

Catalog Home

Lyndon State College, located in the heart of the Northeast Kingdom, is an exciting place to pursue graduate education.

M.Ed

At Lyndon, students work collaboratively to increase their knowledge of pedagogy, curriculum, and assessment to help their students build skills for the 21st century. Our graduate degree programs in Education are designed to provide students with mastery in teaching content, special education, and curriculum and instruction. Lyndon also offers initial licensure programs in elementary, 7 - 12 secondary (English, Social Studies, Mathematics, and Science) and endorsement in Reading and Language Arts Specialist.

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.

MALS

Lyndon's Master of Arts in Liberal Studies offers students an individually designed program of study that satisfies a broad range of needs at the graduate level:

- Secondary school teachers of English, Social Sciences, Natural Sciences, and Math
- Students interested in life-long learning and continuing education at the graduate level
- Anyone who could benefit from master's level education in anything from creative writing to environmental studies to interdisciplinary studies

Students in the program work closely with a faculty advisor from their chosen content area(s) to craft a relevant and rewarding course of study. The flexible design provides an umbrella that allows individual students the opportunity to create an appropriate graduate-level course of study using one of four primary models:

Content Area: study in a single focused content area or discipline

Interdisciplinary: study combining two related, complementary disciplines

Multidisciplinary: study involving a range of three disciplines or content areas

Secondary Education: a course of study designed to further secondary teaching in any content area

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.

Table of Contents

Non-Discrimination, Equal Opportunity and Affirmative Action Statement.....	1
U.S. Department of Education Requirements.....	1
Brief History of Lyndon State College	6
Mission Statement.....	7
Samuel Read Hall Library	8
The Learning Commons.....	8
Academic Support Center	9
Information Technology Services	9
Academic Services	10
Veterans Affairs	10
Student Services Office.....	10
Student Affairs.....	10
Health Services	10
Personal Counseling	10
Services for Commuters	11
Emergency Messages to Students.....	11
Campus Activities Board.....	11
Twilight Players.....	11
Sports.....	11
The Bookstore.....	11
The LSC Alumni Association.....	11
Rights and Responsibilities	12
Tuition and Fees	24
Graduate Course Work & Faculty.....	25
Graduate School Full-time Faculty	25
Dr. Ai Kamei	26
Dr. Alan Giese	26
Dr. Alexandre Strokanov.....	26
Dr. Alison Lathrop	26
Dr. Andrea Luna.....	26
Dr. Benjamin Mirkin.....	26
Mr. Chandler Gilman	26
Dr. Daisy McCoy.....	26
Dr. David Johnston.....	26
Dr. Elaine Razzano	26
Ms. Kristi Castleberry.....	26
Ms. Meaghan Meachem.....	26
Dr. Philip Parisi.....	26
Dr. Tara Fortner	26

Content Area	30
A logical selection of courses in the student's area of interest (e.g.: Literature and Cultural Studies, History, Mathematics, Natural Science, Sociology/Anthropology, Creative Writing, Global Studies, Environmental Studies)..... 31	
36 credits: Program of study to be designed in consultation with an academic advisor in the content area..... 31	
Guidelines: • At least 9 credits of research seminars at the graduate level • One masters-level research/analysis project of at least one semester and a minimum of 3 credits • The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies 31	
Interdisciplinary.....	31
A logical selection of courses combining disciplines in the student's areas of interest. 31	
36 credits: 24 in a primary area, 12 in a secondary area; program of study to be designed in consultation with an academic advisor in the primary area. 31	
Guidelines: • At least 9 credits of research seminars at the graduate level • One masters-level research/analysis project of at least one semester and a minimum of 3 credits • The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies 31	
Multidisciplinary.....	31
A logical selection of courses across multiple disciplines in the student's areas of interest..... 32	
36 credits, balanced across a minimum of three disciplines with a minimum of 9 credits in each; program of study to be designed in consultation with academic advisors in each of the disciplines (one advisor may serve as primary advisor). 32	
Guidelines: • At least 9 credits of research seminars at the graduate level, with at least one seminar in each of three disciplines • One masters-level research/analysis project of at least one semester and a minimum of 3 credits • Up to three courses (9-12 credits) may be taken at the undergraduate level to incorporate a discipline or field in which the student has limited undergraduate training, with the permission of the relevant academic departments and the Coordinator of Liberal Studies • The program of study must be clearly and logically defined and must be approved by the relevant academic departments and the Coordinator of Liberal Studies 32	
Secondary Teaching	32
A logical selection of courses both in the secondary content area in Curriculum & Instruction or Education. ... 32	
36 Credits: 24 in the content area, 12 in Curriculum & Instruction or Education (recommended); program of study to be designed in consultation with an academic advisor in the content area, with assistance from a faculty member in Education or Graduate Education. 32	
Guidelines: • At least 9 credits of research seminars at the graduate level • One masters-level research/analysis project of at least one semester and a minimum of 3 credits • The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies 32	
The Faculty	40
Part-time Faculty	42
Professor Emeriti	43
The Administration	44

The College Directors and Staff	44
Board of Trustees of the Vermont State Colleges	48
Past Lyndon Presidents	49
Academic Calendar 2015-2016	50

Brief History of Lyndon State College

The year 2012 marked the beginning of Lyndon State College's second century. Founded as a one-year "normal" school for teacher training housed at nearby Lyndon Institute, the College has evolved continuously since its establishment in 1911. Consistent with educational practices 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; the first four-year degrees were granted to 18 students in 1944. By this time Vermont's Northeast Kingdom had come to depend on Lyndon to address the educational needs of its residents.

Miss Bole, who led the school until 1955, figures prominently in the College's history. 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 College's move to its current location, the former 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 day the school's lease at Lyndon Institute was set to expire.

In 1961, the State Legislature established the Vermont State Colleges system, and Lyndon Teachers College became Lyndon State College. Degree programs in the liberal arts were added to complement the teacher training programs that had defined the College from day one. This was 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. The growing student population and changing demands ushered in rapid expansion of the Lyndon curriculum. In the 1970s, new programs were added in business administration, special education, recreation, meteorology, communications, human services, and physical education. During this decade the original Vail Manor was deemed unsafe and the Theodore N. Vail Center was built on the site of the old estate. It now houses the Vail Museum, preserving the name that has long been an integral part of the Lyndon tradition.

In the late 1970s, the College 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.

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

At the start of the 21st century, other changes were afoot. Shifting demographics suggested that classes and services needed to be offered at different times—including evenings and weekends—and in alternative formats including online courses. Degree programs are designed to prepare students for a wide variety of professions, enhanced by an emphasis on experiential learning in real-world situations, career counseling, and the acquisition of skills critical for success in the workplace. Unchanged is the College's commitment to providing students with a strong foundation in the liberal arts as a key component of readying them for successful and satisfying careers in a rapidly changing world.

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, increasing enrollment led to the construction of The Academic and Student Activity Center, housing three academic departments, a student event center, and additional computer labs.

Serving 1,100 students, Lyndon now focuses not only on the academic dimension of student experiences, but on the entire learning process, which includes many activities that take place outside 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 or 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 Vermont's Northeast Kingdom.

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.

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
- The Learning Commons
- Information Technology Services
- Academic Services
 - Veterans Affairs
 - Student Services 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

The library was named for Samuel Read Hall, the Concord, Vermont schoolmaster who pioneered teacher education and published the first textbook on the principles of teaching. The library, an integral part of the Lyndon Learning Commons, is where students gather to study, have a cup of coffee, do research, use computing facilities, view a film or play a game of chess. Students visit the library because it provides a comfortable and secure space for study and supports student research needs by providing helpful staff and access to high-quality resources.

Library staff teach research skills and information literacy and help all library users find the information they need. In addition to our own collections, the library provides access to information resources at the other Vermont State College libraries and most U.S. and international libraries. The library's online resources are available to our college community across campus and off-site.

The library provides access to several special collections of interest to the campus and local community. There is a Vermont collection focusing on Vermont and Northeast Kingdom history, geography and current events. The library hosts Lyndon State College archives as well as the Instructional Materials and Children's Literature Centers that support the Education Department and local educators.

Information technology support is also available at the INFOdesk located in the main lobby.

Library Mission

The Samuel Read Hall Library supports the academic, intellectual and cultural life of the Lyndon State College community by:

- Developing responsive, user-centered services and information resources.
- Providing friendly, professional staff and a welcoming atmosphere.
- Maintaining comfortable spaces for focused study and collaboration.
- Promoting information skills and critical thinking.

The Library is dedicated to the College's mission of preparing every student for personal and professional success, as well as supporting the information needs of the Northeast Kingdom.

The Learning Commons

Academic Support Center

Academic Success is central to your life at Lyndon. The Academic Support Center Strives to create a welcoming and information-rich environment to support students in the completion of their educational and professional goals. All students are eligible to receive academic support services at no extra cost. Located in LAC 325, the Academic Support Center houses Project Excel, Student Academic Development, and Services for Students with Disabilities. Make sure to visit us in order to explore the useful services available to you!

Student Academic Development

Student Academic Development includes drop-in tutoring in a variety of subject areas in addition to help with time management, test anxiety, study skills, test-taking strategies, note-taking, English as a second language, and many other academic issues.

Student Disability Services

Student Disability Services provides a broad spectrum of accommodations for students with documented disabilities. Students who would like to talk with someone about 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 desires one. Instructors and student support personnel will provide reasonable and appropriate accommodations based on the nature of the disability and the of the course.

Lyndon does not have separate degree programs for students with disabilities; all students must meet requirements for individual courses, general education requirements, and degree programs. The college observes provisions of Section 504 or 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.

Writing Center

The Writing Center offers free, one-to-one peer consultation on a drop-in basis. Trained Writing Consultants work with writers of every skill level, from the most confident writers looking for constructive feedback to those students for whom writing can feel like a challenge. Located in the Library, the center is open Sunday through Friday.

Advising Resources

Advising Resources provides hands-on assistance in course selection, scheduling, and using the online registration system, or other tips related to advising at Lyndon such as how to make the most of meetings with your faculty advisor. Advising Resources offers one-on-one help and take-away resources such as add/drop slips, calendars for mapping your week or your semester, a list of faculty advisor offices, general education courses and checklists, graduation standards information, and more.

Career Services

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's academic departments and employers to facilitate internship opportunities for students. The Career Services office and website offer students access to occupational references, self-assessment tools, employer directories, job and internship listings, and college and graduate school catalogs. In addition, Career Services is on both Facebook and Pinterest. Events and workshops are posted on Facebook and both social media pages offer students tips, strategies, and tools related to résumé writing, professional dress, networking, searching for a job or internship, and interviewing.

Career Services disseminates jobs 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 résumé preparation, job search and interviewing techniques in order to provide Lyndon graduates with a competitive edge in the modern work place.

Information Technology Services

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 300 Windows and Apple workstations) are available for student use during varying hours throughout the day and night. All students, faculty, and staff are provided with e-mail services (Microsoft Exchange) and network storage (Microsoft SharePoint Services). A Help Desk provides software and hardware support Monday – Friday 8:00AM – 4:00PM. Wireless is accessible in most academic and administrative areas of the college including the Library, Student Center, Dining Hall, Conference Rooms, etc. Our Learning Management System is hosted by Moodle Rooms, our portal is hosted by Ellucian, and our content is stored in Microsoft SharePoint Services.

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

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 veteran's education benefits. If any questions arise concerning educational benefits or veteran-related problems, contact the Student Services 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 three Financial Services Consultants available to serve the student population on the "front line" as well as Financial Aid, Registrar Office, 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

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 Sara Duprey Lussier '02, Assistant Director of Annual Giving, at (802) 626-6426 or at sara.lussier@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.

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

[^ TOP](#)

Non-Degree Graduate Students

Students who do not wish to enter a degree program but want to enroll in additional coursework may enroll in undergraduate or graduate courses without being formally admitted to Lyndon. 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. Students must already have a Bachelor's degree from a regionally accredited institution of higher education. 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;
- 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 \$46

MALS Program

- Completed graduate application;
- Official copies of transcripts of all undergraduate and graduate work;
- A two- to three-page statement of purpose describing desired outcomes from completion of a master's degree program at Lyndon. This statement should highlight student's strengths for completing a graduate degree and provide a rationale for selection of the particular concentration and specialization;
- Two letters of recommendation from professionals knowledgeable about your professional commitment;

- Formal interview; and,
- A non-refundable application fee of \$46

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 Lyndon's 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 Lyndon's 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 graduate 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. MALS students will interview with the Liberal Studies 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 department chairperson who, in conjunction with the Registrar, 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 department, and the Registrar 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.

Registration

[^ TOP](#)

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 visit our website at www.lyndonstate.edu.

Degree-Seeking Students

Graduate students enroll online, via the student Portal. 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 registration. If the school pays only tuition, then the student must submit the fees along with registration. 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 student's 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 approvals 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 approval 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 Academic Dean 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 Student Services 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 withdrawal 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 departments 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

[^ TOP](#)

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 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 Registrar's 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 Registrar's 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

Students must complete a Study Contract for each slash (undergraduate/graduate) level course which is first approved as a slash 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 the department chairperson.

Teaching Practice

Students seeking licensure/endorsement are expected to complete a Teaching Internship for 6 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 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 a specified time period determined by the instructor to complete the 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:

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 of 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 student's 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 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 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 student's 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 state 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 admission 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 readmission decision after consultation with the 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 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, 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 one 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 Master's programs, policies, and concerns.

Graduation Procedures

[^ TOP](#)

Residency and Time Limit

Graduate degree programs consisting of thirty-six (36) credits should be completed within seven (7) 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 Registrar's Office.
- have a signed Plan of Study on file in the Registrar's 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 Registrar's 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;
- Request to graduate 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).

*Students missing these deadlines must have their graduation request approved by the Registrar.

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 Registrar's Office. 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

Degrees are awarded from Lyndon State College each year with the dates of Commencement (for Spring), August 31 (for Summer) and December 31 (for Fall) and diplomas bearing these dates are mailed to students after the final degree audits are completed. The Commencement ceremony occurs only once each year at the end of the spring semester. Official transcripts from the college reflect the actual date that the degree was awarded by the College.

Human Subjects Research Policy (Policy 153-IX)

[^ TOP](#)

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 2015-2016 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:	\$528/credit
Non-Residents:	\$1,138/credit
NH Residents falling under the Good Neighbor Program:	\$792/credit
NEBHE (New England Board of Higher Education):	\$792/credit

Degree Audit Fee : (one time fee due when filing Request to Graduate) \$95

*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

Graduate Course Work & Faculty

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

Additional Certificate Programs

Additional certificate programs are available from time to time through the Vermont Higher Education Consortium (VTHEC). Lyndon has articulation agreements with the Higher Education Collaborative and the Upper Valley Education Institute for those students wishing to complete the M.Ed.

Graduate School Full-time Faculty

Dr. Ai Kamei
Dr. Alan Giese
Dr. Alexandre Strokanov
Dr. Alison Lathrop
Dr. Andrea Luna
Dr. Benjamin Mirkin
Mr. Chandler Gilman
Dr. Daisy McCoy
Dr. David Johnston
Dr. Elaine Razzano
Ms. Kristi Castleberry
Ms. Meaghan Meachem
Dr. Philip Parisi
Dr. Tara Fortner

Degree Programs

Master of Education

Master of Education (M.Ed.)

Students in the Master of Education program may choose from among several concentrations including

- Curriculum and Instruction designed for those interested in furthering their study of issues with specialization in a content area of study or Literacy K-12
- Special Education
- Initial Licensure Programs in Elementary Education or Secondary Education (English, Math, Science or Social Science)
- Endorsement as K-12 Reading/English Language Arts Specialist
- Educational Technology

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. Curriculum and Instruction are required to take the following core courses:

M.Ed. Core Courses

Required core courses (17 - 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: 3
Note: EDU 6490 required for Educational Technology Concentration
OR
- EDU 5480 - Science and Technology Credits: 3
Note: EDU-5480 required for Initial Licensure - Elementary Education Concentration
- EDU 6570 - Research Methods Credits: 3
- EDU 6890 - Research Practicum/Final Project Credits: 2-3

Curriculum and Instruction Concentration

The M.Ed. in Curriculum & Instruction concentration 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 Concentration

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 Concentration

The Special Education concentration 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

Initial Licensure - Elementary Concentration

Those wishing to pursue Initial Licensure - Elementary Education Concentration at the graduate level must:

- Be admitted to the graduate program;

- 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 - Differentiating Instruction, Assessment, and Special Education Law Credits: 3
- EDU 5310 - Reading and Language Arts Credits: 3
- EDU 6190 - Mathematics in the Elementary Classroom 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
Required only for students in the initial licensure concentration without documentation of 60 hours of observation.
- EDU 6850 - Elementary Teaching Internship Credits: 6

Initial Licensure - Secondary Education Concentration

Those wishing to pursue Initial Licensure Secondary Education at the graduate level must:

- Be admitted to the graduate program;
- 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 5040 - Adolescent Development Credits: 3
OR 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 5190 - Observation and Participation Credits: 1
Required only for students in the initial licensure concentration without documentation of 60 hours of observation.
- 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 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 Skills K-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.

Educational Technology Concentration

Choose a minimum of 18 credits from the following:

- EDU 6135 - Legal and Ethical Issues in Education Credits: 3
- EDU 6485 - Technology for Educational Assessment Credits: 3
- EDU 6495 - Tools of Educational Technology Credits: 3
- EDU 6435 - Change Management Credits: 3
- EDU 6487 - Business of Educational Technology Credits: 3
- DES 5030 - Fundamentals of Web Design Credits: 3
- EDU 6710 - Special Topics in Educational Technology Credits: 1-3

Master of Arts in Liberal Studies

Master of Arts in Liberal Studies (MALS)

Content Area

A logical selection of courses in the student's area of interest (e.g.: Literature and Cultural Studies, History, Mathematics, Natural Science, Sociology/Anthropology, Creative Writing, Global Studies, Environmental Studies).

36 credits: Program of study to be designed in consultation with an academic advisor in the content area.

Guidelines:

- At least 9 credits of research seminars at the graduate level
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies

Interdisciplinary

A logical selection of courses combining disciplines in the student's areas of interest.

36 credits: 24 in a primary area, 12 in a secondary area; program of study to be designed in consultation with an academic advisor in the primary area.

Guidelines:

- At least 9 credits of research seminars at the graduate level
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies

Multidisciplinary

A logical selection of courses across multiple disciplines in the student's areas of interest.

36 credits, balanced across a minimum of three disciplines with a minimum of 9 credits in each; program of study to be designed in consultation with academic advisors in each of the disciplines (one advisor may serve as primary advisor).

Guidelines:

- At least 9 credits of research seminars at the graduate level, with at least one seminar in each of three disciplines
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- Up to three courses (9-12 credits) may be taken at the undergraduate level to incorporate a discipline or field in which the student has limited undergraduate training, with the permission of the relevant academic departments and the Coordinator of Liberal Studies
- The program of study must be clearly and logically defined and must be approved by the relevant academic departments and the Coordinator of Liberal Studies

Secondary Teaching

A logical selection of courses both in the secondary content area in Curriculum & Instruction or Education.

36 Credits: 24 in the content area, 12 in Curriculum & Instruction or Education (recommended); program of study to be designed in consultation with an academic advisor in the content area, with assistance from a faculty member in Education or Graduate Education.

Guidelines:

- At least 9 credits of research seminars at the graduate level
- One masters-level research/analysis project of at least one semester and a minimum of 3 credits
- The program of study must be clearly and logically defined and must be approved by the relevant academic department and the Coordinator of Liberal Studies

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 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

Design

DES 5030 - Fundamentals of Web Design

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 - Differentiating Instruction, Assessment, and Special Education Law

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 Skills K-6

EDU 6135 - Legal and Ethical Issues in Education

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 6435 - Change Management

EDU 6485 - Technology for Educational Assessment

EDU 6487 - Business of Educational Technology

EDU 6490 - Technology for Educators

EDU 6495 - Tools of Educational Technology

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 6570 - Research Methods

EDU 6580 - Leadership & Organizational Change

EDU 6710 - Special Topics in Educational Technology

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

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 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

BALCOM, IAN (2011) Assistant Professor, Natural Science, B.S. University of Vermont; Ph.D. University of California at Riverside.

BALLOU, DAVID (2015) Visiting Professor, Electronic Journalism Arts, B.A. Lyndon State College; Ed.M. Boston 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

BOSS, SAM (2015) Assistant Professor, Library, B.A. Southern Illinois University - Carbondale; M.A. State University of New York - Brockport; M.A. University of Wisconsin - Madison

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

CASTLEBERRY, KRISTI (2015) Assistant Professor, English, Philosophy & Film Studies, B.A. Sonoma State University; M.A., Ph.D. University of Rochester

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

LUNA, ANDREA (1997) Professor of English, 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) Associate Professor, Electronic Journalism Arts, B.S. Lyndon State College; M.A. Marlboro College Graduate Center

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

MIRKIN, BENJAMIN (2013) Assistant Professor, Mountain Recreation Management, M.A. University of Northern Colorado; Ph.D. University of New Hampshire

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

MORISON, WILLIAM (2012) Assistant Professor, Business Administration, B.S. Whittemore School of Business and Economics, University of New Hampshire; M.B.A. Southern New Hampshire University

DALEY, DANIEL (2008) Associate Professor of Mathematical Sciences, A.S., B.S., M.Ed. Lyndon State College

DOLL, SEAN (2011) Assistant Professor, Mountain Recreation Management, A.A. Brookdale Community College; B.S. Frostburg State University; M.Ed. Plymouth State University

FARRELL, KEVIN J. (1990) Professor of Mathematics, B.S. Nasson College; M.S. University of Vermont; Ph.D. University of Rhode Island

FORTNER, TARA (2013) Assistant Professor, Education, B.A. The College of Saint Rose; M.A. Alfred University; Ed.D. Plymouth State University

GIESE, ALAN (2006) Associate Professor of Natural Sciences/Biology, B.A. University of California at Santa Cruz; M.S. Oregon State University; Ph.D. Arizona State University

GIESE, STEPHANIE (2015) Visiting Assistant Professor, Business Administration, B.S. Westminster College; M.S. Case Western Reserve University

GILBERT, ROBBY (2014) Assistant Professor, Visual Arts/Animation, B.F.A. School of Visual Arts, New York; M.Ed. Argosy 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) Assistant Professor, Music Business and Industry, B.A. Johnson State College

GLENTZ BRUSH, KELLY A. (2002) Professor of Visual Arts, B.F.A. Kansas City Art Institute; M.F.A. University of Kansas

HANRAHAN, JANEL (2012) Assistant Professor of Atmospheric Sciences, B.A. Alverno College; M.S. University of Wisconsin; Ph.D., University of Wisconsin

HAYWOOD-BIRD, EDEN (2014) Assistant Professor, Education, B.A. Regis University; M.A. University of Colorado - Denver; Ph.D. Colorado State University

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

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

NORRIS, ELIZABETH E. (2002) Professor of Music & Performing Arts, B.M. Illinois State University; M.M. Indiana University; D.M.A. University of Kansas

NOYES, JAMES (2015) Assistant Professor, Mountain Recreation Management, B.S. University of Phoenix; M.Ed. Plymouth State University

PARISI, PHILIP J. (2004) Associate Professor of Visual Arts, A.S. Champlain College; B.F.A. School of Visual Arts; M.F.A. Hunter College; Ph.D., Capella University

PASCALÉ, AIMEE (2015) Assistant Professor, Exercise Science, B.S. Springfield College; M.S. University of Oregon; Ph.D. Springfield College

PFEFFERLE, ZANE (2014) Assistant Professor, Exercise Science, B.S. Doane College; M.S. Springfield College; Ph.D. Springfield College

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

RUSH, BENJAMIN (2015) Assistant Professor, Mountain Recreation Management, B.S., M.S. Memphis State University; Ph.D. National Taiwan Sport University

SEARLS, PAUL (2005) Associate Professor of History, B.A. Hobart College; M.A. University of Vermont; Ph.D. New York University

SHAFFER, JASON (2005) Associate Professor of Atmospheric Sciences, B.S. Plymouth State College; M.S. University of Utah; Ph.D., University of Utah

SHERRER, MARGARET (2005) Associate Professor of Psychology, B.A., University of Rhode Island; M.S.W. Rhode Island College; Ph.D., Boston College

SHINE, PATRICIA (2003) Professor of Human Services, B.A. Adelphi University; M.S.W. Simmons School of Social Work

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

SMITH, DONNA (2010) Assistant Professor, Electronic Journalism Arts, B.S. Lyndon State College; M.A. Johnson State College

HUGHES, DEBORAH (2007) Associate Professor of Mathematics/Computer Science, M.S. New Jersey Institute of Technology; B.S. Fairleigh Dickinson University

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

KAMEI, AI (2014) Assistant Professor, Education, B.A., M.S. Osaka Kyoiku University; Ph.D. University of North Carolina at Greensboro

KOPACZ, DAWN (2015) Visiting Assistant Professor, Atmospheric Sciences, B.S., M.S., Ph.D. University of Wisconsin - Milwaukee

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) 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), Professor of Television Studies, B.A. University of Vermont ; M.A. Union Institute & University/Vermont College

STILES, MERI (2006) Associate 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

STROUP, BRANDON (2012) Assistant Professor of Social Science/Criminal Justice, B.A. Lock Haven University of Pennsylvania; M.A. Indiana University of Pennsylvania; Ph.D. Indiana University of Pennsylvania

TUCKER, BARCLAY (2001) 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

Part-time Faculty

BERTOLINI, MARK, Business Administration/Law

BERTONE, KATHY, Business Administration

BIDDLE, WILLIAM, English/GEU

BOYE, ALAN, Professor Emeritus (retired), English

BRYAN, LINDA, Visual Arts

COLBY, KELLY, English

COTTE, WILLIAM, Music & Performing Arts/Music

DOWLING, DAN, Electronic Journalism Arts

MOYE, RICHARD, English

McKNIGHT, CYNTHIA, Natural Science

MIKOVITZ, TIM, Music & Performing Arts/MBI

NAREY, ERIN, English

NOYES, JAMES, Mountain Recreation Management

QUINN, EMMET, English

ROCHE, MARIA, Spanish

STROKANOVA, ELENA, Russian

DWYER, PAULINE, Natural Sciences	THABIT, ALIA, English
EDMONDSON, JANET, Music & Performing Arts	TWOMBLEY, NORMA, Mathematics
EGAN, TIMOTHY, Visual Arts	ULRICH, TIMOTHY, Mathematics
ELMES, MARTHA, Visual Arts	VADEN, NICHOLAS, Music & Performing Arts/MBI
FITCH, JON, Professorship Emeritus (retired), GEU/Psychology	WATSON, CHRISTOPHER, Mathematics
FREGOSI, GIANNA, Music & Performing Arts/Theater	WILLIAMS, ELIZABETH, English
HANNA, CHARLOTTE, Business Administration	WILLIAMS, NORRINE, Psychology
HASKINS, KAREN, English	
HASKINS, MERLE, English	
JAMES, NANCY, Education	
KAPLAN, JONATHAN, Natural Sciences	
KASCENSKA, JOHN, Mountain Recreation Management	
LEONE, NICOLE, Mathematics	
LEONARD, JAVIN, Visual Arts	
LORIOT, GEORGE, Atmospheric Sciences	
McCANN, ROBERT, Visual Arts	
MACDOWELL, LISA, English	
MARTIN, ROBERT, Natural Science	
MAZZOTTA, PAULINE, Visual Arts	

Professor Emeriti

ALDRICH, E. RALPH (1969-1995)
 BLANCHARD, IRENE (1976-1998)
 EBBETT, BALLARD E. (1960-1998)
 ELLIOTT, JUNE (1976-1988)
 FITCH, JON (1974-2005)
 GALLAGHER, SUZANNE (1972-1990)

GREEN, FRANK (1970 - 2004)

McGOWAN, DORIAN (1959 - 2006)

MILLER, DONALD H. (1959-1999)

PORTNER, RICHARD (1977-2006)

REEVES, CAROLYN (1982-2003)

TOBORG, ALFRED (1960-1999)

VOS, KENNETH (1967-1999)

The Administration

JOSEPH A. BERTOLINO, President, B.S. University of Scranton; M.S.W. Rutgers; Ed.D. Columbia University

NOLAN T. ATKINS, Interim Academic Dean, Professor of Atmospheric Sciences, B.S. University of Minnesota; M.S., Ph.D., University of California Los Angeles

LOREN W. LOOMIS HUBBELL, Dean of Administration, B.A., Smith College; M.B.A., Harvard University Graduate School of Business

JONATHAN M. DAVIS, Dean of Students, B.S. Lyndon State College

THOMAS K. ANDERSON, Associate Dean for Academic Programs & Faculty, B.S. Western Illinois University; M.S. Western Illinois University

The College Directors and Staff

Alex D. Allen	Public Safety Officer
Eddie I. Allen	Admissions Specialist
Stephen C. Allen	LAN/System Administrator
Thomas R. Archer	Director of Physical Plant
Kathy A. Armstrong	Staff Assistant to the Dean of Administration
Meredith R. Atchison	Assistant Director of Student Life
Jennifer M. Aubin	Senior Financial Aid Officer
Bonnie D. Babcock	Admissions Records Specialist
Debra M. Bailin	Director of Student Academic Development

Darlene R. Ballou	Director of Broadcast Operations
Trevor A. Barski	Associate Director of Admissions
David E. Bixby	Custodian
Sean A. Bliss	Admissions Counselor/Women's Soccer Coach
Jay D. Bona	Circulation Coordinator
Tanya W. Bradley	Director of Financial Aid
Dustin R. Brooks	Custodian
Rodney J. Call	Custodian/Maintenance Worker
Jody A. Card	Assistant Director, Financial Aid
Lindsay M. Carpenter	Director of LEAP
Paula M. Chamberlin	Staff Assistant for Health and Counseling
Jo-Ann Charron	Custodian/Pool Technician
Theresa Y. Conant	Laboratory Technician/Chemical Hygiene Officer
Elizabeth L. Conklin	Interlibrary Loan Specialist
Christina K. Cotnoir	Assistant to the Dean of Students
Patricia R. Cross	Administrative Assistant to Director of Physical Plant
Jessie Lynne Dall	Staff Assistant to Faculty
Michael A. Dente	Chief Technology Officer
Grace L. Dinapoli	Media & Marketing Coordinator
Christopher H. Dorsey	SHAPE Manager/Men's Basketball Coach
Denise M. Doyon	Custodian
Lori A. Drew	Tutor Coordinator
Terry K. Dwyer	Vehicle Mechanic/Grounds Maintenance Technician
Mary A. Etter	Coordinator of Disability Services
Sheilah M. Evans	Associate Dean of Administration
Karen M. Fournier	Custodian
Miranda D. Fox	Registrar

Evelyn E. Franz	Recorder
Sandra L. Franz	Director of Human Resources
Naomi R. Gallagher	Staff Accountant
Margaret S. George	Admissions Counselor
Donna M. Gile	Staff Assistant to Faculty
Darlene N. Gilman	Staff Assistant for Conferences
Kathleen E. Gold	Director of Advising Resources
Cheryl L. Goldrick	Admissions Assistant
Thor T. Goodrich	Graphic & Web Designer
Jacqueline Goodwin	Custodian
Lisa R. Goodwin	Custodian
Jinai I. Gordon	Assistant Director of Student Life
George B. Hacking	Director of Public Safety
Nermin Hajdarevic	Master Maintenance Technician
Tim L. Hale	Custodian/Maintenance Worker
Jennifer K. Harris	Executive Director of Development & Alumni Affairs
Kelly-Ann Harris	Custodian
Janis L. Henderson	Custodian
Stacy O. Hopkins	Student Services Consultant
Edward A. Jacques	Maintenance Technician
Mark L. Lariviere	Custodian
Thomas J. Leiper	Senior Mechanical Systems Technician - Plumber
Kenneth W. Leonard	Custodian
Sara L. Lussier	Assistant Director of Annual Giving
Vincent U. Maloney	Director of Admissions
David J. Martin	Financial Aid Officer
Vicki L. Martin	Custodian

Shane E. Mason	Student Services Consultant
Randy A. Matusky	Coordinator of Instructional Technology
Gregory J. Mehuron	Admissions Counselor
Brian W. Michaud	Public Safety Officer
Darcie A. Miles	Executive Assistant to the President
Mark H. Mohrmann	Broadcast Systems Administrator
Denise B. Moses	Staff Assistant, Academic Support/Advising Resource Center
Ann M. Nygard	Director, Center for Rural Entrepreneurship
Brian D. Papa	Atmospheric Sciences Data Systems Administrator
Abbey E. Pasquence	Public Services Librarian
Joshua L. Peake	Custodian
Daniel M. Peal	Senior Mechanical Systems Technician - Electrician
Kevin Pezanowski	Director of Intramurals/Men's Lacrosse Coach
Sylvia L. Plumb	Executive Director of Communications
Charlotte N. Porcelli	Director of Conferences & Events
Monique C. Prive	Acquisitions Coordinator
Diane W. Raymond	Student Services Consultant
Rose E. Reynolds	Assistant Director, Upward Bound
Dianne M. Rivers	Staff Assistant to Associate Academic Dean
Cynthia A. Robertson	Director of Payroll & Employee Services
Jonathan J. Ross	Assistant Director of Student Life
Erin S. Rossetti	Director of Student Life
Nathan R. Rossetti	Public Safety Officer
Victoria E. Rouleau	Database Specialist/Alumni Office Assistant
Kate M. Roy	Associate Director of Athletics & Compliance Coordinator
Stephen P. Roy	Custodian
Jason R. Ryan	Assistant Chief Technology Officer

Angela Ryan-Williams	Special Services Counselor
Tara-jean Samora	Cataloger
Evita E. Sandoval	Head Athletic Trainer
Brett L. Santo	Coordinator of Donor Relations
Mary E. Schlesinger	Custodial Supervisor
Tracy W. Sherbrook	Assistant to the Academic Dean
Deborah M. Sherwood	Custodian
Elizabeth A. Simpson	Teacher Leader, ECVLC
Kirsten A. Simpson	Staff Accountant
Robert E. Stowell	Public Safety Officer, pt
Jamie A. Struck	Adventure Program Coordinator
Rhonda M. Trucott	Mailroom/Copyroom Supervisor
Mark H. Tucker	Assistant LAN/System Administrator
Christopher T. Ummer	Director of Athletics
Nora A. Vasquez	Assistant Director of Admissions/Transfer Coordinator
C. Richard Williams	Director of Upward Bound
Mary K. Yackley	Staff Assistant, ECVLC
Aaron E. Young	Director of Technical Service/Video Broadcast Technician

Board of Trustees of the Vermont State Colleges

Peter Shumlin, <i>Ex Officio</i>	Governor, State of VT
Jerry Diamond	Montpelier
Lynn Dickinson, Rep.	St. Albans
Kraig Hannum	Dorset
J. Churchill Hinds	Colchester

Tim Jerman, <i>Vice Chair</i>	Essex Junction
Karen Handy Luneau, <i>Treasurer</i>	St. Albans
Chris Macfarlane	Essex Junction
Jim Masland, Rep.	Thetford Center
Linda Milne	Montpelier
Martha O'Connor, <i>Chair</i>	Brattleboro
Heidi Pelletier, <i>Secretary</i>	Montpelier
Michael Pieciak	Winooski
Benjamin Simone	Student Representative

Past Lyndon Presidents

* Ms. Rita L. Bole	(1927-1955)
* Ms. Florence E. Drew	(1935-1936, Acting)
* Mr. Arthur B. Elliott	(1955-1959)
* Ms. Susan C. Gallagher	(1958-1959, Acting)
* Dr. Robert E. Long	(1959-1970)
* Dr. A. John Holden, Jr.	(1970-1971, Acting)
* Dr. H. Franklin Irwin, Jr.	(1971-1975)
Dr. Edward I. Stevens	(1975-1977)
Dr. Janet G. Murphy	(1977-1983)
Dr. Clive C. Veri	(1983-1989)
Dr. Margaret R. Williams	(1989-1997)
* Dr. Robert A. Burnham	(1997-1998, Interim)
Dr. Carol A. Moore	(1998 - 2011)
Mr. Steven M. Gold	(2011 - 2012, Interim)

*Deceased

Academic Calendar

Academic Calendar 2015-2016

Monday August 24, 2015	First Day of Classes
Monday, September 7, 2015	Labor Day - No Classes
Friday September 18, 2015	Major Activities Day
Friday September 25, 2015	Homecoming (9/25 - 9/27)
Friday September 25, 2015	Family Weekend (9/25 - 9/27)
Monday, October 5, 2015	Fall Break (10/5 - 10/9)
Monday, November 23, 2015	Thanksgiving Break (11/23 - 11/27)
Friday, December 11, 2015	Last Day of Classes
Monday, December 14, 2015	Final Examinations (12/14 - 12/17)
Tuesday, January 19, 2016	First Day of Classes
Monday, February 22, 2016	Winter Break (2/22- 2/26)

Monday, February 29, 2016	No Classes - College-Wide Retreat
Tuesday, March 1, 2016	No Classes - Town Meeting Day
Monday, April 4, 2016	Spring Break (4/4- 4/8)
Friday , May 6, 2016	Last Day of Classes
Monday, May 9, 2016	Final Examinations (5/9- 5/12)
Sunday, May 15, 2016	Commencement