

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.

In the late 1970s, Lyndon State recognized the needs of area educators for continued professional development and began a master's program in education. Today the College has a growing graduate program offering teachers and administrators opportunities for advanced study, master's degrees in special education, and curriculum and instruction.

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. In 2005, a new residence hall and community building was constructed. The building was named The Rita L. Bole Complex - a continuing tribute to Miss Bole's legacy. In 2009 due to increasing enrollment, a new building was constructed. The Academic and Student Activity Center houses three academic departments and boasts a student event center as well as additional computer labs.

Serving a record enrollment of 1,500 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.

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Mission Statement

Lyndon State College prepares every student for personal and professional success through experience-based, high-quality programs in the liberal arts and professional studies.

President Carol A. Moore

Lyndon State College - Core Values:

Quality Education

We offer *Quality Education* in liberal arts and professional programs that develops creative and critical thinking for success in today's global society.

Experience

We believe *Experience* is the hallmark of a Lyndon education, linking theory and practice, both inside and outside the classroom.

Opportunity

We create *Opportunity* for students of varying ethnic, cultural, and socioeconomic backgrounds to pursue an affordable, high-quality education.

Community

As a **Community** of life-long learners, we encourage personal and social responsibility, honesty, common sense, collaboration, respect for diversity, and the principles represented in the Lyndon State College Promise.

Integrity

We believe *Integrity* is emphasized in all facets of our community by holding true to our mission and values in the programs and services we offer and in our internal and external relations.

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 Resource Center
 - Writing Center
 - Services for Students with Disabilities
 - Career Services
 - Veterans Affairs
 - Registrar's Office
- Student Affairs
 - Health Services
 - Personal Counseling
 - Services for Commuters
 - Emergency Messages to Students
 - Campus Activities Board
 - Twilight Players
 - Sports
 - The Bookstore
 - The LSC Alumni Association
 - Rights and Responsibilities

Graduate work is more than advanced coursework: it is a time for professional reflection and expansion. Lyndon State provides graduate students with opportunities to become acquainted with fellow students, professors, and with other professionals as they focus their studies and explore areas of concern and interest. In order to help you make the most of those experiences, Lyndon provides an array of services and opportunities.

Samuel Read Hall Library

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The LSC Library, located in the heart of the campus, is a hub of learning for the College and the local community. Its 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 online databases, print and electronic books, print and electronic periodicals, DVD and VHS videos and music CD's. The Library also has a very service minded staff who can help students find the information they need regardless of location.

Most of the Library's online resources are available to our campus community from 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.

The Samuel Read Hall Library's mission is to provide a haven for inquiry and reflection. We support students and the broader community by providing resources, staff, and services that encourage research, engage curiosity, and cultivate lifelong learning.

Information Technology Services

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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 over 200 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, and network storage space. A Help Desk provides software and hardware support. Wireless access is available in the Library, Student Center, Conference Rooms, and other areas on campus. The Blackboard Learning System, Portal, and Content Management System are used for class management, college communications and discussions, and data sharing and storage.

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

Academic Services

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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 LAC 325, the Academic Support Center 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).

Mathematics Resource Center

If you need assistance at any level of mathematics, Lyndon provides you with math tutoring services. One-to-one or small group 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 (hours will vary). The Mathematics Resource Center also has a large library containing alternative textbooks, answer keys, CD's, video tapes and mathematical software.

Writing Center

Like the Mathematics Resource Center, 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 who request services. Students who would like to talk with someone about possible educational assistance and/or accommodations should contact the Learning Specialist in the Academic Support Center. Conversations are confidential in nature and need not result in an application for assistance unless the student wishes one. Instructors and student-support personnel are prepared to provide reasonable 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. The benefits recipient will need to identify from which program the education benefits will be received. Each semester, enrollments at Lyndon are verified to the agency providing the veterans' education benefits. If any questions arise concerning educational benefits or veteran-related problems, contact the Student Services Office.

Registrar's Office/Student Services Office

The Student Services Office in Vail 348 contains the services normally provided by the Registrars, Financial Aid and Business Offices all centralized in one location. Students can receive a multitude of services ranging from registration in classes, paying a bill, changing a meal plan, receiving financial aid assistance, making an address change, requesting a transcript, requesting verification of enrollment, checking on graduation requirements, etc. We have four Student Services Consultants available to serve the student population on the frontline as well as Financial Aid and Business Office specialists who are available for consultation. This one-stop-shop concept enables students to take care of all their Registrar, Financial Aid and Business Office issues and concerns in one location.

Student Affairs

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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.

Services for Commuters

Commuting students will find that Lyndon is committed to working with them—individually and as a group—to help enrich their college experiences. Commuting students can often be found working on group assignments or socializing in a variety of settings offering WiFi access including Vail's Student Center, the library, and the lounge in the Harvey Academic Center. Also, monthly nontraditional learner lunches are a means for commuting adults to share their experiences. Commuter meal tickets, usable in either the snack bar or the dining hall, are handy resources for them. Commuters and their families are encouraged to use college facilities like the pool and attend on-campus entertainment. Finally to avoid unnecessary travel, commuters can find out about cancelled classes by calling 626-6767.

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.

In addition, emergency telephones that connect to Public Safety are available in the Library and Academic Center hallways, in the hallway outside the Burke Mountain Room, in the SHAPE facility hallway and the women's locker room, in the Stonehenge, Vail, and Rita Bole parking lots, and on the exterior of each Residence Hall.

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.

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.

Sports

Lyndon's campus recreational facilities are among the best in the region. The Rita L. Bole Center includes a fitness center, 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

Located near the Student Center in Vail 204, the LSC Bookstore stocks required textbooks and general stationary supplies, in addition to 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. The bookstore does not cash third party checks and during the last two weeks of each semester, personal check-cashing privileges are suspended. Students may send and receive faxes at the bookstore for a small fee. For more information, their telephone number is (802) 626-6466 or see their web site at www.lsc.bkstr.com.

The LSC Alumni Association

When you graduate from Lyndon State College, you will become a part of the Lyndon State College Alumni Association. There are currently over 7,000 alumni of Lyndon State College, representing all 50 states and a number of foreign countries! Lyndon's alumni have gone on to be extremely successful in their fields of choice. You will find our alumni on major television networks, in school classrooms, forecasting the weather, on the radio, in human service agencies, environmental firms, at ski areas, graphic design companies, and everywhere in between. Our alumni are doing great things and their success is a testament to the education and experience they received here at Lyndon State.

The Lyndon State College Alumni Association promotes the college and our alumni and creates a link between you and Lyndon. Alumni can participate in a variety of educational and cultural programs, socialize with other graduates and rekindle old friendships through the Alumni Association.

For more information about our Alumni Association, please contact Hannah Nelson Manley '97, Director of Alumni Relations Development, at (802) 626-6433 or at hannah.manley@lyndonstate.edu.

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.

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General Information

General Information

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

- Admissions
- Registration
- Completing a Graduate Degree
- Graduation
- Human Subjects Research Policy (Policy 153-IX)

Admissions

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Non-Degree Graduate Students

Students who do not wish to enter a degree program but want to pursue a graduate certificate or enroll in additional coursework may enroll in undergraduate or graduate courses without being formally admitted to the College. However, non-matriculated students may be refused registration on the basis of a previous record at the College, and matriculated students will be given preference to register in classes over non-matriculated students.

Graduate Degree-Seeking Students

In order to be considered for admission to the masters degree programs, applicants must submit to the Admissions Office an admissions portfolio of the items listed below. A formal interview is also required. Applications forms are available [online](#) and [from the Admissions Office](#).

M.Ed. Programs

- Completed graduate application;
- Official copies of transcripts of all undergraduate and graduate work. Applicants must have a minimum undergraduate GPA of 2.75 or have completed three graduate courses with a GPA of 3.0 at an accredited institution;
- A statement of purpose describing desired outcomes from completion of a masters degree program at LSC. This statement should highlight students strengths for completing a graduate degree and provide a rationale for selection of the particular concentration and specialization;
- An in-house writing test;
- Two letters of recommendation from professionals knowledgeable of your professional commitment. One letter is required from a Headmaster or Principal, Department Chairperson (if any), or undergraduate degree advisor if applicant has not taught;
- An up-to-date curriculum vitae;
- Formal interview; and,
- A non-refundable application fee of \$40.00.

Foreign Students: In addition to all other required admission materials, college applicants whose native language is not English will be required to provide evidence of English proficiency. Such proficiency may be demonstrated by submitting results of the Test of English as a Foreign Language (TOEFL) exam or through interviews with the Dean for Admissions (or designee). A score in excess of 499 on the TOEFL (paper-based test) 174 (computer-based test) or 80 (web-based test) is considered a demonstration of English proficiency. Applicants who score less than 500 are required to be interviewed by the Dean for Admissions (or designee) and may be refused

admittance. For applicants who have graduated from a U.S. high school, other English proficiency measurements may be considered in place of the TOEFL. Students with English-language deficits can receive academic support through Lyndons Academic Support Center.

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 Lyndons services and actions. See the Academic Dean or Dean of Administration if you have questions or special needs.

Interviews

An interview is required as part of the M.Ed. admissions process. The interview clarifies the applicants professional and academic goals and allows the applicant and the graduate department to determine whether there is a fit between the LSC graduate program and the students goals.

M.Ed. students will interview with the Graduate Education Department Chairperson as a minimum but other faculty may be asked to participate. Interviews are scheduled on an as-needed basis throughout the year anytime after the Graduate Admissions process is complete. Only students with complete Graduate Admissions Portfolios are eligible for interviews.

Transfer Credit

A request for transfer credits is made to the students advisor and the Graduate Education department chairperson who, in conjunction with the Academic Dean, make the determination about the acceptance of credits. Transfer credits will count toward graduation only when approved by the students advisor, the chairperson of the Graduate Education Department, and the Academic Dean within the first year after matriculation.

Up to twelve (12) credits of coursework may be transferred into the masters programs. To be eligible for transfer credit:

- course must have been taken at the graduate level;
- course must be relevant to the degree program;
- student must have received a grade of B- or better; and,
- course must have been taken within five (5) years prior to the date of matriculation.

Graduate-degree courses which meet degree requirements and have been completed at LSC five years prior to matriculation into the degree program can be included in a degree program and do not count against the transfer credit limit.

Matriculated Status

Shortly after the interview, applicants will be notified in writing as to 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.

For further information, please contact Dr. Linda Metzke, The Office of Graduate Education, Lyndon State College, PO Box 919, Lyndonville, VT. 05851 (802) 626-6249.

Registration

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Non-Degree Students

Students who have not been admitted to a degree program may enroll in graduate courses as non-matriculated students. Contact the Student Services Office for current information or check the school's web site at www.lyndonstate.edu.

Degree-Seeking Students

Graduate students enroll using registration forms available from the Student Services Office or online. 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.

Auditing Courses

Students desiring to audit a course must acquire the permission of the instructor and the approval of the registrar. No credit will be given for an audited course and such courses will be designated AU on the students transcript. Tuition is charged at 50% of the applicable rate and fees are charged at the full applicable rate;

After the end of the period available to add courses, no change will be made to allow credit for a course audited or to change a regular course to the status of an audited course.

Change of Schedule

Changes in registration are the student's responsibility and can be done by filing the appropriate forms with the Student Services Office within the stated deadlines.

No faculty signatures are required to drop a course or to add a course if the student has met the prerequisites and there is room in the class. However, if "permission" is a prerequisite to enroll in a class, the instructor's signature is required.

Calendar for schedule change

Adding full semester courses:

- May be done during the first full week of classes (the "add period"). No fee assessed.
 - May be done during the second full week of classes only by written authorization of the instructor
 - Is generally not allowed after the end of the second full week of classes.
- *Exceptions are made only in extraordinary circumstances and only with written authorization of the Dean of Academic & Student Affairs and the instructor.

Dropping full semester courses

- May be done during the first full seven (7) weeks of classes electronically or on the appropriate form available from the Registrars Office.
 - During the first full week, the dropped course(s) will not appear on the transcript.
 - During weeks 2-7 the dropped courses will appear on the transcript with a W.
 - After seven (7) full weeks of classes, the dropping of individual courses is generally not allowed.
- **Exceptions are made only in the extraordinary circumstances usually associated with withdrawal from the college and are subject to that policy.

Independent Study

Independent study courses are offered at the pleasure of the graduate program and 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. 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. The independent study contract is available in the Student Services Office and must be filed by the end of the "Add" period each term.

Students shall complete all independent study contract forms within each semester.

A student can include no more than nine (9) credits of independent study work in a graduate degree program.

Completing a Graduate Degree

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Faculty Advisors

Within one semester of acceptance, students are assigned an advisor with whom they develop their Plan of Study. Advisors support students in completing requirements and planning independent activities. Students are responsible for monitoring their own degree requirements and progress.

Plan of Study

During the first semester of study, students will complete a Plan of Study with their advisor. The Plan of Study is documented in writing, signed by the student, advisor, the Graduate Education Department Chairperson, and the Academic Dean.

In the development of the Plan of Study, corrections of academic deficiencies do not count toward graduation. Deficiencies will be identified by the students advisor and needed background coursework will be specified at the time the Plan of Study is approved. Once the Plan of Study is signed by the student, their advisor, the appropriate department chairperson, and the Academic Dean, a copy is filed with the Academic Affairs Office. The Plan of Study is a legal agreement between the college and the student. Changes in the Plan of Study may be made with the approval of the students advisor and the appropriate chairperson. If modifications are made to the Plan of Study, the modified Plan of Study must be filed with the Academic Affairs Office by the student in a timely fashion.

Coursework specified in the Plan of Study must be completed with a grade of B or better for the student to be eligible for graduation. The degree program must equal at least 36 credits and be completed within seven (7) years of matriculation.

Study

Contracts

M.Ed. students must complete a Study Contract for each slash (undergraduate/graduate) level course they are enrolled in for graduate degree credit. This form constitutes a learning contract and specifies the graduate level components which will be completed in addition to the appropriate undergraduate work. Students will not receive a grade for the slash course until the graduate level components are complete. Forms are available from Graduate chairperson.

Teaching Practice

Students seeking licensure/endorsement are expected to complete a 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.

Action

Research

To complete a M.Ed., students must design, conduct, and present the results of an Action Research Project. This project is typically the culmination of the M.Ed. program and is a part of EDU 6945 Action Research Practicum, one of the Common Core Courses. Students planning to conduct Action Research must submit a copy of their research proposal to the LSC Institutional Review Board for Human Subject Research (IRB). (See Human Subjects Research Policy.)

Grades

Degree-seeking graduate students must receive a grade of A+, A, A-, B+, B, or "B-". Where letter grades are given, a grade of "B-" or better is required for degree-program graduate credit.

A grade of I (incomplete) indicates that a student did not complete the course in the time required. Students who receive an "I" for a graduate level course have one (1) school year to complete course work before the "I" results in a failing grade.

Grade Changes

After the Registrar's Office receives an instructor's signed electronic or paper grade sheet, grades can be changed only in accordance with these policies:

- Requests for grade changes (except changes from "I") must be submitted prior to one year after the end of the semester in which the course was taken.
- All changes of grade, including those requested by the instructor, must be approved by either the Registrar or the Academic Standards Committee of the Faculty Assembly. See official Change of Grade form for details.
- When clerical errors in the recording of grades are discovered, the Registrar is to make the appropriate grade correction and notify the student and the instructor.

I (Incomplete) grade changes:

- When the student has completed the required course work within the time specified on the Incomplete Grade form, the instructor may change the previously submitted I (Incomplete) grade to the appropriate new grade by submitting the appropriate completed and signed form to the Registrar's Office by the required deadline.
- The Registrar's Office will automatically change Incompletes to Fs or NP's at the end of the specified time unless a grade is submitted by the faculty before the stated deadline for turning in the final grades.
- When a grade of Incomplete is replaced by another grade, the previously recorded grade of "I" is removed on the transcript and replaced with the new grade. Then, any grade point averages (both semester and cumulative) affected by this grade change will be recalculated, the previously recorded averages removed from the transcript and replaced with the new averages, and academic standing and eligibility for academic awards reevaluated and implemented.

To determine grade point averages, use the following quality point information:

A+: 4.0	B+: 3.3	C+: 2.3	D+: 1.3	
A: 4.0	B: 3.0	C: 2.0	D: 1.0	F: 0.0
A-: 3.7	B-: 2.7	C-: 1.7	D-: 0.7	

Quality points earned in each course are calculated by multiplying the number of quality points for each grade by the number of credits in the course. The semester grade point average is calculated by dividing the total letter-graded credit hours attempted for the semester into the total quality points earned for the semester. Cumulative grade point average is computed by dividing the total letter-graded credit hours attempted to date within the Vermont State Colleges into the total quality points earned for all courses completed to date within the Vermont State Colleges.

Repeating a Course

All graduate level courses listed in the Lyndon State catalog, except Independent Study, Special Topics or other designated courses where new work is completed, may be repeated in order to attain a higher grade and improve the students grade point average. The repeated course will be entered on the transcript and the previous record of the course will remain. The cumulative grade point average will reflect only the grade earned the last time a course was taken.

No additional credit will be given for a repeated course.

Leaves **and** **Withdrawals**

Leaves **of** **Absence**

Students may request a leave of absence if they choose not to enroll continuously. Leaves of absence are good for up to two semester. The Leave of Absence is requested by submitting a form (available at the Student Services Office) to the Registrar. A copy of this form should also be supplied to the appropriate department chairperson. Requests for leaves of absence are acted upon by the Registrar only after the students end-of-semester academic processes are complete.

Leaves may be extended for yearly periods upon written request and approval. Leave will not be granted retroactively or after the first week of the semester. If a student does not return by the end of the semester following the expiration of the leave of absence, he or she will be withdrawn.

A leave of absence does not exempt students from the residency and time limit regulations. (See Graduation Requirements.)

Withdrawals

- A. While the college does not seek to keep a student enrolled when it is clear that college attendance is not in the students best interest, the college will not allow a student to withdraw merely to avoid failing grades.
- B. Students seeking to withdraw voluntarily from the college must present a properly completed Withdrawal Form to the Registrars Office for approval. After acceptance of the withdrawal, the Registrars Office will, as soon as feasible, inform the students academic advisor, instructors, and all appropriate administrative offices of the withdrawal.
- C. The official date of withdrawal is determined as follows:
 - 1. The Registrar will determine the official date of withdrawal based on the date the Withdrawal Form is submitted.
 - 2. If the student leaves the college without notifying the college (that is, if the student does not withdraw officially), the last recorded date of class attendance by the student, as documented by the college, may be used as the official date of withdrawal.
- D. Failure to withdraw officially will lead to grades of F (or NC) in all courses, as appropriate.
- E. If the date of withdrawal is:
 - 1. Within the first week of classes: no record will appear on the transcript; student will be considered as not having attended, for purposes of the academic record.
 - 2. Within the second through the third week of classes, the transcript:
 - i. Will not indicate the courses of registration
 - ii. Will indicate the date of withdrawal.
 - 3. After the end of the third week of classes and up until the end of the ninth week of classes, the transcript will indicate the date of withdrawal, the courses of registration, and a grade of W in those courses.
 - 4. After the first nine weeks of a term:
 - i. Students may withdraw from the college without any academic penalty only by intervention of the Dean and only after they present to the Dean satisfactory evidence that they must withdraw for unusual and compelling reasons. Such reasons shall normally be limited to those of mental or physical ill health, and evidence must include a signed statement of a physician or other person accepted by the college as qualified to make such a judgment;
 - ii. The decision to grant the late withdrawal will be made by the Dean of Academic and Student Affairs with the right to appeal to the Academic Standards Committee;
 - iii. The transcript will indicate the date or withdrawal, the courses of registration, and a grade of W in those courses.
- F. Adjustments for tuition and fees will be based upon the data a completed withdrawal form is validated by the Registrar. Financial aid may also be adjusted based on withdrawal date.

Students who withdraw or are dismissed during the semester will be credited for tuition, and appropriate fees on the same daily pro-rata schedule used to calculate return of Title IV funds. Students who withdraw

and end on-campus residency will be credited for room and board until the end of the term on the same pro-rata schedule.

Exceptions:

- 1) Students who withdraw or are dismissed during the first week (seven calendar days) of the semester will be credited 100% of tuition and fees.
- 2) Students who withdraw after the 60% point of the semester will receive no credit for tuition, fees, and room and board.

Readmission after Leave of Absence

Students granted leave are not required to apply for readmission but are treated as returning students under college policies. If, however, students do not return after the leave of absence expires, they will be withdrawn from the program. When returning after a leave of absence, students retain the academic standing in effect at the time their leave was granted.

Readmission after Withdrawal

A student who has withdrawn from the college may apply for readmission in any subsequent semester, the readmission decision being based on the students eligibility. Students who do not enroll in courses for more than two (2) semesters (including summer semester) without applying for a leave of absence will be considered withdrawn.

Academic Probation

Graduate students are placed on probation for one semester when their cumulative GPA drops below 2.67. Graduate students who are on probation may not register for more than three (3) classes. To register, students on probation must meet with their faculty advisor. All graduate students with a GPA below 2.67 will receive a letter from the Dean of Academic and Student Affairs indicating that their performance is below the standard for graduation.

Academic Dismissal

Graduate students who are on probation and fail to improve their grade point average every semester or attain a "B-" (2.67) average are subject to dismissal. The student's dismissal note shall cite the specific reasons for the dismissal. Students dismissed from the college may not enroll in LSC courses that apply towards their graduate degree without the approval of the Graduate Department Chair and the Academic Dean.

Academic Early Dismissal

Students failing to achieve a grade point average of 2.00 or better at the end of their first semester of enrollment will be immediately dismissed from the college for a minimum of one semester.

Academic Appeals

The college makes decisions on academic standing at the end of each semester. The letter notifying students of these decisions will contain a time frame for appeals. All students will be accorded opportunity for due process.

The students written appeal must contain clear statements of the basis for the appeal. The Academic Standards Committee will meet to review the appeal, render a decision, and notify the student and President (or designee) in a timely manner. Students may appeal the Committee's decision by sending a written statement to the president (or designee). The President (or designee) will rule on the appeal within a reasonable amount of time and inform the student and the Academic Standards Committee of the ruling in writing. The President's decision shall be the last college appeal.

Readmission after Academic Dismissal

Readmission prior to start of subsequent semester:

A student may request consideration for readmission in writing within the designated time frame stated in the dismissal letter. Such requests are addressed to and acted upon by the Academic Standards Committee. If readmitted to study, the student may not register for more than three (3) classes during the semester they are readmitted; and must confirm their registration in courses with the appropriate department chairperson. Appeals of negative decisions are made to the president, who may or may not hear the appeal, or who may appoint a designee to hear the appeal.

Readmission one or more semesters after dismissal:

Requests for consideration for admissions are made (consistent with the academic dismissal policy rules) in writing to the Dean of Admissions. If the student is eligible for graduate program admission, the Dean shall make the readmission decision based on criteria consistent with the stated dismissal reasons. When the dismissal involved nonacademic reasons, the Dean shall make the readmissions decision after consultation with the Associate Dean of Student Affairs (or other appropriate college administrator). For more information, see Appeals.

Dismissed students may be required to secure a statement from the Graduate Education Department that they appear to be admissible to that major program before they are allowed to re-enter the college.

Academic

Honesty

Academic dishonesty is a serious offense against the college and its entire community of learners. Academic dishonesty includes any act that is intended to deceive, cheat, or defraud so as to enhance or promote one's own or another's academic standing, or diminish one's or another's academic standing.

The following list of offenses is illustrative of academic dishonesty and is not meant to be comprehensive:

1. Plagiarism consists of offering as one's own work the words, ideas, or arguments of another person, without appropriate attribution by quotation, reference or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgment and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer.
2. Buying or commissioning term papers, essays or comparable documents and submitting them as one's own.
3. Communicating during an examination session with the intent of copying from or supplying information to another student.
4. Receiving aid in taking examinations through such means as "crib sheets" or other supplementary notes, excepting sources permitted by the instructor.
5. Soliciting or obtaining an examination or portions thereof either prior or subsequent to an examination session except as authorized by the instructor.
6. Substituting for another student at an examination session.
7. Knowingly and actively assisting any person committing an act of academic dishonesty.
8. Altering, changing or forging college academic records, for either oneself or another.
9. Infringing on the rights of other students of fair and equal access to college library materials and other academic resources.
10. Deliberately attempting to prevent other users from having access to the college's computers, computer terminals or other resources, or to degrade the performance of computer equipment.

Academic Sanctions

Instructors shall have first jurisdiction over cases of academic honesty occurring within their courses. An instructor suspecting a student of academic dishonesty shall:

- make a notation of the facts;
- confront the student, informing the student orally or in writing of the charge of academic dishonesty and the basis in fact for the charge, and informing the student of this and the appeals policy;
- ask the student for a response, making a note of the response;
- if, following discussion of the matter with the student, the instructor is convinced that the student is guilty of a violation, notify the student and the Academic Standards Committee confidentially and in writing of any sanction to be assessed. Sanctions imposed by the instructor may include failure in the assignment, failure in the course, and dismissal from the course;
- in cases where the sanction is failure in the course or dismissal from the course, also send a copy of the notification to the Dean of Academic & Student Affairs.

Disciplinary Sanctions

The Academic Standards Committee, upon receipt of a notification of academic dishonesty, may recommend disciplinary action if the nature of the offense or a prior history suggests that further action may be appropriate. The committee shall follow judicial procedures listed in the Undergraduate [Student Handbook](#) under "Rights and Responsibilities of Students."

Appeals

The student shall have the right to appeal the action of a faculty member under the terms and conditions of Policy 151, XIV, Academic Appeals. The student shall have the right to appeal the subsequent disciplinary action of the committee under procedures listed in the Undergraduate [Student Handbook](#).

Records

Violations of academic honesty resulting in the disciplinary sanctions of probation or college dismissal will be entered in the individual's academic file maintained by the Registrar's Office.

Graduate Council

The Graduate Council is a committee composed of a chairperson (the chair of the Graduate Education Department), one person from the Education Department, one person from a secondary education teacher licensure program, one person from a department that offers graduate level courses, and three at-large members of the LSC full-time faculty. The purpose of the Graduate Council is:

1. initiate course and curriculum design;
2. ensure assignments of graduate advisors; and,
3. oversee Mater's programs, policies and concerns.

Graduation Procedures

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Residency and Time Limit

Graduate degree programs consisting of thirty-six (36) credits must be completed within five (5) years. At least 18 of the 36 credits applied toward degree requirements must be taken at Lyndon State College as graduate degree credits. A maximum of twelve (12) transfer credits earned within five years prior to admission to the program can be applied to the degree. Extensions may be granted for extenuating circumstances.

Graduation Requirements

Students must meet graduation and degree requirements including satisfactory completion of appropriate graduation standards as published in a single catalog that is in effect during or after the semester of their first enrollment, and published not more than five years prior to the awarded of the degree (that is, the current academic year plus the previous four academic years. Students who are dismissed from the college or who have left the college without obtaining a leave of absence must fulfill all program requirements in a catalog in effect after they are readmitted to the College. Catalogs, until surpassed by the next edition, have an effective date of the first day of the fall semester of the year in which they are published. A student who began study in a degree program while the program was available, and who completes requirements within the specified time limits, may be awarded a degree even if the program is not listed in the most current catalog.

Faculty Assembly actions affecting graduation and degree requirements will have an effective date of the first day of the first academic session of the summer of the academic year after their passage, unless specified otherwise.

A student who began study in a degree program while the program was then available, and who completes requirements within the specified time, may be awarded a degree even if the program is not listed in the catalog in effect at the time of completion of all requirements.

In order to graduate, students must:

- be matriculated (Students absent from the college and not on Leave of Absence seeking to complete a degree with Lyndon courses must apply for readmission.);
- be certain that official transcripts for all courses taken at other institutions are on file in the Registrars Office.
- have a signed Plan of Study on file in the Academic Affairs Office;
- have no grade lower than a B- or P in any course to count toward graduation and a cumulative grade point average of no lower than 3.00 for all courses submitted to fulfill the graduate degree.
- have approval of the Faculty Assembly after review by the Registrars Office, academic advisor, appropriate department chairperson, and Academic Standards Committee;
- ensure that all graduation requirements, with the exception of courses to be taken in the last semester, are satisfied by the first day of the semester of expected graduation;
- (where appropriate) submit a copy of the Final Product, Action Research Project, or Final Exam Scores to the Registrars Office;
- file a ["Request to Graduate"](#) form the semester prior to:
 - for December graduates end of spring registration period (for fall classes)
 - for May and August graduates end of fall registration period (for spring classes). Forms will not be processed for May graduation after March 15.
 -

*Students missing these deadlines must have their graduation request approved by the Dean of Academic & Student Affairs (or designee).

The responsibility for requesting the conferring of a degree rests with the student. 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.

Satisfaction of graduation requirements, including coursework and graduation standards, will be monitored by the Registrars Office and the Dean of Academic and Student Affairs. If it appears that graduation requirements will not be met, the student and the appropriate department chair will be notified. Any rectifying response, including waiver decisions, must be arranged in such a way that all graduation requirements, with the exception of courses to be taken in the last semester, will be satisfied by the first day of the semester of expected graduation. Failure to do so may delay graduation, even if all requirements are completed prior to the intended date.

Conferring of Degree

Commencement and conferral of degrees occurs only once each year in the ceremony that takes place at the end of the spring semester. At the end of the summer session students who have requested a degree will have their academic records reviewed for graduation by the Records Specialist (Graduation), the sponsoring department and the Academic Standards Committee, for forwarding to the faculty governing body, known as Faculty Assembly, for approval at its monthly meetings. Students awarded degrees in August are considered members of the graduating class of the following May but will receive a Registrars letter certifying that they have earned the degree. Students who complete their degree requirements at the end of fall are designated as having graduated in that December. December graduates participate in a December Graduates celebration and are welcome to participate in Commencement the following May. Only students who have been approved for graduation, and fully satisfied all graduation requirements, or are within 4 credits, or one course of completing all requirements, will be allowed to participate in the May commencement ceremony. Diplomas bear the date of the actual completion of degree requirements.

Human Subjects Research Policy (Policy 153-IX)

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I. LSC Policies

All M.Ed students are required to conduct an Action Research Project as the culmination of their degree. 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 IRBs decisions.
- B. All discretionary procedures established by the IRB are subject to Faculty Assembly approval.

Expenses

Tuition and Fees

Tuition, fees, and the withdrawal reimbursement schedule printed in this graduate catalog are for the 2010-2011 academic year and are subject to change. Check with the Student Services Office or Office of Academic Affairs for further information.

Graduate Tuition:*

Vermont Residents:	\$429/credit
Non-Residents:	\$926/credit
NH Residents falling under the Good Neighbor Program:	\$643/credit
NEBHE (New England Board of Higher Education):	\$643/credit
Graduation Fee : (one time fee due when filing Request to Graduate form)	\$76

*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 Program Overviews

Degree Programs

The M.Ed. program at Lyndon State College prepare educators to ensure that future generations are able to innovatively satisfy their needs and improve their quality of life without compromising the capacity of the natural environment. This challenge requires that educators be rigorously prepared, that they are able to draw connections between disciplines, work collaboratively, and understand and appreciate their roles within local communities while maintaining a global perspective. Teachers and administrators will be provided with a strong theoretical foundation, up-to-date technological and pedagogical practices, and opportunities for implementation.

Lyndon State College offers a Master of Education degree with a concentration in Curriculum & Instruction. The M.Ed. in Curriculum & Instruction offers a number of strands including reading specialist and special education as well as elementary and secondary focuses. M.Ed. programs require that students complete a minimum of 36 credits which includes a 16 - 18 credit common core (6 courses). The additional 18 - 20 credit hours are determined by student's chosen strand and/or the Plan of Study. A total of 36 credits must be completed within seven years of matriculation unless the student is granted an extension.

Lyndon also offers post-baccalaureate/Master's level licensure options in Elementary Education, or Secondary English, Social Science, Science, or Mathematics.

Graduate course work, generally, will introduce students to contemporary issues in the discipline, help them develop a critical perspective for evaluating these and future developments, and empower them to become advocates for best practice in education. In that regard, graduate course work is designed to be significantly different from undergraduate studies in the following ways:

- requiring a greater depth and intensity of study;
- demanding a higher level of academic/intellectual rigor;
- focusing primarily on advanced and specialized topics;
- exploring the integration of theory and practice; and
- relying on pedagogical practices that require more personal interactions with the instructor, more collaborative interactions with fellow graduate students, and more self-directed learning than undergraduate studies.

Cohort-based coursework may be offered in locations convenient to students if there are at least 10 students at the off site location. Schools may request graduate program coursework for specific cohorts.

The graduate program offers face-to-face , hybrid, and online courses. Classes are available during the school year (late afternoons, evenings and Saturdays) and during the summer.

Graduate Certificate Programs

Certificate of Graduate Study in Leadership

This certificate program is designed for individuals working in business, industry, education, and human services who require further background in administration and leadership. The 15-credit-hour program is open to students who have completed their four-year undergraduate degree.

This program distinguishes itself from other leadership graduate programs in three ways. First, the program provides a balance between theory and practice through a detailed examination of leadership theory and applied experiences that are discipline specific. Second, the program focuses on fundamental leadership skills that represent best leadership practices across a variety of disciplines. Finally, the program is designed for working professionals, using a variety of formats that include but are not limited to: conveniently scheduled classes, site-based experience, web-based distance instruction, and summer study.

Educators who desire administrative positions or are new in such positions and are enrolled in LSC M.Ed. programs may work toward this certificate while fulfilling the requirements of their M.Ed. program. Administrative licensure can be attained on a competency basis by supplying evidence to the Vermont Department of Education of mastery of administrative licensure competencies.

Certificate Requirements

EDU 6580 Leadership and Organizational Change	Credits: 3
EDU 6140 Law and the Administrative Leader	Credits: 3
EDU 6010 Supervision and Evaluation	Credits: 3
EDU 5585 Human Relations Management	Credits: 3
EDU 5590 Budgeting and Finance Process	Credits: 3

Total Credits: 15

Additional Certificate Programs

Additional certificate programs are available from time to time through the Northeast Kingdom School Development Center (NEKSDC) and the Vermont Higher Education Consortium (VTHEC).

Graduate School Faculty

Dr. Alan Giese

Dr. Alison Lathrop

Dr. Andrea Luna

Dr. Daisy McCoy

Dr. Linda Metzke (Chair, Graduate Education Department)

Dr. Richard Moyer

Dr. Elaine Razzano

Dr. Timothy Sturm

Dr. Alexandre Strokanov

Dr. Anthony Sgherza

Degree Programs

Master of Education

Master of Education (M.Ed.)

Students in the M. Ed. with a concentration in Curriculum & Instruction may choose among several strands including a

- Generalist Programs designed for those interested in furthering their study of issues in curriculum and instruction or specializing in content area study
- Special Education
- Initial Licensure Programs in Elementary or Secondary (English, Math, Science or Social Science)
- Endorsement as K-12 Reading/English Language Arts Specialist

Each student will develop a Plan of Study with his/her advisor to meet individual goals.

Other specializations (licenses, endorsements) occasionally are available in cooperation with the Vermont Higher Education Collaborative (VTHEC). Students taking courses through VTHEC who find they would like to work towards a M.Ed. at Lyndon are encouraged to apply to the Lyndon M.Ed. program early to enable a faculty advisor to help design a personalized Plan of Study.

Students seeking the principal endorsement in Vermont should contact the chair of the graduate program for information on this option.

Student pursuing the M.Ed. are required to take the following core courses:

M.Ed. with a Concentration in Curriculum and Instruction

Required core courses (16 - 18 credits):

- EDU 6540 - Advanced Studies in Learning Theory Credits: 3
- EDU 6550 - Foundations and Issues in Education Credits: 3
- EDU 6565 - Curriculum Development and Management Credits: 3
- EDU 6490 - Technology for Educators Credits: 2
- OR
- EDU 5480 - Science and Technology Credits: 3
- EDU 6920 - Educational Research Credits: 3
- EDU 6890 - Research Practicum/Final Project Credits: 2-3

Generalist Strand

The M.Ed. in Curriculum & Instruction generalist strand is designed to provide students with in-depth study of curriculum and instruction, contemporary issues, a critical perspective for evaluating these and future developments, and to empower students as advocates for best practice in education.

Students will design a Study Plan to meet their needs with the graduate advisor.

Minimum credits required for program: 36

In addition to the required core courses (16 - 18 credits), take:

- Elective coursework approved by advisor 18 - 20 credits

Specialization in Content Area Strand

Students can pursue advanced content area in English/language arts, mathematics, social studies, and/or science at Lyndon. This specialization enables a student to more deeply explore a focused area of interest.

Students will design a Study Plan to meet their needs with the graduate advisor.

Minimum credits required for program: 36

In addition to the required core course (16 - 18 credits), take:

- Elective coursework approved by advisor 18 - 20 credits

Special Education Strand

The Special Education strand is for educators who currently hold licensure in special education or who seek to further their understanding of this complex field. The degree program provides an opportunity for students to develop a Plan of Study that focuses on a broad exploration of the field or an in-depth study of topics such as learning disabilities, behavior management, or assessment.

Minimum credits required for program: 36

In addition to the required core courses (16 - 18 credit hours), take*:

*(Students who have taken these courses as undergraduates at Lyndon State College may substitute other special education courses for these requirements.)

- EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities Credits: 3
- EDU 5470 - Reading Disabilities I Credits: 3
- EDU 5115 - Teaching Students w/Special Needs - Secondary Emphasis Credits: 3
OR
- EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis Credits: 3
- EDU 5450 - Assessment of Exceptional Students Credits: 3

In addition to the above, take 8 credits of elective coursework approved by advisor

Curriculum and Instruction Licensure Strand - Elementary

Those wishing to pursue elementary licensure at the graduate level must:

- Have a liberal studies major or its equivalent with a “B” average in the liberal studies courses (Those interested in this option should meet with the graduate advisor to determine whether additional liberal studies courses are required to satisfy the Highly Qualified Teacher requirements.)
- Pass both Praxis I and II. Praxis I and II should be taken early in the program because passing scores are required to enroll in the Internship.

Minimum credits required for the program: 40

In addition to the required core courses (and the liberal studies requirement), take:

- EDU 5350 - Child Development Credits: 3
OR PSY-3050 Child Development
- EDU 5223 - Learning Differences and Classroom Management Credits: 3
- EDU 5310 - Reading and Language Arts Credits: 3
- EDU 6190 - Mathematics in the Elementary Classroom Credits: 3
- EDU 5480 - Science and Technology Credits: 3
- EDU 5380 - Social Studies Methods Credits: 2
- EDU 5135 - Developing a Positive Classroom Climate Credits: 2
- EDU 6850 - Elementary Teaching Internship Credits: 6

Curriculum and Instruction Licensure Strand - Secondary

Those wishing to pursue secondary licensure at the graduate level must:

- Have a liberal studies major or its equivalent with a “B” average in the liberal studies courses (Those interested in this option should meet with the graduate advisor to determine whether additional liberal studies courses are required to satisfy the Highly Qualified Teacher requirements.)
- Pass both Praxis I and II. Praxis I and II should be taken early in the program because passing scores are required to enroll in the Internship.

Minimum credits required for the program: 36-41

In addition to the required core courses (and the liberal studies requirement), take:

- EDU 6490 - Technology for Educators Credits: 2
- EDU 5040 - Adolescent Development Credits: 3
PSY-3260 Adolescent Development
- EDU 5250 - Literacy Development in the Content Area Credits: 3
- EDU 5115 - Teaching Students w/Special Needs - Secondary Emphasis Credits: 3
- EDU 6285 - Methods in Teaching Secondary Science Credits: 3
OR
- EDU 6286 - Methods in Teaching Secondary English Credits: 3
OR
- EDU 6287 - Methods in Teaching Secondary Social Studies Credits: 3
OR
- MAT 5320 - Methods of Teaching Mathematics Credits: 3
- EDU 6830 - Secondary Teaching Internship Credits: 6
In addition to the above, take 1 to 6 credits of elective coursework approved by advisor

Reading/English Language Arts Specialist Strand/Endorsement

Candidates are required to develop an 18 credit study plan including the 3 credit internship designed to enable the candidates to meet the competencies required for this endorsement. In addition, candidates take the graduate core which

includes integration of technology into education. Candidates will complete an Endorsement Portfolio to document competencies required for the endorsement.

This endorsement is limited to those who hold or who are eligible to hold endorsements in early childhood, elementary education, middle grades, the secondary content areas, special education, or English as a Second Language.

Minimum credits required for this program: 36

In addition to the required core courses (18 credits), take:

- EDU 6910 - Teaching Children to Read Credits: 3
- EDU 6045 - Developing Literacy Grades 3-6 Credits: 3
- EDU 5250 - Literacy Development in the Content Area Credits: 3
- EDU 5470 - Reading Disabilities I Credits: 3
- EDU 6885 - Literacy Practicum Credits: 3

In addition to the above, take 3 credits of coursework approved by advisor.

Master of Science For Teachers

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

The M.S.T. 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. Schools may request the graduate program for specific cohorts.

Students who hold a teaching certificate at the time of matriculation must take a minimum of 36 credit hours to complete the M.S.T. degree. Individuals who lack certification will normally be required to become certified as part of the M.S.T. program. Certification requires additional coursework, some of which may be at the undergraduate level. See the list of licensure courses in the Secondary Education Program 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 5010-5271	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 all items 2 and 3 above are documented on an M.S.T. Study Contract. 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 online or from the Registrar's Office. Registration for a SED course is not official until a completed contract is approved by the faculty member, adviser, Natural Science Department Chairperson, the Academic Dean, and then filed with the Registrar's Office.

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.

In addition to required coursework, students may take up to six (6) approved graduate credits in non-science disciplines. Possible topic areas include English/language arts, special education, mathematics, and computer science.

Other Degrees

Post-Baccalaureate/Master's Level Licensure

Post-baccalaureate licensure options include:

- Elementary
- Secondary English
- Secondary Social Science
- Secondary Science
- Secondary Mathematics

Those wishing to pursue elementary licensure through the graduate level must:

- Have a liberal studies major or its equivalent with a “B” average in the liberal studies courses
- Pass both Praxis I and II.

Those wishing to pursue secondary education licensure through the graduate level must:

- Complete courses required for licensure in the content area with a “B” average in the liberal studies content area (English, Mathematics, Social Science, Science) in which they are seeking licensure;
- Pass both Praxis I and Praxis II

Minimum credits required for elementary licensure: 35

Minimum credits required for secondary licensure: 30

Elementary Licensure

Courses required for Elementary Licensure:

- EDU 6540 - Advanced Studies in Learning Theory Credits: 3
- EDU 6550 - Foundations and Issues in Education Credits: 3
- EDU 5350 - Child Development Credits: 3
- EDU 6565 - Curriculum Development and Management Credits: 3
- EDU 5223 - Learning Differences and Classroom Management Credits: 3
- EDU 5310 - Reading and Language Arts Credits: 3
- EDU 6190 - Mathematics in the Elementary Classroom Credits: 3
- EDU 5480 - Science and Technology Credits: 3

- EDU 5380 - Social Studies Methods Credits: 2
- EDU 5135 - Developing a Positive Classroom Climate Credits: 2
- EDU 5190 - Observation and Participation Credits: 1
- EDU 6850 - Elementary Teaching Internship Credits: 6

Secondary Licensure

Courses required for Secondary Licensure:

- EDU 6540 - Advanced Studies in Learning Theory Credits: 3
- EDU 6550 - Foundations and Issues in Education Credits: 3
- EDU 5040 - Adolescent Development Credits: 3
- EDU 6565 - Curriculum Development and Management Credits: 3
- EDU 5250 - Literacy Development in the Content Area Credits: 3
- EDU 5115 - Teaching Students w/Special Needs - Secondary Emphasis Credits: 3
- EDU 6285 - Methods in Teaching Secondary Science Credits: 3
OR
- EDU 6286 - Methods in Teaching Secondary English Credits: 3
OR
- EDU 6287 - Methods in Teaching Secondary Social Studies Credits: 3
OR
- MAT 5320 - Methods of Teaching Mathematics Credits: 3
- EDU 6490 - Technology for Educators Credits: 2
- EDU 5190 - Observation and Participation Credits: 1
- EDU 6830 - Secondary Teaching Internship Credits: 6

Course Descriptions

Anthropology

ANT 5710 - Topics in Anthropology

Atmospheric Sciences

ATM 5071 - Broadcast Meteorologist I

ATM 5072 - Broadcast Meteorologist II

ATM 5710 - Topics for Teachers

Chemistry

SED 5280 - Issues in Environmental Studies

SED 5310 - Introduction to Chemistry

SED 5320 - Principles of Chemistry I

SED 5330 - Principles of 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 5025 - Literature for Youth

EDU 5040 - Adolescent Development

EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis

EDU 5115 - Teaching Students w/Special Needs - Secondary Emphasis

EDU 5135 - Developing a Positive Classroom Climate

EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities

EDU 5190 - Observation and Participation

EDU 5220 - Learning Disabilities/Secondary

EDU 5223 - Learning Differences and Classroom Management

EDU 5250 - Literacy Development in the Content Area

EDU 5310 - Reading and Language Arts

EDU 5350 - Child Development

EDU 5380 - Social Studies Methods

EDU 5450 - Assessment of Exceptional Students

EDU 5470 - Reading Disabilities I

EDU 5480 - Science and Technology

EDU 5585 - Human Relations Management

EDU 5590 - Budgeting and Finance Process

EDU 5810 - Reading Disabilities II: Practicum

EDU 6010 - Supervision & Evaluation

EDU 6045 - Developing Literacy Grades 3-6

EDU 6140 - Law & the Administrative Leader

EDU 6190 - Mathematics in the Elementary Classroom

EDU 6280 - Education, Culture, and Ecology

EDU 6285 - Methods in Teaching Secondary Science

EDU 6286 - Methods in Teaching Secondary English

EDU 6287 - Methods in Teaching Secondary Social Studies

EDU 6490 - Technology for Educators

EDU 6540 - Advanced Studies in Learning Theory

EDU 6550 - Foundations and Issues in Education

EDU 6561 - Reading Recovery I

EDU 6562 - Reading Recovery II

EDU 6565 - Curriculum Development and Management

EDU 6580 - Leadership & Organizational Change

EDU 6770 - Cooperative Learning

EDU 6780 - Topics in Education

EDU 6810 - Internship

EDU 6825 - Internship in Special Education

EDU 6830 - Secondary Teaching Internship

EDU 6840 - Administrative Internship

EDU 6850 - Elementary Teaching Internship

EDU 6870 - Fieldwork

EDU 6885 - Literacy Practicum

EDU 6890 - Research Practicum/Final Project

EDU 6910 - Teaching Children to Read

EDU 6920 - Educational Research

English

ENG 5710 - Special Topics in English

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 5120 - Algebra and Functions in the K-8 Curriculum

MAT 5130 - Geometry in the K-8 curriculum

MAT 5320 - Methods of Teaching Mathematics

MAT 5710 - Topics for Teachers

Mountain Recreation Management

MRM 5010 - Introduction to Outdoor Education

MRM 5020 - Topics in Recreation Resource Management

MRM 5031 - Facilitator Competency for Ropes Course I

MRM 5032 - Facilitator Competency for Ropes Course II

MRM 5050 - Adventure-Based Techniques for Counselors and Teachers

MRM 5060 - Wilderness-Based Techniques for Counselors and Teachers

MRM 6910 - Independent Study in Recreation Management

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 5630 - Classic Physics I

SED 5640 - Classic Physics II

SED 5650 - Classic Physics III

SED 5660 - Energy, Environment and Society

SED 5680 - Modern Physics

SED 6010 - Physics Modules

SED 6020 - Environmental Pollution

Political Science

POS 5710 - Topics in Political Science

Psychology

PSY 5710 - Topics in Psychology

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

- 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](#)

ALBRIGHT, CHARLOTTE (2007) Assistant Professor of Television Studies, B.A. Bennington College; M.A. Boston University; Ph.D. Boston University

ANDERSON, THOMAS (2008) Assistant Professor of Mountain Recreation Management, B.S., M.S. Western Illinois University; Ph.D. University of Illinois

ATKINS, NOLAN T. (1997) Professor of Atmospheric Sciences, 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) Professor of Sociology and Anthropology, B.A. Utah State University; M.A. Portland State University; Ph.D. University of Utah

BOULEY, KATIE (2010) Assistant Professor of Exercise Science, B.S. University of Massachusetts; M.S. Springfield College; Ph.D. Springfield College

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

LUNA, ANDREA (1997) 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

MEACHEM, MEAGHAN (2008) Assistant Professor of Television Studies, B.S. Lyndon State College; M.A. Marlboro College Graduate Center

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

MOORE, BRITT (2009) Instructor, Music Business and Industry, B.A. California State University

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

MUELLER, HARRY (2003) Assistant Professor of Visual Arts, A.A.S. Milwaukee Institute of Technology; A.A.S., B.S. Rochester Institute of Technology

- BROADWATER, ERNEST H. (1974) Professor of Education, B.S. Keene State College; M.Ed. Temple University; Ph.D. Ohio State University
- DALEY, DANIEL (2008) Assistant Professor of Mathematical Sciences, A.S., B.S., M.Ed. Lyndon State College
- DAVISON, GEOFFREY (2008) Assistant Professor of Exercise Science, B.Ed. University of Sheffield (England); M.S. Central Washington University
- DELEO, CATHERINE (1977) Professor of Mountain Recreation Management, B.S. Northeastern University; M.S. Northeastern University; Ed.D. Boston University
- DELEO, JOHN (1976) Professor of Mountain Recreation Management, B.S. Northeastern University; M.S. University of Utah; Ed.D. Boston University
- FARRELL, KEVIN J. (1990) Associate Professor of Mathematics, B.S. Nasson College; M.S. University of Vermont; Ph.D. University of Rhode Island
- GIESE, ALAN (2006) Assistant Professor of Natural Sciences/Biology, B.A. University of California at Santa Cruz; M.S. Oregon State University; Ph.D. Arizona 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
- GITTLEMAN, JOSEPH (2009) Instructor, Music Business and Industry
- GLENTZ BRUSH, KELLY A. (2002) Associate Professor of Visual Arts, B.F.A. Kansas City Art Institute; M.F.A. University of Kansas
- HERTZ, BARRY (1980) Professor of Education, B.S. Bryant College; Ed.M. Temple University; Ed.D. Temple University
- HILTON, MARK (1999) Associate Professor of Business Administration, B.S. Lyndon State College; M.B.A. Plymouth State University
- HUGHES, DEBORAH (2007) Assistant Professor of Mathematics/Computer Science, M.S. New Jersey Institute of Technology; B.S. Fairleigh Dickinson University
- NELSON, GARET (2001) Associate Professor/Library Director, B.A. University of South Florida; M.Ed. University of Arkansas; M.L.I.S. University of South Florida
- NORLING, JONATHAN (2008), Assistant Professor, Mountain Recreation Management, B.A. North Park University; M.S. Southern Illinois University; Ph.D. University of Utah
- NORRIS, ELIZABETH E. (2002) Associate Professor of Music & Performing Arts, B.M. Illinois State University; M.M. Indiana University; D.M.A. University of Kansas
- PARISI, PHILIP J. (2004) Assistant Professor of Visual Arts, A.S. Champlain College; B.F.A. School of Visual Arts; M.F.A. Hunter College; Ph.D., Capella University
- PLAZEK, DAVID (2006) Assistant Professor of Social Sciences/Political Science, B.A., University of Pittsburgh; M.P.A., Indiana University of Pennsylvania; M.A., Ph.D. West Virginia University
- RAZZANO, ELAINE (1995) 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
- SGHERZA, ANTHONY (2004), Associate Professor of Exercise Science, B.A. Kean College of NJ; B.S. University of Pittsburgh; M.S. Long Island University; Ph.D. New York University
- SHAFER, JASON (2005) Assistant Professor of Atmospheric Sciences, 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) Associate Professor of Human Services, B.A. Adelphi University; M.S.W. Simmons School of Social Work

JACOBSON, RODNEY (2007) Assistant Professor of Business Administration, B.S., M.B.A. Northeastern University

JOHNSTON, DAVID (2005), Assistant Professor of English/Philosophy, B.A. Denison University; M.A., Ph.D. State University of New York at Stony Brook

KOROL, RHONDA (1995) 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

LEDOUX, GREGORY (2009) Assistant Professor in Exercise Science, B.S. Lyndon State College; M.S. Bridgewater State College

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

LUCE, BENJAMIN (2008), Assistant Professor of Natural Sciences/Physics, B.S. State University of New York at Fredonia; M.S., Ph.D. Clarkson University

SIEGEL, RACHEL S. (1990) Professor of Business Administration, B.A. Yale University; M.B.A. Yale University, C.F.A.

STILES, MERI (2006) Assistant Professor of Psychology/Human Services, B.A., M.S.W., Ph.D. University of Buffalo

STROKANOV, ALEXANDRE A. (2000) Professor of History, B.A. Perm State University (Russia), M.A. Perm State University, Ph.D. Perm State University

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

TUCKER, BARCLAY (2001) Associate Professor of Visual Arts, B.F.A. University of Utah; M.A. Syracuse University; M.F.A. University of Hartford, Hartford Art School

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

WILLIAMS, DAN (2006) Assistant Professor of English/Journalism, B.A. Kansas State University; M.A. Ohio State University

WINTELS, WERNER (2010) Assistant Professor of Atmospheric Sciences, Ph.D. McGill University

Part-time Faculty

[^ TOP](#)

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

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

BELL, DUDLEY, Exercise Science/Tennis

BENSON, MIRIAM, English, B.A. Brown University, M.A. Lyndon State College

BERRYMAN, BRUCE F., Atmospheric Sciences, B.S. University of Wisconsin; M.S. University of Wisconsin; Ph.D. University of Wisconsin

LORIOT, GEORGE, Atmospheric Sciences, B.S.M.E. New Jersey Institute of Technology; Ph.D. University of Connecticut

McCANN, ROBERT, Visual Arts

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

MAZZOTTA, PAULINE, Visual Arts, B.F.A. Paier College of Art

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

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

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

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

BROWN, DENISE, English, B.A., M.A. University of Delaware

BROWN, PHILIP, Music & Performing Arts/Music, B.F.A. Boston University of Fine Arts

BRYAN, LINDA, Visual Arts, B.F.A. Johnson State College

CHARLES, JEAN, Music and Performing Arts/Music

COLBY, KELLY, English, B.S. Lyndon State College

CORMAN, DONALD, Visual Arts, M.F.A. Nova Scotia College of Art & Design

COTTE, WILLIAM, Music and Performing Arts/Music

DOUCETTE, SARAH, Exercise Science

DOWLING, DAN, Electronic Journalism/Atmospheric Sciences, B.S. (2) State University of New York Oswego and State University of New York Plattsburgh

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

ELMES, MARTHA, Visual Arts/GEU, M.Ed. Lesley University

EMIGH, FREDERIC, Atmospheric Sciences, B.S. Colorado State University; J.D. Georgetown University Law Center

FITCH, JON, GEU, Ph.D. University of Pittsburgh

FLAHERTY, JEREMY, Social Science, B.A. Lyndon State College; M.A. University of Vermont

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

GEREMIA, RAY, GEU, B.A. St. Michael's College

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

MONTAGNE, SHIRLEY, Business Administration, B.A. University of Michigan; M.B.A. Eastern Michigan University

NAREY, ERIN, English, B.F.A. Emerson College; M.F.A. Vermont College

NOLAN, KIMBERLY, Graduate Education, B.S. Babson College; M.Ed. Mercy College, Ed.D. University of Vermont

NORWOOD, ADAM, Mathematics, M.Ed. Lyndon State College

PATENAUDE, JENNIFER, Education, B.S. University of Maine at Farmington; M.A. Johnson State College

PORTNER, RICHARD, Television Studies, B.S. St. Cloud State College; M.A. Emerson College

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

PULASKI, MURRAY, English, B.A., M.A. Goddard College

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

ROOSEVELT, MICHAEL, Visual Arts, B.S. University of Plano; B.F.A. Carnegie-Mellon University; M.F.A. Tyler School of Art of Temple University

STONEBRAKER, EDWARD, Natural Sciences, B.A. Tufts University; D.C. New York Chiropractic College

STORZ, THEA, Visual Arts/GEU, B.A. Hampshire College; M.A.T. Tufts University

STROKANOVA, ELENA, Russian, B.A. Lyndon State College

STRUCK, JAMIE, Mountain Recreation Management, B.A. Lyndon State College

SWAINBANK, DANIEL, English, B.A. Amherst College; M.A.T. University of Massachusetts

SWEET, DENNIS, GEU, B.S. University of Vermont; M.Ed. Lyndon State College

HAMMER, KENNETH, Business Administration, B.S.M.E. University of Washington; M.S.M.E. Cornell University

HANNA, CHARLOTTE, Business Administration, B.A. Bennington College; M.A., Ph.D. Stanford University

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

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

HENAULT, ARMAND, Psychology, M.A. Vermont College of Norwich University; M.Ed. Harvard University

KAPLAN, JONATHAN, Natural Sciences, B.S. Providence College; M.S. University of Rhode Island; Ph.D. University of New Hampshire

KELLAR, KRISTINE, Exercise Science

TESTER, LORALEE, French, B.A. Boston University; M.Ed. Lyndon State College

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

TWOMBLEY, NORMA, Mathematics, M.Ed. St. Michael's College

ULRICH, TIMOTHY, Mathematics, B.S. Lyndon State College

VAN NOSTRAND, DON, Mathematics, B.A. Potsdam College; M.S. University of New England; D.A. Franklin Pierce University

WALKER-WHARTON, LYDIA, Visual Arts, B.F.A. University of North Carolina at Greensboro

WILLIAMS, ELIZABETH, English, B.A., M.A. Oakland University

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

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

YOUNG, THERESA, Education, B.S. Lyndon State College; M.Ed. University of Vermont

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

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

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

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

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

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

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

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

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

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. Pennsylvania State University; 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

PATRICIA L. KRAHNKE, Dean of Admissions and Marketing, B.A. Goddard College; M.F.A. Goddard College

ROBERT E. WHITTAKER, Dean of Institutional Advancement, B.A. Franklin & Marshall College; M.S. Utah State University

The College Directors and Staff

[^ TOP](#)

Alex D. Allen	Public Safety Officer
Eddie I. Allen	Admissions Records Specialist
Stephen C. Allen	LAN/System Administrator
Thomas R. Archer	Director of Physical Plant
Kathy A. Armstrong	Administrative Assistant to Faculty
Jennifer M. Aubin	Financial Aid Officer
Debra M. Bailin	Director of Student Academic Development
Darlene R. Ballou	Director of Broadcast Operations
Bruce F. Berryman	Director of Assessment
Mariann W. Bertolini	Director, Northeast Kingdom School Dev. Center
Jay D. Bona	Circulation Coordinator
Heather A. Bouchey	Director of the Center for Rural Students
Tanya W. Bradley	Director of Financial Aid
Anne M. Brown	Director of AmeriCorps NEK Initiative
Sarah J. Butler-Collins	Admissions Records Specialist
Rodney J. Call	Custodian
Jody A. Card	Assistant Director, Financial Aid

Alton L. Carr, Jr.	Maintenance Tech
Paula M. Chamberlin	Administrative Assistant for Health and Counseling
Jo-Ann Charron	Custodian/Pool Technician
Theresa Y. Conant	Laboratory Technician/Chemical Hygiene Officer
Mary E. Cooper	Admissions Marketing Specialist
Patricia R. Cross	Administrative Assistant to Director of Physical Plant
Jeff M. Davis	Vehicle Mechanic
Jonathan M. Davis	Associate Dean for Student Affairs
Traci L. Davis	Accounting Specialist
Michael A. Dente	Chief Technology Officer
Sharon L. Dolloff	Student Services Consultant
Denise M. Doyon	Custodian
Lori A. Drew	Tutor Coordinator
Terry K. Dwyer	Custodial Supervisor
Gaylon R. Ely	Custodian
Mary A. Etter	Learning Specialist
Elaine L. Fournier	Staff Assistant for Student Affairs
Karen M. Fournier	Custodian
Evelyn E. Franz	Recorder
Sandra L. Franz	Director of Human Resources
Naomi R. Gallagher	Staff Accountant
Paulsha D. George	Director of Payroll & Benefits
Donna M. Gile	Admissions Assistant
Darlene N. Gilman	Staff Assistant for Conferences, Career Services
Kathleen E. Gold	Student Success Specialist
Cheryl L. Goldrick	Staff Asst. to Associate Academic Dean
Jacqueline Goodwin	Custodian

Janet U. Goodwin	Custodian
Peter A. Guilfoyle	Head Athletic Trainer/Assistant Athletic Director
George B. Hacking	Director of Public Safety
Nermin Hajdarevic	Custodian
Debra A. Hale	Assistant Academic Dean
Tim L. Hale	Custodian/Maintenance Worker
Jennifer K. Harris	Development Assistant
Bernard F. Hartshorn	Associate Director of Admissions
Janis L. Henderson	Custodian
Susan P. Henry	Director of Intramurals/SHAPE Manager
Teresa M. Hersom	Student Services Consultant
Stacy O. Hopkins	Coordinator of Student Accounts
Erica C. Hoyt	Assistant Director of Admissions
Darlene L. Johnson	Student Services Consultant
William F. Johnson	Assistant Athletic Director
Richard L. Judkins	Maintenance Worker
John R. Kascenska	Associate Academic Dean
Donna J. Keely	Director of the First-Year Experience
Maureen Khairallah	Fitness Facility Coordinator/Strength & Conditioning Coach
Sheilah M. Ladd	Controller
April M. Lane	Assistant Director, Upward Bound
Mark L. Lariviere	Custodian
Jon P. Lasseigne	Senior Mechanical Systems Tech
Kenneth W. Leonard	Custodian
Judy E. Little	Administrative Asst. for Academic Support
Sara L. Lussier	Administrative Assistant, Institutional Advancement
Susan L. Lynaugh	Sr. Teacher/Leader, ECVLC

Mark J. Majors	Instructional Technology Specialist
Peter G. Mallett	Custodian
Vincent U. Maloney	Assistant Director, Admissions
Hannah N. Manley	Director of Alumni Relations & Development
Daniel R. Martin	Maintenance Tech
Vicki L. Martin	Custodian
William D. Martin	Maintenance Tech
Robert G. McCabe	Director of Student Support Services
Kathleen McIsaac-Healey	Administrative Assistant to Faculty
Jillian H. McLaughlin	RHD/Housing Coordinator
Patrick P. McLaughlin	Public Safety Officer
Brian W. Michaud	Public Safety Officer
Darcie A. Miles	Executive Assistant to the President
Mark H. Mohrmann	Broadcast Systems Administrator
Geraldine N. Nelson	Custodian
Ann M. Nygard	Director, Incubator Without Walls
Arthur W. Peake	Maintenance Supervisor
Belinda J. Plymak	Database Manager
Monique C. Prive	Acquisitions Coordinator
Heather A. Ring	Associate Registrar
Dianne M. Rivers	Staff Assistant to Faculty/NEKSDC
Cynthia A. Robertson	Assistant to the Dean of Administration
Erin S. Rossetti	Assistant Director, Residential Life
Nathan R. Rossetti	Public Safety Officer
Jason R. Ryan	Senior Desktop Support Technician
Angela Ryan-Williams	Special Services Counselor
Tara-jean Samora	Interlibrary Loan Specialist

Christine L. Seymour	Custodian
Tracy W. Sherbrook	Assistant to Dean of Academic and Student Affairs
Deborah M. Sherwood	Custodian
Takuya Shimamura	Webmaster
Edward W. Simpson	Information Technology Technician
Charles I. Sjolander	Senior Mechanical Systems Tech
Brenda A. Sweet	Administrative Assistant to Faculty
Janet M. Thorn	Coordinator of Library Access Services
Rhonda M. Trucott	Mailroom Supervisor
Mark H. Tucker	Atmospheric Sciences Data Systems Administrator
Christopher T. Ummer	Director of Athletics
Linda A. Wacholder	Director of Career Services
Patricia M. Webster	Cataloger
Isaac D. Wetherby	Senior Desktop Support Technician
Donna E. Wheeler	Director of Conferences & Guest Relations
C. Richard Williams	Director of Upward Bound
David H. Wood	Custodial Supervisor
Sherri H. Wood	Student Services Consultant
Emily F. Woodall	Library Reference/Circulation Assistant
Mary K. Yackley	Staff Assistant, ECVLC
Aaron E. Young	Video Broadcast/Theatre Operations Technician

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- Dr. Margaret R. Williams (1989-1997)
- * Dr. Robert A. Burnham (1997-1998, Interim)

*Deceased

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Academic Calendar

Academic Calendar 2010-2011

Tuesday August 31, 2010 First Day of Classes

Monday, September 6, 2010 Labor Day - No Classes

Friday September 17, 2010 Major Activities Day

Friday September 17, 2010 Homecoming (9/17 - 9/19)

Friday September 17, 2010 Family Weekend (9/17 - 9/19)

Friday, October 8, 2010 Fall Break - No Classes

Monday, November 22, 2010 Thanksgiving Break (11/22 - 11/26)

Friday, December 10, 2010 Last Day of Classes

Monday, December 13, 2010 Final Examinations (12/13 - 12/16)

Tuesday, January 18, 2011 First Day of Classes

Monday, February 21, 2011 Winter Break (2/21 - 2/25)

Monday, April 4, 2011 Spring Break (4/4 - 4/8)

Friday , May 6, 2011

Last Day of Classes

Monday, May 9, 2011

Final Examinations (5/9 - 5/12)

Sunday, May 15, 2011

Commencement

Catalog Home

Lyndon State College, located in the heart of the Northeast Kingdom, is an exciting place to pursue graduate education. At Lyndon, students work collaboratively to increase their knowledge of human and natural communities, and understand the world's interconnectedness in order to help their students build more positive, sustainable futures. Graduate degree programs at Lyndon are designed to provide students with mastery in teaching science, special education, and curriculum and instruction.

Lyndon State College, in cooperation with the Northeast Kingdom School Development Center, the East Central Vermont Literacy Consortium, and the Vermont Higher Education Collaborative, challenges educators to become practitioners who are thoroughly grounded in theory and practice and prepared to offer area students a relevant, meaningful education.

Teachers and administrators can:

- explore a wide variety of content areas
- become refreshed and reinvigorated
- recertify
- pursue teaching endorsements, licenses, and certificates
- acquire a graduate degree in education
 - Masters of Education (M.Ed.)
 - Special Education
 - Curriculum & Instruction
 - * Content focus
 - * Literacy K-12

Individuals working in business, industry, education, and human services can work toward a Certificate of Graduate Study in Leadership.

For more information, call the Admissions Office at (802) 626-6413 or call or e-mail Dr. Linda Metzke, Chair, Graduate Education (802) 626-6249, (Linda.Metzke@LyndonState.edu).

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 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.

