyndon Teachers College became Lyndon State College. This marked the beginning of a period of rapid growth and, in 1964, the campus began to expand: one by one, a library, a dormitory, a dining hall, a science wing, a gymnasium, and a theater appeared. These additions began meeting the needs of a growing student population that also brought a rapid expansion of the Lyndon curriculum. In the 1970s, new majors were developed in business administration, special education, recreation, meteorology, communications, human services, and physical education. It was also during this decade that the original Vail Manor was deemed unsafe and was replaced with the Theodore N. Vail Center that now houses the Vail Museum and preserves the name that has become an integral part of the Lyndon State tradition.

Growth continued through the 1980s and 1990s with new construction and the development of new academic programs that responded to the evolving needs of the community. A twenty-five meter, six-lane pool was added to the recreational facilities available in the Bole Center, and the completion of the Library Academic Center expanded the space available for both library collections and classrooms.

By the beginning of the 21st century, other changes were taking place. Shifting demographics suggested the need for classes and services to be offered at a wider choice of times - including evenings and weekends - and in different formats. Today a commitment to providing students with a strong foundation in the liberal arts, which had taken hold in the 1960s, continues to lay the foundation for Lyndon's long tradition of readying students for the workplace. Degree programs designed to prepare students for a wide variety of professions are enhanced by an increasing emphasis on hands-on learning, career counseling and the acquisition of skills needed for the workplace.

Serving a record enrollment of 1,400 students, Lyndon now focuses not only on the academic dimension of student experiences, but on the entire learning process, which includes activities that take place outside of - as well as in - the classroom. The Lyndon of today, which has grown gradually and naturally from its roots as a teacher education institution, is committed to student success, and to helping each student achieve his/her full potential. At the same time, the college continues its commitment to the community at large, striving to respond to the needs of the region and to serve as the educational, intellectual and cultural hub of the Northeast Kingdom of Vermont.

Mission Statement

Lyndon State College is committed to offering liberal arts and professional programs that challenge students to develop their full potential in an environment that fosters personal attention. An innovative and comprehensive general education program is the cornerstone for the development of foundational skills and knowledge upon which major programs of study build. Integrating theory and practice, Lyndon prepares graduates competent in their field, equipped to respond to the challenges of an evolving society, and able to advance the quality of life in a diverse global community.

President Carol A. Moore

In pursuit of this mission, Lyndon State College:

- Emphasizes learning facilitated by effective teaching and committed faculty and staff.
- Develops critical thinking, problem-solving, quantitative reasoning and communication skills, as well as technological competence, through the general education and major programs.
- Pursues scholarly and professional activities through which knowledge is advanced and currency in education is maintained.
- Offers co-curricular programs and services to develop the full potential of individual students with diverse backgrounds and abilities.
- Maintains a spirit of community through the establishment of common goals and collective accountability.
- Provides programs and services for and in collaboration with schools, local communities, businesses, public agencies, and private groups.

Campus Life

Click on a link to be taken to the entry below.

- Samuel Read Hall Library
- Information Technology Services
- Academic Services
 - Academic Support Center
 - Mathematics Lab
 - Writing Center
 - Services for Students with Disabilities
 - Career Services
 - Veterans Affairs
 - Registrar's Office
 - Study Abroad
- Student Affairs
 - Health Services
 - Personal Counseling
 - Residential Life
 - Services for Commuters
 - Students Reporting Absences
 - Emergency Messages to Students
 - Student Organizations and Activities
 - Student Government
 - Campus Activities Board
 - Student Newspaper
 - WWLR Radio
 - Twilight Players
 - Other Clubs and Organizations
 - Sports
 - The Bookstore
 - The LSC Alumni Association
 - Rights and Responsibilities

Being a college student can open a world of possibilities you never dreamed possible. At the same time, college life can be very demanding. The challenge of new ideas, new friends, course work, studying, decisions and adjustments presents endless prospects for personal and intellectual growth. In order to help you make the most of those experiences, Lyndon provides an array of services and opportunities.

Samuel Read Hall Library

[^ TOP](#)

The LSC Library, located in the heart of the campus, is a hub of learning for the College and the local community. It's where students gather to study together, have a cup of coffee, view a video, do research or play a game of chess. The Library provides numerous resources such as 100,000 books and 500 periodical subscriptions, video, DVD and music CD's and has a very serviceminded staff who can help students find what they need.

The Library also provides access to high quality online resources via computers in the Library and from any campus location. Some online resources are available off-campus as well. The web address for the Library is : www.lyndonstate.edu/library. There also are several special collections in the Library including the Vermont Room, housing materials relating to the Northeast Kingdom and Vermont, the College archives and the Instructional Materials Center.

The relaxed and informal atmosphere of the Library is partly the result of the award-winning design of the building. The Library Academic Center (LAC) opened its doors in 1995 with an Award for Excellence from the American Institute of Architects and American Library Association.

The Library was named for the Concord, Vermont schoolmaster, Samuel Read Hall, who pioneered teacher education and published the first textbook on the principles of teaching.

Information Technology Services

[^ TOP](#)

The Lyndon State College Information Technology department provides high quality Information Technology services for our learning community. We deliver this service in the context of the vision, mission and goals of LSC and the VSC. The ability to use existing technology and to develop technology skills that are transferable to new tools is integral to the college experience. The campuswide academic and administrative information technology network and its related services bring both the tools and the opportunity to develop important technology skills to every classroom, residence hall room, and office.

Several campus computer labs (providing both Windows and Macintosh computers) are available for student use 24 hours a day, seven days a week. Every computer connected to our network is connected to the Internet, and on-campus computers can take advantage of library databases. All students, faculty, and staff are provided with e-mail services, network storage space, and personal web space. A Help Desk provides software and hardware support.

The services provided by the Information Technology Department expand and change frequently. For the most current information, please see the LSC website at www.lyndonstate.edu.

Academic Services

[^ TOP](#)

Academic Support Center

Academic success is central to your life at Lyndon. The Academic Support Center can assist you with the skills and information you need to define and successfully pursue your educational goals. All students are eligible to receive academic support services. Make sure to visit the center in order to explore the useful services available to you.

Located in Vail 325, the Academic Support Center houses two programs, Project Excel and Student Academic Development.

Student Academic Development includes drop-in tutoring in a variety of subject areas and academic counseling (help with time management, test anxiety, study skills, test-taking strategies, note-taking and support in many other school-related issues).

Project Excel provides individually assigned tutoring and academic and personal counseling. The Project Excel staff includes a Learning Specialist experienced in working with students with disabilities. The program is federally funded through the TRIO program, and eligibility for its services is determined by established federal criteria.

Remember, all students are eligible for academic support services; the staff will determine which program is appropriate for you.

Mathematics Lab

If you need assistance at any level of mathematics, Lyndon provides you with math tutoring services. One-to-one or smallgroup tutoring is provided, free of charge. Peer tutors work with students on a drop-in basis (no appointment necessary), and the lab is open Sunday through Thursday.

Writing Center

Like the Math Lab, the Writing Center offers free, one-to-one peer tutoring on a drop-in basis. Writing assistants will work with you on any aspect of your writing, from beginning to end, regardless of subject matter. The center is open Sunday through Friday.

Services for Students with Disabilities

Lyndon is committed to providing a broad spectrum of accommodations for students with documented disabilities. Within the resources of the college, instructors and student-support personnel are prepared to provide accommodations that are appropriate for the nature of the disability and the course.

Lyndon does not have separate programs for students with disabilities and all students must meet requirements for individual courses, general education requirements, and degree programs. The college observes provisions of Section 504 of the Rehabilitation Act of 1973 and the appropriate sections of the Americans with Disabilities Act of 1990 (ADA). For further information, students may consult the Academic Policy manual in the library, the Learning Specialist in the Academic Support Center, or the Dean of Administrative Affairs, and appropriate sections below.

Career Services

While the acquisition of knowledge is its own reward, concern about careers and appropriate major study areas is important, too. Career Services provides a variety of career planning and placement services for all Lyndon community members. Career counseling is available for students wanting assistance in choosing a major or career. Additionally

Career Services works with the college academic departments and employers to facilitate internship opportunities for students. The career resource center and computerized career information systems offer students access to occupational references, self-assessment tools, employer directories, job and internship listings, and college and graduate school catalogs.

Career Services disseminates job and internship announcements to students, maintains an alumni career network, and assists students in developing job search skills. The information is used in conjunction with workshops in resume preparation, job search and interviewing techniques in order to give Lyndon graduates a competitive edge in the modern work place.

Veterans Affairs

At Lyndon, veterans are encouraged to make full use of the educational benefits to which they are entitled. If any questions arise concerning educational benefits or veteran-related problems, contact the Registrar's Office.

Registrar's Office

The Registrar's Office provides information related to academic program requirements, graduation requirements, grade point averages, and transfer credits. This office provides the forms needed for changing majors, changing advisors, and requesting transcripts. Registration and drop-add materials are also available through this office. Students will register for courses at the Registrar's Office in the Vail Lobby unless they register on-line with their faculty advisors.

Study Abroad

Lyndon currently has formal student exchange agreements with the New England/Nova Scotia Exchange Program (11 colleges), and the New England/Quebec Exchange Program (18 colleges). We also have a study abroad program with The Nottingham Trent University in Nottingham, England. Students are eligible to apply for study abroad if they have a cumulative G.P.A. of no less than 3.00 and are in their fourth, fifth, sixth, or seventh semester of study at Lyndon. The Director of Student Academic Development coordinates this program and also maintains a file of information on institutions in a number of other countries.

Student Affairs

Health Services

Lyndon's Campus Health Service is supervised by a physician. The staff provides assessment and treatment of routine health matters, conducts educational programs on health-related issues and makes referrals to local practitioners or to the Northeastern Vermont Regional Hospital, located in nearby St. Johnsbury. If you have a specific health need, do not hesitate to contact the Health Service for information and advice, extension 6440. Emergency services are available 24 hours at Northeastern Vermont Regional Hospital. During office hours you may reach the hospital at (802) 748-8141; for emergencies call 911 for ambulance services.

Personal Counseling

The college experience is often a time of change and personal growth. The combination of new life experiences, new friends and a new environment can occasionally be unsettling. Lyndon recognizes that you might need someone supportive and understanding to speak to during those unsettled times. Professionally trained counselors are available to you to discuss personal issues. The service is confidential.

A professional and collaborative referral system is maintained with mental health professionals in the community for students who require an intensive and or long-term counseling relationship. To arrange a counseling appointment, call extension 6440.

Residential Life

The mission of the Office of Residential Life is to provide an environment which enhances student learning by facilitating relationships and programs intended to develop characteristics desirable in a Lyndon educated person. These characteristics include a commitment to civic responsibility, an appreciation for diversity, critical thinking skills,

an appreciation for life-long learning and the ability to be in healthy, productive relationships. This learning should occur within a safe and secure living environment.

There are 21 members of the live-in residence staff, including four Residence Hall Directors, and 19 Resident Assistants. The staff acts as a resource for students on a variety of issues, including interpersonal concerns, residence hall programming, administration, and problem-solving.

Seven of the nine residence halls (Wheelock and Stonehenge) are arranged in suites, with four or six bedrooms, a lounge area, hallway and bath. In the Stonehenge complex, every suite has a small kitchenette with a refrigerator. Each set of residence halls also has a main lounge with a television, game equipment and vending machines.

Services for Commuters

Commuting students will find that Lyndon is committed to working with them "individually and as a group" to help improve and enrich their college experiences. Some specific services provided for commuting students include a telephone for free local and intercampus calls which is located at the Information Booth in Vail Hall. Commuter meal tickets are also available. They are valid in either the snack bar or the dining hall. Cancelled classes are listed on a recording. Call 626-6767 for a listing of cancellations.

Students Reporting Absences

Students who need to miss classes are requested to call the Student Affairs Office at 626-6418. We will notify the appropriate professor(s) of a student's absence. However, calling our office does not "excuse" an absence. Each professor has his or her own guidelines regarding missed classes. Students are responsible to contact each professor to discuss the requirements and how to make up missed work.

Emergency Messages to Students

During the regular business day, Monday-Friday, 8 a.m. - 4 p.m., if there is an URGENT situation, please have family, friends, employers, etc. call 626-6418. We will try to locate you according to your class schedule. We will then deliver a message to you at your campus location. However, this service is only for emergency situations. We are not able to offer a general message service. In emergency situations at times other than Monday-Friday, 8 a.m. - 4 p.m., call the switchboard at 626-6200. They will attempt to deliver a message.

Student Organizations and Activities

In addition to your studies and course work, Lyndon provides a variety of opportunities for you to get to know other people, to find meaningful activities or simply to be entertained.

We offer over 20 student clubs and organizations to provide meaningful ventures away from your studies. Some of these organizations emphasize group effort along with individual service and responsibility, while others, such as professional organizations, allow you to examine and discuss career goals in an informal setting. Still others emphasize games and sports or outdoor activities.

Just as Lyndon's courses are reviewed and adapted to future professional and educational needs, campus activities are subject to the changing concerns, values and interests of students.

Student Government

Students play an important role in Lyndon's governance. They actively represent Lyndon on the Board of Trustees and the Vermont State Colleges Student Association, as well as on committees within the campus community. The Student Congress is comprised of the Student Senate and the House of Representatives. The Senate is empowered to address any policy, procedure or action that affects students. Elections to the Senate are held every spring, with incoming freshman senators elected in the fall. Meetings are held weekly and are open to all. The House of Representatives is comprised of a member from every recognized club or organization at Lyndon. Its major responsibility is to distribute the student activities fee and develop the annual budget.

Campus Activities Board

The majority of Lyndon's entertainment programs and cultural events are produced under the direction of the Campus Activities Board. This student-run organization is responsible for selecting lecturers, films and performers, producing annual events such as Winter Weekend, and organizing outings and special activities.

Student Newspaper

The student-run newspaper, *The Critic*, is your source for information about what is happening on campus, including important student issues. It is an independent newspaper funded by student fees and ad sales, *The Critic* serves as the official voice of the students of Lyndon. The publication is open to all students and can provide you with a creative outlet if you are interested in journalism, photography, graphic design, advertising or cartooning.

WWLR Radio

The college's 3,000-watt FM radio station, WWLR (91.5), is another student-run communications medium at Lyndon. The station's format and play lists are entirely student-designed and the signal can be picked up throughout the region. If you are interested in working for radio, you can join WWLR and participate either on-air or behind-the-scenes.

Twilight Players

If your interests are in the performing arts, the Twilight Players present a full season of live theater for both the campus community and the surrounding area. At center stage are their spring and fall performances, which have the tradition of combining popular theater with thought-provoking and intense drama. Tryouts and backstage positions are open to all students.

Other Clubs and Organizations

Among the many other clubs are those such as A Society of Students in Service Together (A.S.S.I.S.T.), the American Meteorological Society/Natural Weather Association, American Women in Radio and Television, the Dance Team, Gay/Straight Alliance, the Hockey Club, the Literary Society, Logikos (the Philosophy Club), Lyndon Christian Fellowship, the Nontradition Club, the National Press Photographers Association, Natural Science Society, Outside the Box (the Graphic Design Club), the Outing Club, Physical Education Teacher Education (P.E.T.E), the Rugby Club, Sigma Zeta (National Mathematics/Science Honor Society), and the Society of Professional Journalists.

Sports

You may be one of those who feel that along with the obvious benefit of physical fitness and health, sports and other athletic activities promote self-reliance, cooperation and a spirit of competitive fair play. The college's intercollegiate and intramural athletic programs are supported by a strong coaching staff, solid administrative backing and enthusiastic student participation.

Lyndon's intercollegiate teams hold membership in the National Association of Intercollegiate Athletics (NAIA) and the Sunrise Conference. Intercollegiate competition includes basketball, cross-country running, soccer, tennis, men's baseball and women's softball.

Many students take advantage of our wide range of intramural sports to take a break from their academic routine. Over a dozen sports are available ranging from football, watersports and volleyball, to basketball, aerobics, tennis and wiffle ball.

Lyndon's campus recreational facilities are among the best in the region. The Rita L. Bole Center includes an exercise room with weight-training equipment, and houses racquetball courts, two gymnasiums and a 25 meter, six-lane swimming pool. Outdoors, there are tennis courts and fields for baseball, softball, and soccer. Skiers enjoy local cross-country trails while downhillers enjoy the facilities at nearby Burke Mountain, and the Lyndon Outing Club.

The Bookstore

In addition to stocking required textbooks and general stationery supplies, the bookstore carries clothing, gifts, an assortment of art and photographic supplies, and snacks. The bookstore is open weekdays throughout the year and will

allow you to cash small personal checks and Work-Study program payroll checks. For more information see our web site at www.lsc.bkstr.com.

The LSC Alumni Association

After years of hard work and study your graduation arrives. You can still keep connected with Lyndon through the ambitious activities of the Lyndon State College Alumni Association. The association will stay in touch with you through Twin Tower Topics, a publication for alumni and friends of LSC. In addition, each year the Alumni Association Scholarship Committee selects several deserving Lyndon students to receive scholarship awards. There are currently more than 5,500 alumni of the college, representing all 50 states and a number of foreign countries.

Rights and Responsibilities

Lyndon students are entitled to enjoy the same freedoms and rights as other citizens. This means that they are expected to assume the responsibilities that accompany rights. In other words, students are not exempt from local and state laws merely because they hold student status, and the college is not a sanctuary from the law.

LSC has its own set of regulations (stated in the Student Handbook) to ensure that individual rights are protected and to maintain a campus environment that allows the college to pursue its aims and goals. These regulations were designed to contribute to harmonious living by emphasizing respect for one another, the college and its property, and the town of Lyndon.

General Information

Click on a link to be taken to the entry below.

- Admissions
- Registration
- Graduate Policies and Procedures
- Independant Study
- Summer Courses
- Non-Matriculated Enrollment
- Full Time Enrollment
- Graduate Grading System
- Credit/No Credit
- Time Limit for Completion of Masters
- Residency
- Graduation
- Human Subjects Research Policy (Policy 153-IX)

Admissions

[^ TOP](#)

For admission to either the Master of Education or the Master of Science for Teachers program, written application materials are required, along with an interview. See the separate degree sections for more detail on the appropriate application process. Students who do not wish to enter a degree program are welcome to enroll in undergraduate or graduate courses without formal admission to the College. The College has the right to refuse nonmatriculation registration on the basis of previous record at the College.

College policy ensures that persons are neither denied benefits nor subjected to discrimination in any manner on the grounds of race, color, national origin, religion, creed, age, sex, veteran status, sexual orientation, or disability. This applies to all areas of Lyndon's services and actions. See the Academic Dean or Dean of Administration if you have questions or special needs.

Registration

[^ TOP](#)

Graduate students enroll using registration forms available from the registrar's office. The College reserves the right to cancel prior registration and to require students to re-register if tuition and fees are not paid in advance or if classes are not attended in the first week of the semester. If a school or supervisory union is paying for registration, an official letter stating that the school or supervisory union will pay for registration must accompany the registration form. If the school pays only tuition, then the student must submit the fees along with the registration form. Registration is not complete until both tuition and fees have been paid in full.

Graduate Policies and Procedures

[^ TOP](#)

Graduate students are subject to the same college policies and procedures as undergraduate students except as specifically stated in this graduate section. See the appropriate section(s) of the undergraduate portion(s) of this catalog for general college and academic policies.

Independent Study

[^ TOP](#)

For a student to receive credit for an independent study course, the course must be taught by a Lyndon State College faculty member or an approved adjunct. Independent studies are not available for courses offered in the scheduled curriculum. A student can include no more than nine (9) credits of independent study work in a graduate degree program.

Registration for an independent study is not complete until the independent study contract form has been submitted with the signature of the advisor, instructor, department chair, and the Academic Dean. Students shall complete all independent study contract forms within each semester.

Summer Courses

[^ TOP](#)

A variety of graduate courses are offered in the summer. These intensive learning opportunities receive excellent reviews from participants. Courses typically range from one to seven weeks in length. The small classes and beauty of the campus make an inspiring learning environment. Degree candidates and nonmatriculated students are invited to register.

Non-Matriculated Enrollment

[^ TOP](#)

Students who are not in a degree program may enroll in graduate courses as non-matriculated students. Brochures that describe available offerings are available every semester. These brochures contain a registration form. Contact the Registrar's Office for current information, or check the school's web site at www.lyndonstate.edu.

Full Time Enrollment

[^ TOP](#)

Students are considered full-time graduate students during semesters in which they are registered for 9 or more credits.

Graduate Grading System

[^ TOP](#)

Letter Grades

Graduate students may receive a grade of A, A-, B+, B, B-, I, P, or NP. Where letter grades are given, a grade of "B-" or better is required for degree-program graduate credit. A 3.00 average must be maintained to remain in good graduate academic standing and to graduate.

Credit/No Credit

[^ TOP](#)

A grade of P (Pass) is equivalent to a B- or better. Students are allowed to register for as many courses evaluated with P/NP as they wish. However, any course to be taken on a P/NP basis must be so designated in writing when registering for the course.

Time Limit for Completion of Master's

[^ TOP](#)

Degree

Graduate degree programs consisting of thirty-six (36) credits must be completed within five years of matriculation.

Residency

[^ TOP](#)

At least 26 of the 36 credits applied toward degree requirements must be taken at Lyndon State College.

Graduation

[^ TOP](#)

In order to be eligible for graduation, a student must be certain that official transcripts for all courses taken at other institutions are on file in the Registrar's Office. Also, all graduation requirements, with the exception of courses to be taken in the last semester, must be satisfied by the first day of the semester of expected graduation. Where appropriate, a copy of the Final Product, or final exam scores, must be submitted to the Registrar's Office before a diploma will be issued. Failure to comply with these requirements may delay graduation. Approval for graduation will be given by the Dean, the appropriate department, the Academic Standards Committee, and the Faculty Assembly.

Graduate students who are on probation and complete the following semester with less than a 3.0 GPA are subject to dismissal.

A minimum acceptable cumulative grade point average of 3.0 is required for graduation in all Master's Degree programs.

For deadlines for filing materials related to graduation, refer to "application for award of degree" in the undergraduate section of the Academic Catalog.

[^ TOP](#)

Human Subjects Research Policy (Policy 153-IX)

I. LSC Policies

To ensure the minimization of potential physical and psychological risk to participants, all human subjects research conducted at the College or by any student or employee of the College will comply with all applicable LSC and VSC policies and state and federal laws (especially Federal Title 45 CFR Part 46, from which the following is abstracted and to which the reader is directed for further details). The following definitions are noted:

- A. Research is defined as any systematic investigation designed to develop or contribute to generalized knowledge, including demonstrations and surveys.
- B. Human subjects are defined as living individuals about whom an investigator conducting research obtains:
 1. data through intervention and/or interaction
 2. any identifiable personal information

II. IRB Responsibilities

To ensure compliance with laws and policies, the College maintains an Institutional Review Board for Human Subject Research (IRB). No research covered by this policy shall be initiated until the IRB approves it. The IRB shall:

- A. Review all research activities covered by this policy.
- B. Have the authority to approve, modify, or disapprove all research activities covered by this policy.
- C. Review all continuing research at intervals appropriate to the degree of risk, but not less than once per year.
- D. Approve all changes in approved projects.
- E. Keep public, written records of all of its meetings and decisions.

III. IRB Membership

- A. The IRB shall consist of five members.
- B. The membership shall have:
 1. varying professional backgrounds
 2. sufficient qualifications through experience and expertise to promote respect
 3. diversity of race, gender, and cultural background
 4. sensitivity to community attitudes
 5. familiarity with institutional commitments and regulations, applicable law, and standards of professional conduct and practice
 6. at least one member whose primary concerns are in scientific areas
 7. at least one member whose primary concerns are in non-scientific areas
 8. at least one member who is not otherwise affiliated with the institution and who is not part of the immediate family of person who is affiliated with the institution.
- C. A member will not participate in the review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.
- D. The Faculty would recommend the Faculty Members to the President that would be members of the Administrative Committee. All members are appointed by the President.
- E. Members' terms of office will be 3 years, with the individual terms staggered such that no more than two terms of office expire in any given year.

IV. IRB Forms

As a minimum, the IRB shall establish and make available the following forms:

- A. Application forms which require thorough description of all proposed research activities and the specific role of the human research subjects
- B. Informed consent forms to be required of all subjects
- C. Forms to ensure the protection of privacy of all subjects and the confidentiality of all data obtained.

- D. Forms to notify the investigator and the College of all of its decisions
 - E. Forms to notify all subjects of the details of their participation in the research project
- V. **IRB Procedures**
- A. The IRB shall establish and publicize all procedures associated with implementing this policy, including the deadline application, timeline for the review process review, and date for notification to the investigator of the IRB's decisions.
 - B. All discretionary procedures established by the IRB are subject to Faculty Assembly approval.

[^] TOP

Expenses

Tuition and Fees

Tuition, fees, and the withdrawal reimbursement schedule printed in this graduate catalog are for the 2005-2006 academic year and are subject to change. Check with the Business Office or Office of Academic Affairs for further information.

Graduate Tuition: *

Vermont Residents:	\$329/credit
Non-Residents:	\$710/credit
NH Residents falling under the Good Neighbor Program:	\$493/credit
NEBHE (New England Board of Higher Education):	\$493/credit

Graduation Fee : (one time fee due when filing Request to Graduate form) \$62

* Tuition is charged at the per credit rate for fewer than 12 credits and for credits in excess of 18. Tuition is charged at the 12 credit rate for 12-18 credits of enrollment.

Degree Programs

Master of Arts in Science Education

Master of Arts in Science Education, K-8 (M.A.S.E)

Vermont Science Initiative

The Vermont Science Initiative (VSI) is a continuing professional education program for licensed teachers of grades K-8. The graduate program is designed to build a cohort of skilled teachers of science who will serve as teacher-leaders in delivering professional development to colleagues within their schools and districts. The VSI supports the National Education Standards and the Vermont Framework of Standards and Learning Opportunities by providing a solid foundation in standards-based instruction through preparation in science content, pedagogical practices, assessment strategies, and leadership. Teachers will earn a Master of Arts in Science Education in this 36 credit, three-year program.

The program establishes a specific pathway to school leadership in science through a collaborative endeavor of science and education faculty of the three Vermont State Colleges. The science initiative offers courses over three consecutive summers and academic years. In each of the science units, teachers enrolled in VSI will spend two weeks in a campus residency immersed in content-rich science. In the ensuing academic year, students will complete the science content course and one additional education course per semester. Independent scientific research and action research projects are required of all students.

Students may select any of the four-year State Colleges for matriculation, and courses are open only to teachers enrolled in the program. Students in the program will move through the degree program as a cohort, and the next cohort is scheduled to begin studies in the Summer of 2004. Interested teachers can contact Dr. Metin Yersel (metin.yersel@lyndonstate.edu) at Lyndon State College, or the coordinator of the program, Dr. Elizabeth Dolci (dolcie@badger.jsc.vsc.edu), at Johnson State College for additional information.

Through this initiative, teachers will increase their content knowledge in science and critical thinking/problem solving skills, will utilize best teaching practices in the delivery of content-rich and inquiry-based science, and develop leadership skills so they can serve as a resource and deliver professional development to their colleagues.

The Program

- EDU 5145 - Issues in Science Education Credits: 3
- EDU 5465 - Educational Assessment in Science Credits: 3
- EDU 5520 - Teacher Leadership Credits: 3
- EDU 5925 - Application: Action Research Credits: 3
- SED 5275 - Organic Chemistry and Biology Credits: 6
- SED 5435 - Geology and Inorganic Chemistry Credits: 6
- SED 5565 - Physics and Astronomy Credits: 6
- SED 5690 - The Nature and History of Science Credits: 3
- SED 5910 - Independent Study: Science Research Credits: 3

SED-5275, SED-5435, and SED-5565 are offered in sequence over three Summers in residency format on the senior college campuses of the VSC. The students enroll for six credits in the summer content courses, but meet for four of the six credits during this time. Students continue to meet during the fall and spring semesters to complete the remainder two credits.

Master of Education

Master of Education (M.Ed.)

The Master of Education degree program at Lyndon is designed to meet the needs and challenges of teachers today: schools are restructuring; classroom dynamics are more complex; student needs are more intense. Teachers are expected to do more in and out of the classroom to support students and their readiness to learn. Degree programs reflect this changing and challenging context.

The core of five courses provides the foundation for all four concentrations. Each of the concentrations consists of core courses, other required courses, and electives. A culminating project or exam is also a component. Courses are typically offered late in the day or in the early evenings during the academic year. Summer institutes and other course options are available as well.

Admissions

In order to be considered for admission into the Master of Education program, applicants must submit to the Admissions Office an admissions portfolio of the items listed below. An interview is also required.

Written Portfolio

1. A completed M.Ed. Graduate Program Application form.
2. A two-three page statement which describes desired outcomes from participation in the masters program and the rationale for choice of concentration.
3. Official transcripts of all undergraduate and graduate work. (Note: students who completed courses or degrees at LSC must request that the Registrar's Office forward a copy of their transcript to the Admissions.)
4. At least two letters of recommendation from professionals knowledgeable about the applicant's ability and commitment to complete a graduate degree.
5. Recent scores (no more than five years old) from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
6. A 45-minute timed writing sample graded by faculty from the English Department (use of dictionaries is not permitted during this exercise).
7. A non-refundable fee of \$35.00.

An applicant file must be completed within six months of the date the initial admission application is received. If the file is not complete within this time period, the application is discarded and the process must begin again.

If the applicant does not achieve an acceptable score on the standardized test (Graduate Record Exam or the Miller Analogies Test), the student may retake the test. If a second below-standard score is received, the applicant may not retest for another six months. After a failed retest, applicants may submit a written justification for why the standardized test score should not be considered in the admissions process.

If an applicant fails the writing sample, the test may be attempted a second time only with the permission of the academic department in charge of the student's desired concentration.

Depending on the errors made, failure of the writing sample can lead to lack of admission to the program or to inclusion of a writing course in one's graduate program.

Interview

An interview is required as part of the M.Ed. admissions process. The purposes of the interview are to assess the applicant's ability to do graduate level work, to clarify the applicant's professional and academic goals, and to determine the fit between the LSC graduate program and the student's goals.

Interviews are planned once a semester. Fall interviews are arranged in October. Spring interviews are arranged for February. Interviews can also be arranged anytime by appointment. Only students with complete written portfolios are eligible for interviews.

Matriculated Status

Shortly after the interview process, applicants will be notified in writing about whether they have been accepted into the degree program. If an applicant is accepted to the graduate program, the applicant becomes a matriculated graduate student.

Completing a Degree Program

Faculty Advisors

Within one semester of acceptance, students select an advisor, review concentration requirements with the advisor, and make initial plans regarding electives. Advisors support students in completing requirements and planning independent activities (e.g., final product). Students are responsible for monitoring their own degree requirements and progress. A change of major, advisor form should be completed at the registrar's office to record the students selection of advisor.

Transfer Credit

Up to nine (9) graduate credits may be transferred into an LSC graduate degree. A request for transfer credits is made to the Academic Dean, who makes the determination about the acceptance of credits. To be eligible for transfer-credit consideration, graduate courses must have a grade of "B" or better, be relevant to the degree program, and have been taken within the five (5) years prior to the date of matriculation. Transfer credits will count toward graduation only when approved by the Academic Dean within the first year after matriculation.

Core courses completed at Lyndon State College within the five years before matriculation into the M.Ed. program can be included in a degree program and do not count against the ninecredit transfer limit. In other words, students may transfer in any recent LSC core courses in addition to nine (9) relevant graduate credits approved by the Academic Dean.

Credit Requirements

The Master of Education credit requirements include the completion of five core courses (15 credits) plus another twenty-one (21) credits of required and elective courses as appropriate for the particular concentration. The total of 36 credits must be completed within five years of matriculation.

Core Courses

Five core courses are required in the Master of Education degree program. One is offered each semester and in the summer. The Academic Affairs Office makes available the schedule of these offerings.

- EDU 6540 - Advanced Studies in Learning Theory Credits: 3
- EDU 6550 - Foundations and Issues in Education Credits: 3
- EDU 6560 - Curriculum Development Credits: 3
- EDU 6920 - Educational Research Credits: 3
- PSY 6140 - Development Psychology: Child and Adolescent Credits: 3

Concentrations

Students may select from three Master of Education concentrations: Curriculum & Instruction, Special Education, and Teaching & Counseling. All concentrations are designed for educators and are most relevant for those teaching kindergarten through grade 12.

Each of the concentrations and the related courses are described below. Students are responsible for their education and shall maintain personal record of their progress toward graduation.

The Education Department is responsible for graduate curriculum and student matters for two concentrations: Curriculum & Instruction, and Special Education. The Psychology Department has the responsibilities for the Teaching & Counseling concentration. The two departments work jointly on graduate matters of mutual concern and interest (e.g., core courses, independent studies, final product committees, program planning).

Curriculum & Instruction Concentration

This concentration is available to teachers who desire to strengthen their understanding of curriculum building processes and instructional methods. Students may include up to nine credits of course work in departments outside of psychology and education.

Requirements for the Concentration in Curriculum & Instruction

Required Core Courses

- EDU 6540 - Advanced Studies in Learning Theory Credits: 3
- EDU 6550 - Foundations and Issues in Education Credits: 3
- EDU 6560 - Curriculum Development Credits: 3
- EDU 6920 - Educational Research Credits: 3
- PSY 6140 - Development Psychology: Child and Adolescent Credits: 3

Required Course Work (3 Credits Each)

- Special Education Credits: 3
- Math/Computer Credits: 3
- Reading/Language Arts Credits: 3
- EDU 6770 - Cooperative Learning Credits: 3
- EDU 6870 - Fieldwork Credits: 3 to 6
(Instructional Methods) OR (Curriculum Design)

Elective Course Work (May Be in Other Disciplines) Credits: 6

Final Examination

Total Required Credits: 36

Special Education Concentration

The Special Education concentration provides an opportunity for students to develop study plans that may focus on a broad exploration of the field or an in-depth study of topics such as learning disabilities, resource room instruction, behavior management, or assessment. The program may be combined with a plan leading to Vermont Teacher Certification in Special Education.

Requirements for the Concentration in Special Education

Required Core Courses

- EDU 6540 - Advanced Studies in Learning Theory Credits: 3
- EDU 6550 - Foundations and Issues in Education Credits: 3
- EDU 6560 - Curriculum Development Credits: 3
- EDU 6920 - Educational Research Credits: 3
- PSY 6140 - Development Psychology: Child and Adolescent Credits: 3

Required Course Work

- EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis Credits: 3
- EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities Credits: 3
- EDU 5220 - Learning Disabilities Credits: 3
- EDU 5450 - Assessment of Exceptional Students Credits: 3
- EDU 5470 - Reading Disabilities I Credits: 3

Elective Course Work Credits: 6

Final Product or An Elective Course and an Examination Credits: 3

Total Required Credits: 36

The Teaching & Counseling Concentration

This concentration is designed for teachers who would like to strengthen their ability to support and counsel students. Possible topic areas include child and/or adolescent development, individual and family counseling, group development, teaching methods to enhance the learning of those with learning or emotional difficulties. The focus is on counseling in the school and classroom. This degree does not prepare one for certification or licensure in mental health counseling.

Requirements for the Concentration in Teaching & Counseling

Required Core Courses

- EDU 6540 - Advanced Studies in Learning Theory Credits: 3
- EDU 6550 - Foundations and Issues in Education Credits: 3
- EDU 6560 - Curriculum Development Credits: 3
- EDU 6920 - Educational Research Credits: 3
- PSY 6140 - Development Psychology: Child and Adolescent Credits: 3

Required Course Work

- EDU 5450 - Assessment of Exceptional Students Credits: 3
- PSY 5020 - Psychological Testing Credits: 3
- PSY 6070 - Counseling Strategies for Teachers Credits: 3
- PSY 6150 - Family Interaction: Theories and Therapies Credits: 3
- PSY 6170 - Counseling Children and Adolescents Credits: 3

Electives Credits: 9

(At least 6 credits must be in Psychology)

Total Required Credits: 36

Master of Science For Teachers

Master of Science For Teachers (M.S.T)

The program is designed to offer a sound preparation to teachers who have little or uneven background in the sciences. Teachers will find that the program helps them acquire the preparation to move from one science discipline to another, or to move into science teaching from a non-science discipline.

Individuals who lack certification will normally be required to become certified as part of the M.S.T. program. Certification requires additional course work, some of which may be at the undergraduate level. See the list of licensure courses in the Natural Science Department section of the Lyndon State College Undergraduate Catalog.

The M.S.T. program utilizes primarily Science Education (SED) courses. All SED courses are 5000 level. The number system for SED courses is as follows:

- SED 5010-5275 reserved for Biology
- SED 5280-5435 reserved for Chemistry
- SED 5440-5540 reserved for Geology
- SED 5550-5680 reserved for Physics
- SED 5690-6040 reserved for Science
- SED 6050-6070 reserved for Independent Study in Science Education

Each SED course consists of three components:

1. An undergraduate science course.
2. Additional analytical work of an appropriate nature and complexity. This includes more advanced work with relevant problems, assignments, labs, papers, and projects.
3. Development of a methodology to apply course content in the classroom. This may include collecting and organizing teaching materials, compiling and documenting age-appropriate laboratory procedures, and preparation of study units.

For each course, plans regarding items 2 and 3 above are documented on an M.S.T. Study Contract. Students develop content for the study contract in conjunction with the course instructor. The contract form shall be completed and submitted to the Academic Dean in the early weeks of the semester. M.S.T. Study Contract forms are available from the Registrar. Registration for a SED course is not official until a completed contract is approved by the faculty member, advisor, Natural Science Department Chairperson, the Academic Dean, and then filed with the Registrar's Office.

Admissions

Applicants must submit required materials to the Admissions Office and complete an interview in order to be considered for admission to the M.S.T. program. Application forms are available from the Office of Admissions Office.

Written Portfolio

1. A completed Graduate Program Application form.

2. Official transcript of all undergraduate and graduate work.
3. Three letters of recommendation from individuals familiar with professional performance. A letter is required from a Principal or Headmaster, Department Chairperson, or if the applicant has not taught, from an undergraduate degree advisor.
4. Minimum of an appropriate undergraduate degree and teaching certification, or one year acceptable teaching experience
5. A non-refundable application fee of \$34.00.

Interview

Interviews are a required part of admission to the M.S.T. program. Applicants will meet with the Natural Science Department Chairperson as a minimum and may also be asked to interview with other faculty in the Natural Sciences Department. The purposes of the interview are to assess the applicant's ability to do graduate work, to clarify the applicant's goals in pursuing the graduate program, to determine the fit between the program and the student's plans, and to lay a foundation for study plan development if the applicant is accepted. Interviews are scheduled on an as-needed basis throughout the year.

Matriculated Status

Shortly after completion of the interview process, applicants will be contacted by the Admissions Office regarding the status of their acceptance for graduate study. If the applicant is accepted to the program, the applicant becomes a matriculated graduate student.

Faculty Advisors

Within one semester of acceptance into the M.S.T. program, students are assigned an advisor with whom they develop a Study Plan. The Study Plan is documented in writing, signed by the student, advisor and Natural Science Department Chairperson. A signed copy is submitted by the student to the Academic Affairs Office.

Completing the M.S.T. Degree

Study Plan

A study plan will be developed between the student and the M.S.T. advisor for approval by the Natural Science Department. Changes in the study plan may be made with the approval of a student's advisor and the Department Chairperson. A copy of approved study plan changes must be filed with the Academic Affairs Office in a timely fashion.

In the development of the study plan, correction of academic deficiencies does not count toward graduation. To assess possible deficiencies in preparation, see the LSC Undergraduate section regarding recommended courses for students planning to major in science. Needed background course work will be specified at the time the study plan is approved.

Course work specified in the study plan must be completed with a grade of "B" or better for a student to be eligible for graduation. The degree program must equal at least 36 credits and be completed within five years of matriculation.

Teaching Practice

Students are expected to complete SCI 6070 Graduate Science Teaching Internship for 1-3 credits. This course typically involves a teaching component in the field, as well as sessions on campus with the instructor and other graduate students involved in SCI 6070.

M.S.T. Study Contracts

Students must complete a M.S.T. study contract for each SED course. This form constitutes a learning contract and specifies the graduate level components which will be completed in addition to the appropriate undergraduate course. Students will not receive a grade for an SED course until the three elements of the course are complete. Forms are available from the Graduate Office.

Transfer Credit

Up to twelve (12) credits of course work may be transferred into the M.S.T. program. To be eligible for transfer credit, course work must have a minimum grade of “B” and have been completed five years prior to matriculation. All transfer credit must be approved by the advisor, the Natural Science Department Chairperson, and the Academic Dean.

Electives

Students may take up to six (6) approved graduate credits in non-science disciplines. Possible topic areas include writing, special education, mathematics, and computer science.

Course Descriptions

Anthropology

ANT 5710 - Topics in Anthropology

Chemistry

SED 5280 - Issues in Environmental Studies

SED 5310 - Introduction to Chemistry

SED 5320 - General Chemistry I

SED 5330 - General Chemistry II

SED 5340 - Organic Chemistry I

SED 5350 - Organic Chemistry II

SED 5360 - Chemistry Modules

SED 5380 - Waste Reduction & Management

SED 5410 - Environmental Instrumentation

SED 5420 - Environmental Modeling

SED 5430 - OSHA Safety Course

Education

EDU 5020 - Literature for Children

EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis

EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities

EDU 5220 - Learning Disabilities

EDU 5250 - Literacy Development in the Content Area

EDU 5450 - Assessment of Exceptional Students

EDU 5470 - Reading Disabilities I

EDU 5810 - Reading Disabilities II: Practicum

EDU 6540 - Advanced Studies in Learning Theory

EDU 6550 - Foundations and Issues in Education

EDU 6560 - Curriculum Development

EDU 6561 - Reading Recovery I

EDU 6562 - Reading Recovery II

EDU 6770 - Cooperative Learning

EDU 6780 - Topics in Education

EDU 6810 - Internship

EDU 6870 - Fieldwork

EDU 6910 - Reading Comprehension: Theory and Practical Application

EDU 6920 - Educational Research

EDU 6950 - Final Product: Seminar

Exercise Science

AHS 5020 - Motor Development & Learning

AHS 5710 - Topics in Allied Health Sciences

Geography

GEO 5710 - Topics in Geography

Geology

SED 5440 - Introduction to Geology I

SED 5450 - Introduction to Geology II

SED 5460 - Mineralogy

SED 5470 - Geology III

SED 5480 - Aqueous Geochemistry

SED 5510 - Geology Modules

SED 5520 - Hydrogeology

SED 5530 - Environmental Geologic Mapping

History

HIS 5710 - Topics in History

Mathematics

MAT 5110 - Math History For Teachers

MAT 5115 - Number and Arithmetic in the K-8 Curriculum

MAT 5130 - Geometry in the K-8 curriculum

MAT 5140 - Probability and Statistics in the K – 8 Curriculum

Meteorology

MET 5710 - Topics for Teachers

Natural Science: Biology

SED 5010 - Bird Identification

SED 5020 - Field Ornithology

SED 5030 - Principles of Ornithology

SED 5040 - Human Anatomy and Physiology I

SED 5050 - Human Anatomy and Physiology II

SED 5060 - The Plant Kingdom

SED 5070 - Plant Growth and Function

SED 5080 - Principles of Zoology

SED 5090 - Introduction to Biology

SED 5110 - Wildlife Biology and Management

SED 5120 - Survey of Animal Kingdom

SED 5130 - Field Zoology

SED 5140 - Natural History of Vertebrates

SED 5150 - Animal Behavior

SED 5160 - Introduction to Microbiology

SED 5170 - Physiology of Exercise

SED 5180 - Genetics

SED 5210 - Introductory Biochemistry

SED 5220 - Field Botany and Dendrology

SED 5230 - Advanced Systematic Botany

SED 5240 - Biology Module

SED 5250 - Ecology

SED 5260 - Seminar in Conservation Biology

SED 5270 - Research in Science

Physics

SED 5550 - Introduction to Astronomy

SED 5560 - Astronomy and the Universe

SED 5570 - Introduction to Electricity & Electronics

SED 5580 - Fundamental Physics I

SED 5610 - Fundamental Physics II

SED 5620 - Fractals for Everyone

SED 5630 - Classic Physics I

SED 5640 - Classic Physics II

SED 5650 - Classic Physics III

SED 5660 - Energy, Environment and Society

SED 5670 - Introduction to Chaos

SED 5680 - Modern Physics

SED 6010 - Physics Modules

SED 6020 - Environmental Pollution

Political Science

POS 5710 - Topics in Political Science

Psychology

PSY 5020 - Psychological Testing

PSY 5710 - Topics in Psychology

PSY 6070 - Counseling Strategies for Teachers

PSY 6140 - Development Psychology: Child and Adolescent

PSY 6150 - Family Interaction: Theories and Therapies

PSY 6170 - Counseling Children and Adolescents

Recreation Resource and Ski Resort Management

OER 5010 - Introduction to Outdoor Education

OER 5020 - Topics in Recreation Resource Management

OER 5031 - Facilitator Competency for Ropes Course I

OER 5032 - Facilitator Competency for Ropes Course II

OER 5050 - Adventure-Based Techniques for Counselors and Teachers

OER 5060 - Wilderness-Based Techniques for Counselors and Teachers

OER 6910 - Independent Study in Recreation Management

Science

SED 6040 - Special Topics In Environmental Science

SED 6050 - Topics in Science Education

SED 6060 - History of Science

SED 6070 - Graduate Science Teaching Internship

Social Science

SOC 5710 - Topics in Sociology

SSC 5710 - Topics in Social Science

Faculty and Staff

Click on a link to be taken to the entry below.

- [The Faculty](#)
- [Part-time Faculty](#)
- [Professor Emeriti](#)
- [The Administration](#)
- [The College Directors and Staff](#)
- [Board of Trustees of the Vermont State Colleges](#)
- [Past Lyndon Presidents](#)

The Faculty

[^ TOP](#)

ATKINS, NOLAN T. (1997) Associate Professor of Meteorology, B.S. University of Minnesota; M.S., Ph.D. University of California, Los Angeles

BALLOU, DAVID (1993) Professor of Television Studies, B. A. Lyndon State College; Ed.M. Boston University

BELILES, DAVID B. (1992) Professor of English, B.A. George Washington University; M.A. University of Texas; Ph.D. Vanderbilt University

BENNION, JANET (2003) Associate Professor of Sociology and Anthropology, B.A. Utah State University; M.A. Portland State University; Ph.D. University of Utah

BERRYMAN, BRUCE F. (1982) Professor of Meteorology, B.S. University of Wisconsin; M.S. University of Wisconsin; Ph.D. University of Wisconsin

BOYE, ALAN P. (1987) Professor of English, B.S. University of Nebraska; M.A. University of Texas

BOZEMAN , JAMES R. (1985) Professor of Mathematical Sciences, B.S. Worcester Polytechnic Institute; M.A. University of California; A.M. Dartmouth College; Ph.D. Dartmouth College

BRADLEY, DAVID B. (1981) Professor of Business Administration, B.A. Brown University; M.B.A. Plymouth State University; C.M.A., C.F.P., C.I.A., C.G.F.M.

BROADWATER, ERNEST H. (1974) Professor of Education, B.S. Keene State College; M.Ed. Temple University; Ph.D. Ohio State University

McGOWAN, DORIAN (1959) Professor of Fine and Performing Arts, B.S. Pratt Institute; M.S. Columbia University

MELLOR, DAVID (1982) Professor of Mathematics, B.S. LeMoyne College; M.S. SUNY at Oswego; M.S. University of Lowell

METZKE, LINDA K. (1988) Professor, Special Education, B.S. University of Wisconsin; M.S. University of Wisconsin; Ph.D. Marquette University

MITCHELL, LINDA M. (1989) Professor of Business Administration, B.A. Occidental College; M.S. University of Southern California; M.B.A. Columbia University

*MOYE, RICHARD H. (1991), Associate Professor of English, B.A. Middlebury College; M.A. Columbia University; M.Phil. Columbia University; Ph.D. Columbia University

MUELLER, HARRY (2003) Instructor of Digital & Graphic Arts, B.S., A.A.S. Rochester Institute of Technology, A.A.S. Milwaukee Institute of Technology

MULL , JOHN (2005) Associate Professor of Biology, B.S., University of Pittsburgh; Ph.D., Utah State University

NELSON, GARET (2001) Assistant Professor/Library Director, B.A. University of South Florida; M.Ed. University of Arkansas; M.L.I.S. University of South Florida

- CARPENTER, JOSHUA G. (2002) Assistant Professor of Psychology, B.A. Oberlin College; M.S. Audubon Expedition Institute/Lesley College; M.A. Johnson State College; Ph.D. University of Idaho
- COFFIN, DEBORAH G. (2001) Associate Professor of Allied Health Sciences and Physical Education, B.S. University of Maine; M.Ed. University of Maine; Ed.D. University of Massachusetts
- CONANT, DAVID S. (1976) Professor of Science (Botany), B.S. University of New Hampshire; Ph.D. Harvard University
- DAVIS, MARILYNN, Assistant Professor of Education, B.A., M.Ed. and Ed.D., University of Vermont .
- DELEO, CATHERINE (1977) Professor of Recreation Resource and Ski Area Management, B.S. Northeastern University; M.S. Northeastern University; Ed.D. Boston University
- DELEO, JOHN (1976) Professor of Recreation Resource and Ski Area Management, B.S. Northeastern University; M.S. University of Utah; Ed.D. Boston University
- DIXON , ROBERT H. (1965) Associate Professor of Political Science, B.A. University of Denver; M.A. University of Colorado
- FARRELL, KEVIN J. (1990) Associate Professor of Mathematics, B.S. Nasson College; M.S. University of Vermont; Ph.D. University of Rhode Island
- FINGERHUT, WILLIAM A. (1981) Professor of Meteorology, B.A. California State University-San Jose; M.S. California State-San Jose; Ph.D. Colorado State University
- GILMAN, CHANDLER R. (1998) Associate Professor of English, B.A., Williams College; M.A., University of New Hampshire; M.F.A., Vermont College of Norwich University
- GLENTZ BRUSH, KELLY A. (2002) Assistant Professor of Digital & Graphic Arts, B.F.A. Kansas City Art Institute; M.F.A. University of Kansas
- HAYM, GORDON E. (2001) Assistant Professor of Business Administration, B.S., Princeton University; M.S., Columbia University; M.B.A., New York University.
- NORRIS, ELIZABETH E. (2002) Assistant Professor of Fine & Performing Arts, B.M. Illinois State University; M.M. Indiana University; D.M.A. University of Kansas
- PARISI, PHILIP J. (2004) Instructor, Interactive Digital Media, B.F.A. School of Visual Arts; M.F.A. Hunter College; A.S., Champlain College.
- POBER, DAVID (2005) Assistant Professor of Exercise Science, M.S. University of Massachusetts, Amherst
- PORTNER, RICHARD J. (1977) Professor of Television Studies and Fine and Performing Arts, B.S. St. Cloud University; M.A. Emerson College; M.S. Boston University
- RAZZANO, ELAINE (1995) Associate Professor of English, B.A. Georgian Court College; M.A. Seton Hall University; M.Ed. Plymouth State University; Ph.D. Suny Buffalo
- ROSSI, RONALD R. (1976) Professor of Psychology, B.A. Drew University; M.A. University of Cincinnati; Ph.D. University of Cincinnati
- SEARLS, PAUL (2005) Assistant Professor of History, B.A., Hobart College; M.A., University of Vermont; Ph.D., New York University . After Ron Rossi
- SGHERZA, ANTHONY (2004), Associate Professor of Exercise Science, Kean College of NJ, B.A.; University of Pittsburgh, B.S.; Long Island University M.S.; New York University, Ph.D.
- SHAFER, JASON (2005) Assistant Professor of Meteorology, B.S., Plymouth State College; M.S. University of Utah
- SHERRER, MARGARET (2005) Assistant Professor of Psychology, B.A., University of Rhode Island; M.S.W., Rhode Island College
- SHINE, PATRICIA (2003) Assistant Professor of Human Services, M.S.W. Simmons School of Social Work; B.A. Adelphi University
- SIEGEL, RACHEL S., CFA, (1990) Professor of Business Administration, B.A. Yale University; M.B.A. Yale University
- STROKANOV, ALEXANDRE A. (2000) Associate Professor of History, B.A. Perm State University (Russia), M.A. Perm State University, Ph.D. Perm State University

HERTZ, BARRY (1980) Professor of Education, B.A. Bryant College; Ed.M. Temple University; Ed.D. Temple University

HILTON, MARK (1999), Assistant Professor of Business Administration, B.S. Lyndon State College; M.B.A. Plymouth State University

KOROL, RHONDA (1995) Associate Professor of Psychology, B.A. Dartmouth College; B.S. University of Minnesota; M.A. University of Cincinnati; Ph.D. University of Cincinnati

LATHROP, ALISON S. (1999) Associate Professor of Geology, B.Sc. Bates College; Ph. D. Dartmouth College

LEWIS, TIMOTHY R. (1999), Assistant Professor of Television Studies, B.A., University of Vermont; M.A., Union Institute & University/Vermont College.

*LUNA, ANDREA (1997) Associate Professor of English/Coordinator of Composition, B.S. University of Vermont; M.A. University of New Hampshire; Ph.D. University of New Hampshire .

McCOY, DAISY (1991) Professor of Mathematical Science, B.A. Douglass College of Rutgers University; M.S. Virginia Tech; Ph.D. Virginia Tech

STURM, TIMOTHY M. (1982) Professor, Special Education, B.A. Beloit College; M.S. University of Wisconsin; Ph.D. University of North Carolina

THEORET, JULIE M. (2000) Assistant Professor of Mathematics B.S. University of Vermont, M.S. University of Virginia, Ph.D. University of Virginia

TUCKER, BARCLAY(2001) Assistant Professor of Digital & Graphic Arts, B.F.A. University of Utah; M.A. Syracuse University

VINOGRADOVA, YULIYA, Assistant Professor of Natural Sciences, B.S. Bowling Green University

WERDENSCHLAG, LORI (1992) Professor of Psychology, B.A., Emory University; M.S., Ph.D., Tulane University

WHEELER, ELIZABETH, Instructor of Television Studies, B.A., Lyndon State College

YERSEL, METIN (1982) Professor of Science (Physics), B.S. Bogazici University; Ph.D. Clark University

ZWICK, RODNEY R. (1986) Professor of Recreation Resource and Ski Area Management, B.S., Michigan State University; M.S., Michigan State University; Ph.D. Arizona State University

* on sabbatical Fall 2005 and Spring 2006

Part-time Faculty

[^ TOP](#)

ANGELL, RICHARD, Allied Health Sciences, M.A. University of Northern Colorado; B.S. University of Maine Orono

BAILIN, DEBRA, English, B.A. Cedar Crest College; M.F.A. Washington University

BALLOU, DARLENE, Television Studies, B.S. Lyndon State College

BERTOLINI, MARK, Business Administration/Law, B.A. Middlebury; J. D. Univ. of Puget Sound Law School

BIATHROW, KENNETH, Business Administration/Accounting, C.P.A Accounting, B.B.A. Hofstra University

LeMOINE, DONNA, Mathematics and Computer Science, B.S., State University of New York at Stony Brook; M.S., Dowling University; Ph.D., St. Johns University

LEVITT, ELLEN, Art, Digital and Graphic Arts

McCANN, ROBERT, Digital and Graphic Arts, Fine & Performing Arts (Photography)

MACDOWELL, LISA, English, B.A. Albion College; M.A., Ph.D. Rutgers University

McGOWAN, MARTIN, Fine & Performing Arts, Certificate Program, Pennsylvania Academy of Fine Art

BIDDLE, WILLIAM, English, B.A., Amherst College, M.A., Boston University

BLANCHARD, IRENE, Psychology, B.S. Pratt Institute; M.Ed. Boston University; M Phil.,Ph.D., Syracuse University

COTTE, WILLIAM, Music

CALJOUW, KIMBERLY, GEU/Natural Sciences, B.S., UVM; M.S.T., Lyndon State College

CUTTING, BONNIE, Business Administration, B.S., Rivier College

DOLAN, DONNA, Psychology, B.A., Lyndon State College; M.S., Springfield College

DOUCETTE, SARAH, Allied Health Sciences

DWYER, PAULINE, Natural Sciences, M.S.T, Lyndon State College

ELMES, MARTHA, Fine and Performing Arts/GEU, M.Ed., Lesley University

FARROW, STEVEN, Geography, B.A., M.A., University of Vermont

FORS, LARA, Digital & Graphic Arts, B.A., Lyndon State College

GARCIA, RANDALL, Recreation Resource and Ski Resort Management, B.S. Lyndon State College

GELBER, IRWIN, GEU, M.S., B.S. Julliard School of Music

GREENSTEIN, SUSAN, English, GEU, BA., Wellesley College; M.A., Ph.D. Indiana University

GUMMERE, MARY ANNE, Biology, B.S. Wheeling College; R.N. Englewood Hospital School of Nursing, M.A.T. Fairleigh Dickinson University

HACKETT, JEAN, Mathematics, B.A. University of Vermont; M.S. University of Notre Dame

HALE, DEBRA, GEU, B.A, Johnson State College, M.Ed., Lyndon State College

HASKINS, KAREN, English, M.A. St. Bonaventure University; B.A. Nazareth College

HAZARD, MARY, Business Administration, M.Ed., Lyndon State College

MELLOR, MARGARET, Mathematics, B.A., Ohio State University

MILLER, KAREN, Natural Sciences, B.S. University of Vermont; M.S., University of Vermont

MILLER, MICHAEL, Natural Sciences, B.S., University of Vermont

MITCHELL, HEATHER, English, B.A. Lyndon State College; M.A. Bread Loaf School of English, Middlebury College

MOORE, CAROL, GEU/Natural Sciences, B.A. Montclair State College; M.A., Montclair State College; Ph.D., Northeastern University

PAULSON, AUSTIN , Recreation Resource and Ski Resort Management, B.A. Slippery Rock University; B.A., M.A. Lesley College

PORTNER, TERRY, Television Studies, B.S. St. Cloud State College

PRATT, ZACHARY, Recreation Resource & Ski Resort Management/Business Administration, A.A., B.S., College of St. Joseph; M.A. Central Michigan University; Ph.D., Michigan State University

PULASKI, MURRAY (Jack), English, B.A., M.A. Goddard College

RILEY, EILEEN, English, M.Ed., Trinity College of Vermont

ROCHE, MARIA, Spanish, M.F.A., Escuela de Bellas Artes

ROORBACH, GEORGE, Business Administration, B.A. Harvard College, M.B.A. Plymouth State University

ROSENBERG, JUNE, Psychology, B.A. St. Johns University; M.A. Queens College

SEVIGNY, LEO, GEU, B.A., Johnson State College; M.S., Syracuse University

THABIT, ALIA, English, B.A. Lyndon State College

URBAN, JACOB, Recreation Resource & Ski Resort Management, B.S. Lyndon State College; A.S. Art Institute of Fort Lauderdale

HENAULT, ARMAND, Psychology, B.A. Beacon College; M.Ed. Harvard University

WACHOLDER, LINDA, Psychology, B.A., Simmons College; M.Ed., University of Oregon

HENRY, SUSAN, Allied Health Sciences, B.S. Lyndon State College

WHEELER, DONNA, GEU, B.S., Lyndon State College

KASCENSKA, JOHN R (1992) Recreation Resource and Ski Resort Management, B.S. Lyndon State College; M.S. Virginia Polytechnic Institute & State University; Ph.D. North Carolina State University

WILLIAMS, NORRINE, Psychology, B.A. Bates College; M.S.W. University of Connecticut

KELLAR, KRISTINE, Allied Health Sciences

WILLIAMS, C. RICHARD, Allied Health Sciences, B.S., Keene State University, M.Ed., Lyndon State College

KRESSER, SARAH, Psychology/Allied Health Sciences, B.A. Queens University, M.Ed. Lyndon State College

YERKES, DOREEN, Mathematics, B.S. Lyndon State College

Professor Emeriti

[^ TOP](#)

ALDRICH, E. RALPH (1969-1995) B.A. Plymouth State College; M.A. Bread Loaf School of English (Middlebury College); Associate Professor of English

MILLER, DONALD H. (1959-1999) A.B. SUNY-Albany State; A.M. SUNY-Albany State; Ph.D. University of Connecticut; Professor of Science

BLANCHARD, IRENE (1976-1998) Psychology, B.S. Pratt Institute; M.Ed. Boston University; M Phil.,Ph.D., Syracuse University

NEWELL, GRAHAM S. (1959-1979) A.B. University of Chicago; A.M. University of Chicago; Professor of History

EBBETT, BALLARD E. (1960-1998) B.A. University of Wyoming; M.S. University of Wyoming; Associate Professor of Science

REEVES, CAROLYN (1982-2003), B.S. Southern Connecticut State College; MSW, University of Connecticut, School of Social Work

ELLIOTT, JUNE (1976) B.S. Lyndon State College; M.A. Goddard College; Ph.D. University of Connecticut, Professor of Psychology

TOBORG, ALFRED (1960-1999) A.B. Columbia University; M.A. Xavier University; Ph.D. Columbia University; Professor of History

GALLAGHER, SUSAN (1938-1977) B.S. Colorado University; A.M. Columbia University; C.A.G.S. University of Maine; Professor of Psychology

VOS, KENNETH (1967-1999) B.D. Central College; M.Div. New Brunswick Theological Seminary; Ph.D. Columbia University; Professor of Philosophy

GALLAGHER, SUZANNE (1972-1990), B.A. University of Massachusetts, M. S. Southern Connecticut State College; M.A. Goddard College, Head Librarian

The Administration

[^ TOP](#)

CAROL A. MOORE, President, B.A. Montclair State College; M.A. Montclair State College; Ph.D. Northeastern University

DONNA DALTON, Dean of Academic and Student Affairs, B.A. Pennsylvania State University; M.S.; Ph.D. Pennsylvania State University

WAYNE T. HAMILTON, Dean of Administration, B.A. State University College at New Paltz; M.S. State University of New York at Albany

The College Directors and Staff

[^ TOP](#)

Alex D. Allen	Public Safety Officer
Edie I. Allen	Admissions Records Specialist
Stephen C. Allen	LAN/System Administrator
Kathy A. Armstrong	Academic Secretary
Jennifer M. Aubin	Financial Aid Specialist
Debra M. Bailin	Director of Student Academic Development
Robert S. Bean	Director of Accounting Services
Darlene R. Bolduc	Director of Broadcast Operations
Tanya W. Bradley	Director of Financial Aid
Anne M. Brown	Director of AmeriCorps NEK Initiative
Keith E. Brown	Maintenance
Sarah J. Butler-Collins	Admissions Records Specialist
Tammi S. Cady	Assistant Dean of Development & Alumni Affairs
Rodney J. Call	Custodian
Jody A. Card	Financial Aid Officer
Alton L. Carr, Jr.	Maintenance
Paula M. Chamberlin	Secretary for Health and Counseling
Jo-Ann Charron	Custodian
Jonathan C. Cheney	RHD/Student Life Assistant
Brennan Colby	Director of Business Services
Theresa Y. Conant	Laboratory Technician/Chemical Hygiene Officer
Ethan W. Copenrath	Technology Support Specialist
Patricia R. Cross	Administrative Assistant to Director of Physical Plant
Jeff M. Davis	Maintenance

Jonathan M. Davis	Director of Residential Life
Michael A. Dente	Assistant Chief Technology Officer
Donna Dolan	PSE Caseworker
Sharon L. Dolloff	Accounts Receivable Specialist
Denise M. Doyon	Custodian
Leslie A. Dunphy	Director of Payroll & Benefits
Donna L. Edwards	Circulation Supervisor, Library
Gaylon R. Ely	Custodian
Mary A. Etter	Learning Specialist
Charles M. Forrest	Public Safety Officer
Sheila B. Fors	Admissions Secretary
Karen M. Fournier	Custodian
Evelyn E. Franz	Recorder
Sandra L. Franz	Assistant to Dean of Administration
James A. Gallagher	Director of Physical Plant
Shelia T. Gallagher	Academic Secretary
Susan C. Gallagher	Coordinator of Public Information
Donna M. Gile	Staff Assistant Admissions
Darlene N. Gilman	Administrative Asst. for Conferences, Career Services
Cheryl L. Goldrick	Administrative Asst. Academic Dean
Jacqueline Goodwin	Custodian
Janet U. Goodwin	Custodian
Phyllis A. Green	Interlibrary Loan Specialist
Peter A. Guilfoyle	Head Athletic Trainer/Assistant Athletic Director
Debra A. Hale	Registrar
Tim L. Hale	Custodian
Bernard F. Hartshorn	Assistant Director of Admissions

Marie M. Heath	Alumni Records Specialist
Janis Henderson	Custodian
Susan P. Henry	Director of Intramurals/SHAPE Manager
Linda D. Hilton	Chief Technology Officer
Stacy O. Hopkins	Coordinator of Student Accounts
Shirley A. John	Custodian
John R. Kascenska	Assistant Academic Dean
Donna J. Keely	Director of the First-Year Experience
Charles N. Lacaillade	Director of Public Safety
Jon P. Lasseigne	Maintenance
Linda P. Leach	Academic Secretary
Kenneth W. Leonard	Custodian
Constance K. Libbey	Accounts Payable Specialist
Judy E. Little	Secretary for Academic Support
Vicki L. Litzinger	Director of Library Instructional Technology
Susan L. Lynaugh	Teacher/Leader, ECVLC
Mark J. Majors	Instructional Technology Technician
Vincent U. Maloney	Admissions Counselor
Daniel R. Martin	Maintenance
Vicki L. Martin	Custodian
William D. Martin	Maintenance
Robert G. McCabe	Director of Student Support Services
Michelle R. McCaffrey	Assistant Dean of Admissions
Darcie A. Miles	Executive Assistant to the President
Mark H. Mohrmann	Video Broadcast Technician
Lynda L. Morgan	Staff Assistant, Institutional Advancement
Monique C. Morris	Library Specialist/Acquisitions

Gloria J. Moyse	Custodian
Paul J. Nadeau	Public Safety Officer
Geraldine N. Nelson	Custodian
Arthur W. Peake	Maintenance Supervisor
Richard E. Perron	Maintenance
Dawn M. Ramsdell	Teacher/Leader, ECVLC
Randall E. Rathburn	Admissions Counselor
Bruce A. Richardson	Director, NEK School Development Center
Annette M. Roberts	Fiscal Specialist
Angela Ryan-Williams	Special Services Counselor
Anthony P. Santacaterina	Senior Desktop Support
Karen E. Santorello	Records Specialist Registrars Office
Leo R. Sevigny	Associate Dean for Student Affairs
Tracy W. Sherbrook	Staff Assistant to Dean of Academic and Student Affairs
Takuya Shimamura	Webmaster
Edward W. Simpson	Information Technology Technician
Charles I. Sjolander	Maintenance
Brenda A. Sweet	Academic Secretary
Harry J. Swett	Mailroom Supervisor
Jennifer A. Thompson	Secretary for Upward Bound
Janet M. Thorn	Coordinator of Library Access Services
Myrtie M. Townsend	Academic Secretary
Mark H. Tucker	Meteorology Data Systems Administrator
Elaine L. Turner	Administrative Assistant for Student Affairs
Timothy R. Ulrich	Assistant Director of Upward Bound
Christopher T. Ummer	Director of Athletics
Lisa M. Ummer	Assistant Director of Admissions

Theresa M. VanZile	Assistant Director of Financial Aid
Linda A. Wacholder	Director of Career Services
Patricia M. Webster	Cataloger
Diane B. Wells Tutor	Coordinator
Donna E. Wheeler	Director of Conferences & Guest Relations
C. Richard Williams	Director of Upward Bound
David H. Wood	Custodial Supervisor
Sherri H. Wood	Records Specialist Registrars Office
Mary K. Yackley	Staff Assistant, ECVLC
Aaron E. Young	Telecommunications Technician

Board of Trustees of the Vermont State Colleges

[^ TOP](#)

James H. Douglas, <i>Ex Officio</i>	Governor, State of VT
Michael R. Audet, <i>Chair</i>	Orwell
Charles Bucknam	East Hardwick
Don Collins, <i>Senator</i>	Swanton
George Cross, Rep.	Winooski
Marie Duquette	Stowe
Karen Handy Luneau	St. Albans
Robert G. Helm, Rep.	Fair Haven
Bonnie Johnson-Aten	Montpelier
Richard C. Marron, Rep.	Stowe
Frank A. Mazza, Sr., <i>Secretary</i>	Brandon
Linda Milne	Montpelier
Gary W. Moore, <i>Vice Chair</i>	Bradford
Martha O'Connor	Brattleboro

Past Lyndon Presidents

[^ TOP](#)

* Ms. Rita L. Bole	(1927-1955)
* Ms. Florence E. Drew	(1935-1936, Acting)
* Mr. Arthur B. Elliott	(1955-1959)
Ms. Susan C. Gallagher	(1958-1959, Acting)
* Dr. Robert E. Long	(1959-1970)
* Dr. A. John Holden, Jr.	(1970-1971, Acting)
* Dr. H. Franklin Irwin, Jr.	(1971-1975)

Dr. Edward I. Stevens (1975-1977)
Dr. Janet G. Murphy (1977-1983)
Dr. Clive C. Veri (1983-1989)
Dr. Margaret R. Williams (1989-1997)
Dr. Robert A. Burnham (1997-1998, Interim)

* Deceased

[^ TOP](#)

Academic Calendar

Academic Calendar 2005-2006

Tuesday August 30th, 2005	First Day of Classes
Monday September 5th, 2005	Labor Day (No Classes)
Friday September 9th, 2005	Homecoming (9/9 - 9/11)
Friday September 16th, 2005	Major Activities
Friday September 30th, 2005	Family Weekend (9/30 - 10/2)
Monday November 21st, 2005	Thanksgiving Break (11/21 - 11/25)
Monday December 12th, 2005	Last Day of Classes
Wednesday December 14th, 2005	Final Examination (12/14 - 12/17)
Tuesday January 17th, 2006	First Day of Classes
Monday February 27th, 2006	Winter Break (2/27 - 3/3)
Monday April 3rd, 2006	Spring Break (4/3 - 4/7)
Friday May 5th, 2006	Last Day of Classes

Monday May 8th, 2006

Final Examinations

Sunday May 14th, 2006

Commencement