

Lyndon State College

2005-2006 Graduate Catalog

Catalog Home

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

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

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

Non-Discrimination, Equal Opportunity and Affirmative Action Statement

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

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

U.S. Department of Education Requirements

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

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

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

Brief History of Lyndon State College

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

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

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

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

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

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

Mission Statement

Lyndon State College is committed to offering liberal arts and professional programs that challenge students to develop their full potential in an environment that fosters personal attention. An innovative and comprehensive general education program is the cornerstone for the development of foundational skills and knowledge upon which major programs of study build. Integrating theory and practice, Lyndon prepares

President Carol A. Moore

graduates competent in their field, equipped to respond to the challenges of an evolving society, and able to advance the quality of life in a diverse global community.

In pursuit of this mission, Lyndon State College:

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

Campus Life

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

- Samuel Read Hall Library
- Information Technology Services
- Academic Services
 - Academic Support Center
 - Mathematics Lab
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 - Study Abroad
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 - Other Clubs and Organizations
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 - The Bookstore
 - The LSC Alumni Association
 - Rights and Responsibilities

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

Samuel Read Hall Library

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

The Library also provides access to high quality online resources via computers in the Library and from any campus location. Some online resources are available off-campus as well. The web address for the Library is :

www.lyndonstate.edu/library. There also are several special collections in the Library including the Vermont Room, housing materials relating to the Northeast Kingdom and Vermont, the College archives and the Instructional Materials Center.

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

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

Information Technology Services

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

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

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

Academic Services

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Academic Support Center

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

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

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

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

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

Mathematics Lab

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

Writing Center

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

Services for Students with Disabilities

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

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

Career Services

While the acquisition of knowledge is its own reward, concern about careers and appropriate major study areas is important, too. Career Services provides a variety of career planning and placement services for all Lyndon community members. Career counseling is available for students wanting assistance in choosing a major or career. Additionally Career Services works with the college academic departments and employers to facilitate internship opportunities for students. The career resource center and computerized career information systems offer students access to occupational references, self-assessment tools, employer directories, job and internship listings, and college and graduate school catalogs.

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

Veterans Affairs

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

Registrar's Office

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

Study Abroad

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

Student Affairs

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Health Services

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

Personal Counseling

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

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

Residential Life

The mission of the Office of Residential Life is to provide an environment which enhances student learning by facilitating relationships and programs intended to develop characteristics desirable in a Lyndon educated person. These characteristics include a commitment to civic responsibility, an appreciation for diversity, critical thinking skills, an appreciation for life-long learning and the ability to be in healthy, productive relationships. This learning should occur within a safe and secure living environment.

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

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

Services for Commuters

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

Students Reporting Absences

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

Emergency Messages to Students

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

Student Organizations and Activities

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

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

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

Student Government

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

Campus Activities Board

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

Student Newspaper

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

WWLR Radio

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

Twilight Players

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

Other Clubs and Organizations

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

Sports

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

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

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

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

The Bookstore

In addition to stocking required textbooks and general stationery supplies, the bookstore carries clothing, gifts, an assortment of art and photographic supplies, and snacks. The bookstore is open weekdays throughout the year and will allow you to cash small personal checks and Work-Study program payroll checks. For more information see our web site at www.lsc.bkstr.com.

The LSC Alumni Association

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

Rights and Responsibilities

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

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

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General Information

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Admissions

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

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

Registration

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

Graduate Policies and Procedures

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

Independent Study

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

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

Summer Courses

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

Non-Matriculated Enrollment

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

Full Time Enrollment

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

Graduate Grading System

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Letter Grades

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

Credit/No Credit

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

Time Limit for Completion of Masters Degree

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

Residency

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

Graduation

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

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

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

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

Human Subjects Research Policy (Policy 153-IX)

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I. LSC Policies

To ensure the minimization of potential physical and psychological risk to participants, all human subjects research conducted at the College or by any student or employee of the College will comply with all

applicable LSC and VSC policies and state and federal laws (especially Federal Title 45 CFR Part 46, from which the following is abstracted and to which the reader is directed for further details). The following definitions are noted:

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

II. **IRB Responsibilities**

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

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

III. **IRB Membership**

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

IV. **IRB Forms**

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

- A. Application forms which require thorough description of all proposed research activities and the specific role of the human research subjects
- B. Informed consent forms to be required of all subjects
- C. Forms to ensure the protection of privacy of all subjects and the confidentiality of all data obtained.
- D. Forms to notify the investigator and the College of all of its decisions
- E. Forms to notify all subjects of the details of their participation in the research project

V. **IRB Procedures**

- A. The IRB shall establish and publicize all procedures associated with implementing this policy, including the deadline application, timeline for the review process review, and date for notification to the investigator of the IRB's decisions.
- B. All discretionary procedures established by the IRB are subject to Faculty Assembly approval.

Expenses

Tuition and Fees

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

Graduate Tuition:*

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

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

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

Degree Programs

Master of Arts in Science Education

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

Vermont Science Initiative

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

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

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

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

The Program

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

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

Master of Education

Master of Education (M.Ed.)

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

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

Admissions

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

Written Portfolio

1. A completed M.Ed. Graduate Program Application form.
2. A two-three page statement which describes desired outcomes from participation in the masters program and the rationale for choice of concentration.
3. Official transcripts of all undergraduate and graduate work. (Note: students who completed courses or degrees at LSC must request that the Registrar's Office forward a copy of their transcript to the Admissions.)
4. At least two letters of recommendation from professionals knowledgeable about the applicant's ability and commitment to complete a graduate degree.
5. Recent scores (no more than five years old) from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

6. A 45-minute timed writing sample graded by faculty from the English Department (use of dictionaries is not permitted during this exercise).
7. A non-refundable fee of \$35.00.

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

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

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

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

Interview

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

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

Matriculated Status

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

Completing a Degree Program

Faculty Advisors

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

Transfer Credit

Up to nine (9) graduate credits may be transferred into an LSC graduate degree. A request for transfer credits is made to the Academic Dean, who makes the determination about the acceptance of credits. To be eligible for transfer-credit consideration, graduate courses must have a grade of "B" or better, be relevant to the degree program, and have been

taken within the five (5) years prior to the date of matriculation. Transfer credits will count toward graduation only when approved by the Academic Dean within the first year after matriculation.

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

Credit Requirements

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

Core Courses

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

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

Concentrations

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

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

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

Curriculum & Instruction Concentration

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

Requirements for the Concentration in Curriculum & Instruction

Required Core Courses

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

Required Course Work (3 Credits Each)

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

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

Final Examination

Total Required Credits: 36

Special Education Concentration

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

Requirements for the Concentration in Special Education

Required Core Courses

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

Required Course Work

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

Elective Course Work Credits: 6

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

Total Required Credits: 36

The Teaching & Counseling Concentration

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

Requirements for the Concentration in Teaching & Counseling

Required Core Courses

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

Required Course Work

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

Electives Credits: 9

(At least 6 credits must be in Psychology)

Total Required Credits: 36

Master of Science For Teachers

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

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

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

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

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

Each SED course consists of three components:

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

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

Admissions

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

Written Portfolio

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

Interview

Interviews are a required part of admission to the M.S.T. program. Applicants will meet with the Natural Science Department Chairperson as a minimum and may also be asked to interview with other faculty in the Natural Sciences

Department. The purposes of the interview are to assess the applicant's ability to do graduate work, to clarify the applicant's goals in pursuing the graduate program, to determine the fit between the program and the student's plans, and to lay a foundation for study plan development if the applicant is accepted. Interviews are scheduled on an as-needed basis throughout the year.

Matriculated Status

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

Faculty Advisors

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

Completing the M.S.T. Degree

Study Plan

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

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

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

Teaching Practice

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

M.S.T. Study Contracts

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

Transfer Credit

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

Electives

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

Course Descriptions

Anthropology

ANT 5710 - Topics in Anthropology

This course provides graduate students the opportunity to pursue topics of special interest in Anthropology appropriate for the 5000-level.

Prerequisites & Notes

The prerequisite is an undergraduate degree.

Credits: 1 to 3

Chemistry

SED 5280 - Issues in Environmental Studies

This course focuses on the chemistry related to environmental problems. The instruction emphasizes the nature and properties of pollutants, and their interactions with each other and the environment. Particular attention is paid to the chemistry of aquatic systems.

Prerequisites & Notes

The prerequisite is SED 5310 or SED 5330. There is a lab fee.

Credits: 4

SED 5310 - Introduction to Chemistry

General Chemistry examines such topics as atomic structure and the periodic table, chemical reactions, gases, liquids and change of state, chemical equilibrium, acids and bases, chemical bonding and molecular structure, and introductory principles of organic chemistry. The course requires two-and-a-half hours of lab per week.

Prerequisites & Notes

The prerequisites are high school Chemistry and MAT 1410. There is a lab fee.

Credits: 4

SED 5320 - General Chemistry I

This is the first course of a two-semester sequence that provides an introduction for Science majors to the principles of chemistry. The first semester treats stoichiometry, atomic structure, and the periodic table, chemical bonding and molecular structure, chemical reactions in aqueous solution, and the properties of solids. The course requires three classroom hours, and one two-and-a-half hour lab per week.

Prerequisites & Notes

The prerequisite or co-requisite is MAT 111. High school or college physics is strongly recommended. There is a lab fee.

Credits: 4

SED 5330 - General Chemistry II

This is the second course of a two-semester sequence that provides an introduction for Science majors to the principles of chemistry. The second semester topics include behavior of gases, liquids and changes of state, properties of solutions, chemical equilibrium, acids and bases, solubility and complex ion equilibria, electro-chemistry, and the behavior of the representative and transition elements. The course requires three classroom hours and one two-and-a-half hour lab per week.

Prerequisites & Notes

The prerequisite is SED 5320. There is a lab fee.

Credits: 4

SED 5340 - Organic Chemistry I

Organic Chemistry I presents the fundamentals of the structure and reactions of carbon compounds. The instruction emphasizes reaction mechanisms, synthesis, stereochemistry, and chemical and spectroscopic methods of analysis. The course requires one three-hour laboratory per week which emphasizes basic techniques and synthesis.

Prerequisites & Notes

The prerequisite is SED 5330.

Credits: 4

SED 5350 - Organic Chemistry II

This course continues SED 535 with an introduction to the biochemistry of carbohydrates, lipids and proteins. The course requires one three-hour laboratory per week which emphasizes basic techniques of compound identification and synthesis.

Prerequisites & Notes

The prerequisite is SED 5340.

Credits: 4

SED 5360 - Chemistry Modules

Chemistry Modules provide an intensive study of a variety of current topics in chemistry, offered in response to the current interests of the students and faculty. Examples of topics include food and nutrition, household chemicals, drugs and pharmaceuticals, farm chemistry, and water quality. Some modules may be taken for major elective credit with written permission. The course requires fifteen lecture/lab hours per credit.

Prerequisites & Notes

Permission of the instructor is required for registration. There is a lab fee.

Credits: 1 to 4

SED 5380 - Waste Reduction & Management

Important issues concerning waste management such as landfilling, recycling, and waste reduction will be discussed. The relationship between solid waste, and environmental quality will be investigated. Methods that reduce waste or use certain wastes as a resource will be introduced.

Prerequisites & Notes

There is a lab fee. This course is offered every even-numbered fall.

Credits: 2

SED 5410 - Environmental Instrumentation

This course will cover methods of measuring and monitoring the environment. Properties and uses of sensors and analyzers such as gas chromatographs, infrared spectrometers, radioactivity sensors, and pollution detection/measurement equipment will be investigated. Also, methods of obtaining, and processing computer compatible data will be covered.

Prerequisites & Notes

Prerequisites are SED 5330 and SED 5610, passed with a grade of C or higher, or permission. There is a lab fee. This course is offered every odd-numbered spring.

Credits: 2

SED 5420 - Environmental Modeling

This course is designed to introduce the students to the basic concepts of modeling of various processes in the environment. The emphasis will be on the understanding of scientific principles underlying the models and software that describe typical models.

Prerequisites & Notes

The prerequisite is MAT 1410, passed with a grade of C or higher, or permission. There is a lab fee. This course is offered every odd-numbered fall.

Credits: 2

SED 5430 - OSHA Safety Course

This course covers processes, techniques, and procedures that will enable students to identify, evaluate, and control hazardous situations. They will acquire the knowledge and capability to develop safety plans and select the proper materials, and equipment for hazardous situations.

Prerequisites & Notes

The prerequisite is SED 5330. There is a lab fee. This course is offered every even-numbered spring.

Credits: 2

Education

EDU 5020 - Literature for Children

This course is designed to update in-service teachers in the field of modern, as well as classic, literature for children. The emphasis will be on current issues as seen in contemporary children's books. Such issues as divorce, death, stereotyping of roles, war, and sibling rivalry, to name a few, will be explored in lengthy reading lists.

Credits: 3

EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis

Students review the etiology, characteristics, and evaluation of individuals diagnosed as learning impaired or learning disabled. Current research and practice regarding teaching strategies, instructional modifications, curriculum, and transitional planning and collaboration with other professionals is studied.

Prerequisites & Notes

The prerequisites are EDU 3510, EDU 2110 or permission.

Credits: 3

EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities

Students study methods of assessment, evaluation, and programming for children with behavioral and emotional problems that interfere with normal learning and social development. Students also investigate behavior modification, biophysical, ecological, developmental, psychodynamic, and counter-theoretical approaches.

Credits: 3

EDU 5220 - Learning Disabilities

This course surveys the basis of learning problems in the secondary schools, emphasizes learning disabilities, learning impairment, emotional disturbance. The course covers diagnosing learning and behavior problems, legal issues, individualizing instruction, modifying curriculum to meet individual needs, behavior management, as well as transitional and vocational planning.

Prerequisites & Notes

Prerequisites are EDU 3020 and EDS 3240 or permission.

Credits: 3

EDU 5250 - Literacy Development in the Content Area

This course will concentrate on the principles, techniques, and materials for teaching reading in the junior and senior high schools. The focus is on specific needs within the various content areas taught in the secondary schools.

Credits: 3

EDU 5450 - Assessment of Exceptional Students

Assessment of Exceptional Students will provide instruction in administration, scoring and interpreting tests commonly used to identify students as learning disabled, behavior disordered, or learning impaired. The Woodcock-Johnson Psycho-educational Battery, Adaptive Behavior Scale, Test of Language Development, Test of Written Language, The Instructional Environmental Scale, Clinical Evaluation of Language Functioning, and Behavior Rating Scales are among the tests that will be studied in depth. The course will focus on both federal regulations and Vermont guidelines and procedures for identifying children with learning disabilities, emotional disturbances, and learning impairments.

Credits: 3

EDU 5470 - Reading Disabilities I

This course is designed to help reading teachers understand and relate diagnostic techniques to instructional approaches. More specifically, the course will concentrate on the following: the development of a psychological and physiological frame of reference for reading instruction as a basis for diagnostic teaching; a thorough review of standard and informal diagnostic instruments with an emphasis on the development of instructional techniques based on interpretation of test results; and a consideration of the validity of prescriptive teaching, behavioral objectives, criterion testing, and contract teaching in relation to reading disabilities.

Credits: 3

EDU 5810 - Reading Disabilities II: Practicum

This course allows the student or teacher the opportunity to consider actual reading problems in relation to a wide variety of diagnostic and remedial activities. Seminars include the review and development of techniques and approaches to reading problem solving. Practicum activities focus on using and evaluating materials and ideas while working with students either in the public schools or at the College reading clinic.

Credits: 3

EDU 6540 - Advanced Studies in Learning Theory

This course is a survey and evaluation of the interface between psychology and education with emphasis on the applications of psychological principles to the educational process. Some of the specific content will deal with learning, forgetting, development, perception, motivation, group dynamics, tests and measurements, cognitive processes, discipline and behavior management, and research strategies.

Credits: 3

EDU 6550 - Foundations and Issues in Education

This course provides a survey of philosophical, historical, and contemporary issues in education. The historical and philosophical orientation of this course will enable students to understand, evaluate and act on current issues in education.

Credits: 3

EDU 6560 - Curriculum Development

This course will examine the theoretical and philosophical foundations for curriculum design. Historical perspectives will be explored through understanding the changing conceptions of curriculum reform. Social and cultural forces affecting curriculum will be discussed in terms of decision systems for curriculum change. Students will participate in planning, organizing, and evaluating curriculum through curricular design projects that will be structured to meet individual needs.

Credits: 3

EDU 6561 - Reading Recovery I

This course introduces teachers to the philosophy and techniques of the Reading Recovery program. The course will give participants an opportunity to demonstrate effective teaching of Reading Recovery materials under the supervision of a teacher leader. Instruction in data gathering, progress monitoring, and curriculum planning is included.

Credits: 3

EDU 6562 - Reading Recovery II

This course is a continuation of EDU 6561. The instruction focuses on advanced techniques used in the Reading Recovery program.

Prerequisites & Notes

The prerequisite is successful completion of EDU 6561.

Credits: 3

EDU 6770 - Cooperative Learning

This course is designed to help teachers develop an understanding of the theory and operation of cooperative groups. Teachers will have an opportunity to develop materials for their classrooms, and will implement/critique the materials and activities in class.

Prerequisites & Notes

Prerequisite: Graduate standing and for teachers only.

Credits: 3

EDU 6780 - Topics in Education

This course provides an opportunity to explore specific topics in consultation with a faculty member. An Independent Study Contract must be negotiated with a faculty member before registration. Recent topics have included: Story telling as a Focal Point for the Integrated Arts, Classroom Demonstrations for a Chemistry Curriculum, and Teaching Human Sexuality.

Credits: 1 to 6

EDU 6810 - Internship

The internship provides an opportunity for students to apply professional knowledge and skills at an approved placement site with a qualified supervisor. The internship course is designed to balance didactic, seminar and experiential curricula. Course expectations include satisfactory completion of practical, seminar participation, and a final written and oral presentation.

Credits: 3 to 12

EDU 6870 - Fieldwork

This course encourages the student to apply theoretical knowledge gained in the classroom in a supervised practicum. A completed contract must be filed with the Registrar's Office in order for registration to be complete.

Credits: 3 to 6

EDU 6910 - Reading Comprehension: Theory and Practical Application

This course emphasizes theoretical and practical consideration of current approaches to reading instruction and new reading materials: theoretical, to consider the educational and psychological bases for the approaches; practical, to allow each participant to develop a personally relevant framework for selecting and evaluating new methods and materials.

Credits: 3

EDU 6920 - Educational Research

This course helps each candidate to be an intelligent user of research and resources, and to be able to interpret statistics. Emphasis on identifying and analyzing various research methods in education. Basic statistical methods used in educational research will be presented.

Credits: 3

EDU 6950 - Final Product: Seminar

Final product represents the culminating experience in the Master of Education program. The goal is integration of course work through the application of content to a project or study specific to the student's focus. Students provide a conceptual or theoretical perspective for their work, implement a project or study, prepare a written document that demonstrates content mastery, successful completion of the project and lessons learned from the final experience and analysis. An oral presentation to the faculty committee and interested others is also required.

Prerequisites & Notes

The prerequisites are graduate standing and completion of the Final Product Planning Seminar.

Credits: 3 to 6

Exercise Science

AHS 5020 - Motor Development & Learning

This course offers a study of sensory-motor growth and development of the pre-natal to adult human. Emphasis will be placed upon models, theories, and experiments which assess motor learning through tests of motor performance. Three classroom hours and one two-hour lab per week.

Prerequisites & Notes

There is a lab fee. The prerequisite is PSY 120.

Credits: 4

AHS 5710 - Topics in Allied Health Sciences

This course offers an opportunity for students to concentrate on topics and issues related to the field of Allied Health Sciences. The course may be repeated for credit but the total may not exceed four credits.

Prerequisites & Notes

The prerequisites are junior or senior standing and permission.

Credits: 1 to 4

Geography

GEO 5710 - Topics in Geography

This course provides graduate students the opportunity to pursue topics of special interest in geography appropriate for the 5000-level.

Prerequisites & Notes

The prerequisite is an undergraduate degree.

Credits: 1 to 3

Geology

SED 5440 - Introduction to Geology I

This course investigates changes that have occurred in landscapes over a long time which are detected by a study of the processes of rock weathering, erosion, deposition, regional uplift and subsidence, folding and faulting, metamorphism and igneous activity. The instruction proposes a partial geologic history of northern New England that appears consistent with these processes and also consistent with observations made on two half-day and two all-day field trips. The course provides exercises using topographic maps, vertical aerial photographs and geologic maps. The course requires three classroom hours and one two-hour lab per week.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5450 - Introduction to Geology II

This course investigates the evolution of the northern Appalachian landscape with the help of small-scale geologic maps. The instruction attempts to make this geologic history consistent with Plate Tectonic (Continental Drift) Theory. It studies the evolution of other landscapes all over the world in the light of the geologic history of the northern Appalachians and Plate Tectonic Theory. The course includes at least three all-day field trips to localities within an area bounded by the Connecticut Valley of northern Massachusetts, the St. Lawrence Lowland near Montreal, and the White Mountains. The course requires three classroom hours and one two-hour lab per week.

Prerequisites & Notes

The prerequisite is SED 5440. There is a lab fee.

Credits: 4

SED 5460 - Mineralogy

Mineralogy includes such major topics as crystallography of minerals, identification of minerals and rocks, origin of minerals, and mineral resources. The course includes field trips. The course requires three classroom hours and one two-hour lab per week.

Prerequisites & Notes

The prerequisite is SED 5450. There is a lab fee.

Credits: 4

SED 5470 - Geology III

This course explores structural geology and geomorphology in the context of regional geology. Fieldwork is expected. Detailed study of geologic processes, structures and landforms will include construction of geologic maps and cross-sections. Two classroom and three lab hours per week.

Prerequisites & Notes

Prerequisites are SED 5440 and SED 5450. There is a lab fee. This course is offered every even-numbered fall.

Credits: 4

SED 5480 - Aqueous Geochemistry

This course introduces students to the theoretical foundations governing the chemistry of ground and surface waters. Particular attention is given to carbonate and silica equilibria, which are the systems most responsible for the chemical behavior of natural waters. The course includes three hours of lecture per week.

Prerequisites & Notes

The prerequisites are SED 5320 and SED 5440. SED 5330 is strongly recommended. There is a course fee. This course is offered every odd-numbered fall.

Credits: 4

SED 5510 - Geology Modules

Geology Modules offer the intensive study of a variety of current topics in geology, offered in response to the current interests of the students and faculty. Examples of topics include paleoclimatology of the last five million years, a survey of our economic mineral resources, and the glacial geology of northern Vermont and adjacent Quebec. Some modules may be taken for major elective credit with written permission. The course requires fifteen lecture/lab hours

per credit.

Prerequisites & Notes

Permission of the instructor is required. There is a lab fee.

Credits: 1 to 4

SED 5520 - Hydrogeology

The course explores such topics as hydrologic cycle porosity and permeability of geologic material, hydraulic head, flow nets, pump tests, steady and unsteady flow patterns in aquifers, migration of solute fronts in aquifers, geology of groundwater occurrence. Some of these topics include a discussion of flood control, waste disposal, drinking water supplies, sources of water pollution and soil quality. At least two of these problems will be investigated in northern Vermont.

Prerequisites & Notes

The prerequisite is SED 5440. There is a lab fee.

Credits: 4

SED 5530 - Environmental Geologic Mapping

This course includes topics such as surveying concepts necessary for the preparation of topographic and geologic maps, interpretation of aerial photographs, topographic maps, bedrock geologic maps, surficial geologic maps, daytime photographic infrared imagery, Lands at multi-spectral scanning imagery, thermal infrared scanning imagery and radar sensing imagery, and a discussion of geographic information systems. The course includes a major exercise of the construction of a geologic map of a nearby area.

Prerequisites & Notes

There is a lab fee.

Credits: 4

History

HIS 5710 - Topics in History

This course provides graduate students the opportunity to pursue topics of special interest in history appropriate for the 5000- level.

Prerequisites & Notes

The prerequisite is an undergraduate degree.

Credits: 1 to 3

Mathematics

MAT 5110 - Math History For Teachers

This is a survey of the development of mathematical thought from ancient times to the present. The course considers the interplay between mathematics and political, social, and intellectual history. Assignments explore historical methods of solution, famous mathematical questions, the work of individual mathematicians, and the rise of various branches of mathematics. The importance of history in the math classroom and methods of incorporating math history in the school curriculum are discussed. A curriculum project is required.

Credits: 3

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

This course is designed to build a deep understanding of the concepts of number and arithmetic important in elementary and middle school teaching and to support standards based instruction. By experiencing, discussing, and reflecting on mathematical concepts and problem solving, participants will expand their mathematical understanding. In a supportive environment, the course will be increasing the student's content knowledge within this standard and developing enhanced problem solving skills and strategies and their own confidence as teachers of mathematics. The course will examine the K-8 curriculum in the Functions and Algebra strand.

Credits: 3

MAT 5130 - Geometry in the K-8 curriculum

This course is designed to build a deep understanding of the concepts of geometry important in elementary and middle school teaching and to support standards based instruction. When ever possible we will make connections across the content strands. By experiencing, discussing, and reflecting on mathematical concepts and problem solving, participants will expand their mathematical understanding. In a supportive environment, the course will be increasing the student's content knowledge in geometry and developing enhanced problem solving skills and strategies and their own confidence as teachers of mathematics. The course will examine the K-8 curriculum in geometry, including several of the standards based programs and portfolio problems.

Credits: 3

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

This course is designed to give participants the content background needed to help them help their students meet the Vermont Standards for Statistics and Probability Concepts. Class sessions will consist mainly of explorations and activities appropriate to the elementary or middle school classroom followed by a discussion of the concepts and the implications for the classroom. Participants will also turn in portfolio problems and reflect on outside readings.

Credits: 3

Meteorology

MET 5710 - Topics for Teachers

This course is intended primarily for teachers who are interested in enhancing and updating the content of the courses they teach. Topics will be chosen from among those typically offered by the Meteorology Department. Specific topics and level will vary. Course may be repeated for credit when no duplication of experience results.

Prerequisites & Notes

The prerequisites are graduate standing and permission.

Credits: 1 to 4

Natural Science: Biology

SED 5010 - Bird Identification

This course is designed for students interested in being able to identify the local birds in field and in laboratory. Final field test and bird list required.

Prerequisites & Notes

There is a lab fee.

Credits: 2

SED 5020 - Field Ornithology

This course is a field-oriented course designed for students interested in the study of birds primarily as an avocation. Identification, conservation, and life history of the local bird fauna are stressed.

Prerequisites & Notes

There is a lab fee.

Credits: 3

SED 5030 - Principles of Ornithology

The instruction provides an elementary study of the principles of bird biology, including morphology, general physiology, taxonomy, evolution, and migration.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5040 - Human Anatomy and Physiology I

The instruction covers topics including the skeletal, muscular, articular, integumentary, respiratory, and digestive systems, and a discussion of metabolism and nutrition. The class requires three classroom hours and one two-hour lecture/lab per week. Chemistry is recommended.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5050 - Human Anatomy and Physiology II

This course includes such topics as the circulatory, immunological, nervous, endocrine, urinary, and reproductive systems, development, aging, and disease. The class requires three classroom hours and one two-hour lecture/lab per

week. Chemistry is recommended.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5060 - The Plant Kingdom

The Plant Kingdom presents a survey of the plant world from an evolutionary viewpoint. The lectures trace the form and structure of the flowering plants back through the course of evolution to some of the simplest forms of plant life, through a consideration of the anatomy, morphology, and life cycles of living and extinct groups of plants. Frequent local field trips and a full-day trip to the Montreal Botanical Gardens are included. The laboratories center on the examination of reproductive characteristics of the plant groups. The class requires three classroom hours and one two-hour lab per week.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5070 - Plant Growth and Function

This course introduces plant physiology, growth and development, and genetics. The lectures include plant cell ultrastructure, photosynthesis, respiration, vascular translocation, transpiration, growth regulation by hormones, plant differentiation, germination and seed dormancy, and plant breeding and genetics. The laboratories focus on the demonstration of plant functions by experimental methods. Students will grow plants to observe developmental processes and for experimental purposes. The course requires three classroom hours and one two-hour lab per week.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5080 - Principles of Zoology

The instruction offers a study of the basic principles underlying animal biology and emphasizes the gross anatomy and physiology of major systems, comparative evolution, genetics, and embryology. The course requires three classroom hours and one two hour lab per week.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5090 - Introduction to Biology

An introduction to the study of life, including cells, organisms, ecosystems, and evolution, and the techniques of the biologist.

Credits: 4

SED 5110 - Wildlife Biology and Management

Topics for this course include the basic principles of ecology, introduction to fishes, amphibians, reptiles, birds, and mammals, human impacts on soils, plants, animals, and the environment. Discussions address ways to work toward an appreciative and respectful coexistence. The laboratory emphasizes unique aspects of plant and animal interactions, water ecosystems, biodiversity, and the interrelatedness of biological systems.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5120 - Survey of Animal Kingdom

The course takes students on a journey through the animal kingdom, from animal-like protists, to invertebrate mollusks, worms, and arthropods, to the vertebrates: fishes, amphibians, reptiles, birds, and mammals. Elementary principles of ecology introduce the course. Laboratory time focuses on live and preserved representatives of each animal group. The course requires three classroom hours and one two-hour lab per week.

Prerequisites & Notes

There is a lab fee. This course is offered every spring.

Credits: 4

SED 5130 - Field Zoology

This course investigates the local animal groups with a particular emphasis on protozoa, molluscs, arthropods, and vertebrates. The lectures include taxonomy, life history of selected types— including economically important kinds— modes of adaptation to the environment and zoogeography. The combined laboratory/field approach includes the study of identification, preparation and collection techniques, structure, observations of behavior, and local distribution. Students make a collection or do an elementary field project. The course requires two classroom hours, one three-hour lab per week.

Prerequisites & Notes

The prerequisite is one semester of biological science. SED 5120 is recommended. There is a lab fee.

Credits: 4

SED 5140 - Natural History of Vertebrates

The course provides a study of the phylogeny, evolution, biogeography, physiology, and general-life histories of the vertebrates, with emphasis on the New England fauna. The laboratory work includes the study of a selection of examples from each vertebrate class with a view to better understanding the phylogeny and morphology of each group and their environmental adaptation. The course requires two classroom hours and one three-hour lab per week.

Prerequisites & Notes

The prerequisite is SED 5120 or permission. There is a lab fee.

Credits: 4

SED 5150 - Animal Behavior

Animal Behavior explores the relationship of ecology, taxonomy, and evolution to behavior from the viewpoint of natural selection. The instruction includes such topics as the principles of animal behavior; the concepts and methods of study; invertebrate and vertebrate nervous organization, communication, and social behavior. The laboratories include experimental investigations, films, and field trips. The course requires two two-hour combination lecture/ labs per week and several extended field trips.

Prerequisites & Notes

The prerequisite is one course from SED 5080, 5120, or permission. There is a lab fee.

Credits: 4

SED 5160 - Introduction to Microbiology

The instruction of this course focuses on the study of microorganisms, including growth and morphology of representative organisms, microbial physiology, and selected topics in bacterial pathogenesis, virology, and immunology. The laboratory exercises develop fundamental skills in aseptic technique, microscopy, pure culture study, and the isolation and identifications of selected microorganisms.

Prerequisites & Notes

The prerequisites are one year of Chemistry and one semester of Biology, or permission. There is a lab fee.

Credits: 4

SED 5170 - Physiology of Exercise

This course provides a systematic study of human physiological, biochemical processes, activities and phenomena as observed during and after physical exercise.

Prerequisites & Notes

The prerequisite is SED 5040. There is a lab fee.

Credits: 4

SED 5180 - Genetics

Genetics features a study of the fundamental principles of inheritance. The instruction includes the study of such topics as molecular, Mendelian, and population genetics. Laboratory work includes breeding experiments with fruit flies and flowering plants, cytological observation of chromosomes, protein and nucleic acid electrophoresis, and bacterial mutation and transformation. The course requires three classroom hours and a two-hour lab per week.

Prerequisites & Notes

The prerequisites are one year of biological science and SED 5320. There is a lab fee.

Credits: 4

SED 5210 - Introductory Biochemistry

This course provides an introduction to the principles of biochemistry. Topics studied include the structure, function, reactions, and metabolism of carbohydrates, lipids, proteins, and nucleic acids. The course requires three laboratory hours per week.

Prerequisites & Notes

The prerequisites are SED 5320 SED 5330, and either SED 5040 SED 5050, or SED 5060 SED 5080, or SED 5070 SED 5120 There is a lab fee.

Credits: 4

SED 5220 - Field Botany and Dendrology

This course introduces students to the principles of classification and identification of the vascular plants. The lectures cover phylogenetic and artificial systems of classification, nomenclature, phytogeography, and the concept of natural variation within populations and its evolutionary significance. The laboratory centers on a study of the major divisions of vascular plants. Specimens collected in the field are compared with the herbarium collections. Students learn to use keys and interpret technical descriptions. Two collections of 25 specimens are required: herbs in flowering condition and woody plants in the winter condition. The course requires two two-hour lab/lectures per week.

Prerequisites & Notes

The prerequisite is one semester of biology. There is a lab fee.

Credits: 4

SED 5230 - Advanced Systematic Botany

Topics for this course include the systematics of the more difficult groups of vascular plants, e.g., the pteridophyta, aquatic plants or graminoids, and an introduction to the methods employed in modern systematic research. Field trips, a plant collection, and a project are required.

Prerequisites & Notes

The prerequisites are SED 5060 and 5220, or permission. There is a lab fee.

Credits: 4

SED 5240 - Biology Module

Biology Modules provide an intensive study of a variety of current topics in biology, and is offered in response to the current interests of the students and faculty. Some modules may be taken for major elective credit with written permission. The course requires fifteen lecture/lab hours per credit.

Prerequisites & Notes

Permission of the instructor is required for registration. There is a lab fee.

Credits: 1 to 4

SED 5250 - Ecology

Ecology offers a study of the general principles of modern ecology including limiting factors, distribution, populations, communities, and the ecosystem concept. The laboratory and field work emphasizes quantitative techniques of experimental analysis. Field trips include all the local spectra of habitat types and, tentatively, one trip to a marine environment. The course requires three classroom hours, one three-hour lab per week.

Prerequisites & Notes

The prerequisites are Botany and Zoology, or permission. There is a lab fee.

Credits: 4

SED 5260 - Seminar in Conservation Biology

This seminar features a detailed study of the major problems and issues of the new discipline of Conservation Biology with an emphasis on endangered ecosystems and species.

Prerequisites & Notes

The course requires two two-hour meetings per week. It is open to non-science majors with permission.

Credits: 4

SED 5270 - Research in Science

This course presents the opportunity for detailed study of an original problem chosen in conjunction with an appropriate faculty member. Consultation for admission to this course must occur at least one semester prior to enrollment. The study must be approved by the faculty advisor(s), followed by the submission of a literature search, an outline of the problem, and a final written report. The written report should be defended orally before the Science Department. Students concentrating in environmental science are expected to include a field orientation in their research. Weekly meetings with the advisor(s) are required. Any Science major is eligible, with permission.

Prerequisites & Notes

There is a lab fee.

Credits: 1 to 4

Physics

SED 5550 - Introduction to Astronomy

This course develops the subject of astronomy historically from the ancient Greeks through the Renaissance to modern astronomy. This course includes the solar system, comets, meteors, and the tools of the astronomer. Initially, the course emphasizes star and constellation identification through classroom discussions, slides, visits to the Fairbanks Planetarium, and field trips at night.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5560 - Astronomy and the Universe

This course studies the nature of the universe from the birth of stars to black holes. It includes the study of galaxies, pulsars, quasars, current cosmological theories, and the search for dark matter.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5570 - Introduction to Electricity & Electronics

This course introduces the basic physics of electricity and magnetism, fundamentals of DC and AC circuit theory, semiconductor devices, electronic circuits, digital electronics and communication systems. The lab work involves the use of basic electric and electronic equipment and experiments pertaining to subject matter.

Prerequisites & Notes

The prerequisite is MAT 1020, or permission. There is a lab fee.

Credits: 4

SED 5580 - Fundamental Physics I

Although this treatment of fundamental physics is analytical rather than merely descriptive, no mathematics beyond algebra is necessary for this course. The instruction includes such topics as linear and rotational motion, force, momentum, energy, heat and related conservation laws.

Prerequisites & Notes

The prerequisite is MAT 1020. There is a lab fee.

Credits: 4

SED 5610 - Fundamental Physics II

This course includes such topics as electricity, magnetism, electromagnetic waves, and modern physics.

Prerequisites & Notes

The prerequisite is SED 5580. There is a lab fee.

Credits: 4

SED 5620 - Fractals for Everyone

This course introduces self-similarity and fractal shapes in general and random fractals occurring in nature in particular. The course covers fractal dimension from coastlines to clouds, random walks and diffusion, fractal growth processes from forest fires to epidemics, and other fractals in the sciences using computer software.

Prerequisites & Notes

The prerequisite is MAT 1020 or equivalent. There is a lab fee.

Credits: 2

SED 5630 - Classic Physics I

Physics I introduces, calculus-based physics, covers vectors, translational and rotational kinematics, Newtonian mechanics, non-inertial reference frames, work and energy, momentum, conservation laws, and collision theory. The course requires five hours of lecture, recitation and laboratory per week.

Prerequisites & Notes

The prerequisite is MAT 1531. There is a lab fee.

Credits: 4

SED 5640 - Classic Physics II

Physics II covers rotational dynamics, fluid statics and dynamics, temperature, kinetic theory, thermodynamics, and wave theory. The course requires five hours of lecture, recitation and laboratory per week.

Prerequisites & Notes

The prerequisite is SED 5630. There is a lab fee.

Credits: 4

SED 5650 - Classic Physics III

Physics III examines electric forces and fields, magnetism, direct and alternating current circuits, Maxwell's Equations, electromagnetic waves, geometric and wave optics, blackbody radiation, and turbulence and turbulent flows.

Prerequisites & Notes

The prerequisite is SED 5640 and MAT 2532. There is a lab fee.

Credits: 4

SED 5660 - Energy, Environment and Society

This course focuses on such topics as energy sources and transformations, energy use and crises, environmental impact, alternative energy systems, solar energy, energy conservation, problems associated with nuclear power, and relations between energy use and environmental pollution.

Prerequisites & Notes

There is a lab fee.

Credits: 4

SED 5670 - Introduction to Chaos

This course provides examples of chaotic systems, diodes, population growth, Lorentz model of convection, determinism and unpredictability, the pendulum as a chaotic system, trajectories in phase space, Poincaré sections, the logistic map and bifurcations, measure of chaos, Lyapunov exponents, dimension, and one experiment involving a chaotic system.

Prerequisites & Notes

The prerequisites are MAT 1531 and SED 5580 or SED 5630. There is a lab fee.

Credits: 2

SED 5680 - Modern Physics

Modern Physics introduces the formal treatment of theory of relativity, quantum mechanics, atomic structure, statistical physics, solid-state physics, nuclear structure, elementary particles, general relativity and cosmology.

Prerequisites & Notes

The prerequisite is SED 5650 or permission. There is a lab fee.

Credits: 4

SED 6010 - Physics Modules

Physics Modules provide an intensive study of a variety of current topics in physics, and is offered in response to the current interests of the students and faculty. The course topics could include alternative energy systems, nuclear reactor technology, or the physics of life systems. Some modules may be taken for major elective credit with written permission. The course requires fifteen lecture/lab hours per credit.

Prerequisites & Notes

Permission of the instructor is required for registration. There is a lab fee.

Credits: 1 to 4

SED 6020 - Environmental Pollution

Environmental Pollution studies the impact of hazardous emissions, their production and transport in the environment, water, air and soil pollution, nuclear waste and waste disposal, environmental techniques and instrumentation, environmental regulations, and some case studies.

Prerequisites & Notes

The prerequisites are SED 5310 or SED 5330, MAT 1410, SED 5610, SED 5640 or permission. There is a lab fee.

Credits: 4

Political Science

POS 5710 - Topics in Political Science

This course provides graduate students the opportunity to pursue topics of special interest in political science appropriate for the 5000-level.

Prerequisites & Notes

The prerequisite is an undergraduate degree.

Credits: 1 to 3

Psychology

PSY 5020 - Psychological Testing

Test and Measurements studies standardized tests, their function, selection, administration, statistical summarization, interpretation, and their use by various social, educational, and industrial agencies.

Credits: 3

PSY 5710 - Topics in Psychology

This course offers graduate students the opportunity to concentrate on topics not covered in the graduate Psychology curriculum.

Prerequisites & Notes

The prerequisite is graduate standing.

Credits: 1 to 4

PSY 6070 - Counseling Strategies for Teachers

This course is designed for professionals who work with children and adolescents in a variety of settings, particularly the classroom. Class members will study listening skills and counseling techniques that can be used to improve students' self-esteem, interpersonal interactions, and the psychological climate of the classroom. Focus will be on promoting gender and other equities in the academic and social environment. Theoretical approaches include humanism, creative visualization, cognitive-behavioral techniques, and the development of emotional intelligence. Thus, the course will aim to help teachers use knowledge and skills to facilitate students' social development and emotional growth on a daily basis.

Credits: 3

PSY 6140 - Development Psychology: Child and Adolescent

This course will take a topical approach to studying the biological foundations, cognitive, emotional, and social changes that occur throughout childhood and adolescence. Students will learn about both the sequence of development and the processes that underlie it, as well as the important impact that context and culture has on the developing child and adolescent. An emphasis will be placed on theories, current research, as well as basic research design and methodology. The interrelatedness of theory, research, and application will be stressed.

Prerequisites & Notes

The prerequisite is graduate standing.

Credits: 3

PSY 6150 - Family Interaction: Theories and Therapies

Various theories of family interaction will be introduced, including the works of Satire, Jackson, Minuchin, Whitaker, and others. Emphasis will be on students gaining an in-depth understanding of their own family systems. Techniques for facilitating healthy family relationships, as well as a variety of therapeutic approaches, will be examined and applied to specific dysfunctional family systems.

Prerequisites & Notes

The prerequisite is nine hours in Psychology.

Credits: 3

PSY 6170 - Counseling Children and Adolescents

This course is designed to help students understand and evaluate childhood and adolescent disturbances, explore various means of assessing children and adolescents in the context of their families and environment, and examine intervention practices, strategies and techniques for treating children and adolescents. Through an indepth survey of childhood and adolescent disorders, students will become competent in the application of the DSM-IV diagnostic criteria. Students will also have the opportunity to apply and critique several of the counseling techniques, such as play

therapy and behavior modification.

Prerequisites & Notes

A practicum is required. The prerequisite is nine hours in Psychology.

Credits: 3

Recreation Resource and Ski Resort Management

OER 5010 - Introduction to Outdoor Education

This course introduces the history and significance of the outdoor education movement. Classroom and outdoor-learning experiences emphasize methods of integrating out door education with the school curriculum and foster the skills, attitudes, and appreciation of environmentally sound outdoor living.

Credits: 3

OER 5020 - Topics in Recreation Resource Management

Topics in Recreation and Resource Management explore special problems or topics in recreation program management, travel and tourism, and resource development in each of the department's concentrations. Emphasis is on synthesis of information. Topics may include resort economics, ski area marketing and guest services, adventure-based programming, issues and trends, community tourism development, recreation resource planning, and GIS (Geographic Information Systems) technology in resource planning.

Credits: 1 to 6

OER 5031 - Facilitator Competency for Ropes Course I

This course introduces the use and integration of initiative activities and low ropes course elements in school and staff training and development environments. Topics include programs and curricula, facilitation techniques, student outcomes, training and management issues, and safety. There is a lab fee.

Credits: 2

OER 5032 - Facilitator Competency for Ropes Course II

This course introduces the use of high ropes course elements in school and staff training and development environments. Topics include: programs and curricula, facilitation techniques, student outcomes, training and management issues, and safety.

Prerequisites & Notes

There is a lab fee. The prerequisite is REC 596 or permission.

Credits: 2

OER 5050 - Adventure-Based Techniques for Counselors and Teachers

This course is designed for counselors and teachers interested in the integration of adventure-based learning into their professional settings and situations. Emphasis is placed on the understanding and use of full-value contract, challenge-

by-choice, group process, and the development of adventure-based facilitation skills.

Credits: 3

OER 5060 - Wilderness-Based Techniques for Counselors and Teachers

This course is designed for counselors and teachers interested in the integration of wilderness-based activities into their professional settings and situations. Emphasis is placed on wilderness trip preparation, wilderness skill development, group management skills, and safety considerations.

Credits: 3

OER 6910 - Independent Study in Recreation Management

This course provides an individual exploration of a specialized area in consultation with a faculty member. An independent study contract including a review of literature, project outline, and plans for a final presentation must be negotiated with the instructor before registration.

Credits: 1 to 6

Science

SED 6040 - Special Topics In Environmental Science

This seminar offers a weekly discussion of selected current topics from the fields of earth science and ecology. The instruction includes several reports researched and presented by students. All Environmental Science majors are required to attend and participate regularly in the seminar during their junior and senior years. All potential Science majors are invited to attend the seminar. The seminar may be repeated for additional credit.

Credits: 1

SED 6050 - Topics in Science Education

This course covers a specific topic in science education. Problems in teaching science, research in science education, and teaching science to the special student are among the semester course topics. This course may be repeated for credit. Students should consult with the instructor about the specific topic scheduled.

Credits: 1 to 3

SED 6060 - History of Science

History of Science covers the foundations and growth of scientific thought and achievements from antiquity to the present day. The instruction emphasizes the logic of science, scientific concepts, scientific explanations and the development of these notions through history. It also offers discussions on scientific revolutions and critical points in human thinking in relation to natural phenomena, from Aristotle to Einstein.

Prerequisites & Notes

The prerequisite is a minimum of two undergraduate courses in Natural Sciences or permission.

Credits: 4

SED 6070 - Graduate Science Teaching Internship

Graduate Science Teaching Internship offers practical experience in implementing skills and knowledge in a teaching situation. Appropriate situations may include internship with an experienced science teacher at the elementary or secondary level, internship with a Department of Natural Sciences faculty member, or implementation in the classroom with evaluation by representatives of the MST Committee. A final written analysis of the experience is required. Six hours per week, per semester, or an equivalent amount of time is required.

Prerequisites & Notes

The prerequisite is permission of the MST Committee.

Credits: 1 to 3

Social Science

SOC 5710 - Topics in Sociology

This course provides graduate students the opportunity to pursue topics of special interest in sociology appropriate for the 5000-level.

Prerequisites & Notes

The prerequisite is an undergraduate degree.

Credits: 1 to 3

SSC 5710 - Topics in Social Science

This course provides graduate students the opportunity to pursue topics of special interest in social sciences appropriate for the 5000-level.

Prerequisites & Notes

The prerequisite is an undergraduate degree.

Credits: 1 to 3

Faculty and Staff

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

- [The Faculty](#)
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The Faculty

[^ TOP](#)

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

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

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

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

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

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

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

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

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

CARPENTER, JOSHUA G. (2002) Assistant Professor of Psychology, B.A. Oberlin College; M.S. Audubon Expedition Institute/Lesley College; M.A. Johnson State College; Ph.D. University of Idaho

COFFIN, DEBORAH G. (2001) Associate Professor of Allied Health Sciences and Physical Education, B.S. University of Maine; M.Ed. University of Maine; Ed.D. University of Massachusetts

CONANT, DAVID S. (1976) Professor of Science (Botany), B.S. University of New Hampshire; Ph.D. Harvard University

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

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

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

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

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

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

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

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

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

PARISI, PHILIP J. (2004) Instructor, Interactive Digital Media, B.F.A. School of Visual Arts; M.F.A. Hunter College; A.S., Champlain College.

POBER, DAVID (2005) Assistant Professor of Exercise Science, M.S. University of Massachusetts, Amherst

PORTNER, RICHARD J. (1977) Professor of Television Studies and Fine and Performing Arts, B.S. St. Cloud University; M.A. Emerson College; M.S. Boston University

- DAVIS, MARILYNN, Assistant Professor of Education, B.A., M.Ed. and Ed.D., University of Vermont .
- DELEO, CATHERINE (1977) Professor of Recreation Resource and Ski Area Management, B.S. Northeastern University; M.S. Northeastern University; Ed.D. Boston University
- DELEO, JOHN (1976) Professor of Recreation Resource and Ski Area Management, B.S. Northeastern University; M.S. University of Utah; Ed.D. Boston University
- DIXON , ROBERT H. (1965) Associate Professor of Political Science, B.A. University of Denver; M.A. University of Colorado
- FARRELL, KEVIN J. (1990) Associate Professor of Mathematics, B.S. Nasson College; M.S. University of Vermont; Ph.D. University of Rhode Island
- FINGERHUT, WILLIAM A. (1981) Professor of Meteorology, B.A. California State University-San Jose; M.S. California State-San Jose; Ph.D. Colorado State University
- GILMAN, CHANDLER R. (1998) Associate Professor of English, B.A., Williams College; M.A., University of New Hampshire; M.F.A., Vermont College of Norwich University
- GLENTZ BRUSH, KELLY A. (2002) Assistant Professor of Digital & Graphic Arts, B.F.A. Kansas City Art Institute; M.F.A. University of Kansas
- HAYM, GORDON E. (2001) Assistant Professor of Business Administration, B.S., Princeton University; M.S., Columbia University; M.B.A., New York University.
- HERTZ, BARRY (1980) Professor of Education, B.A. Bryant College; Ed.M. Temple University; Ed.D. Temple University
- HILTON, MARK (1999), Assistant Professor of Business Administration, B.S. Lyndon State College; M.B.A. Plymouth State University
- KOROL, RHONDA (1995) Associate Professor of Psychology, B.A. Dartmouth College; B.S. University of Minnesota; M.A. University of Cincinnati; Ph.D. University of Cincinnati
- LATHROP, ALISON S. (1999) Associate Professor of Geology, B.Sc. Bates College; Ph. D. Dartmouth College
- RAZZANO, ELAINE (1995) Associate Professor of English, B.A. Georgian Court College; M.A. Seton Hall University; M.Ed. Plymouth State University; Ph.D. Suny Buffalo
- ROSSI, RONALD R. (1976) Professor of Psychology, B.A. Drew University; M.A. University of Cincinnati; Ph.D. University of Cincinnati
- SEARLS, PAUL (2005) Assistant Professor of History, B.A., Hobart College; M.A., University of Vermont; Ph.D., New York University . After Ron Rossi
- SGHERZA, ANTHONY (2004), Associate Professor of Exercise Science, Kean College of NJ, B.A.; University of Pittsburgh, B.S.; Long Island University M.S.; New York University, Ph.D.
- SHAFER, JASON (2005) Assistant Professor of Meteorology, B.S., Plymouth State College; M.S. University of Utah
- SHERRER, MARGARET (2005) Assistant Professor of Psychology, B.A., University of Rhode Island; M.S.W., Rhode Island College
- SHINE, PATRICIA (2003) Assistant Professor of Human Services, M.S.W. Simmons School of Social Work; B.A. Adelphi University
- SIEGEL, RACHEL S., CFA, (1990) Professor of Business Administration, B.A. Yale University; M.B.A. Yale University
- STROKANOV, ALEXANDRE A. (2000) Associate Professor of History, B.A. Perm State University (Russia), M.A. Perm State University, Ph.D. Perm State University
- STURM, TIMOTHY M. (1982) Professor, Special Education, B.A. Beloit College; M.S. University of Wisconsin; Ph.D. University of North Carolina
- THEORET, JULIE M. (2000) Assistant Professor of Mathematics B.S. University of Vermont, M.S. University of Virginia, Ph.D. University of Virginia
- TUCKER, BARCLAY (2001) Assistant Professor of Digital & Graphic Arts, B.F.A. University of Utah; M.A. Syracuse University
- VINOGRADOVA, YULIYA, Assistant Professor of Natural Sciences, B.S. Bowling Green University

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

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

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

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

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

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

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

* on sabbatical Fall 2005 and Spring 2006

Part-time Faculty

[^ TOP](#)

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

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

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

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

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

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

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

COTTE, WILLIAM, Music

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

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

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

LEVITT, ELLEN, Art, Digital and Graphic Arts

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

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

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

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

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

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

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

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

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

DOUCETTE, SARAH, Allied Health Sciences

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

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

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

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

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

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

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

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

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

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

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

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

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

KELLAR, KRISTINE, Allied Health Sciences

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

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

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

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

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

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

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

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

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

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

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

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Professor Emeriti

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

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

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

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

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

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

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

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

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

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

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Tim L. Hale	Custodian
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Marie M. Heath	Alumni Records Specialist
Janis Henderson	Custodian
Susan P. Henry	Director of Intramurals/SHAPE Manager
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Michelle R. McCaffrey	Assistant Dean of Admissions
Darcie A. Miles	Executive Assistant to the President
Mark H. Mohrmann	Video Broadcast Technician
Lynda L. Morgan	Staff Assistant, Institutional Advancement
Monique C. Morris	Library Specialist/Acquisitions
Gloria J. Moyse	Custodian
Paul J. Nadeau	Public Safety Officer
Geraldine N. Nelson	Custodian
Arthur W. Peake	Maintenance Supervisor
Richard E. Perron	Maintenance
Dawn M. Ramsdell	Teacher/Leader, ECVLC
Randall E. Rathburn	Admissions Counselor

Bruce A. Richardson	Director, NEK School Development Center
Annette M. Roberts	Fiscal Specialist
Angela Ryan-Williams	Special Services Counselor
Anthony P. Santacaterina	Senior Desktop Support
Karen E. Santorello	Records Specialist Registrars Office
Leo R. Sevigny	Associate Dean for Student Affairs
Tracy W. Sherbrook	Staff Assistant to Dean of Academic and Student Affairs
Takuya Shimamura	Webmaster
Edward W. Simpson	Information Technology Technician
Charles I. Sjolander	Maintenance
Brenda A. Sweet	Academic Secretary
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Janet M. Thorn	Coordinator of Library Access Services
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Mark H. Tucker	Meteorology Data Systems Administrator
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Timothy R. Ulrich	Assistant Director of Upward Bound
Christopher T. Ummer	Director of Athletics
Lisa M. Ummer	Assistant Director of Admissions
Theresa M. VanZile	Assistant Director of Financial Aid
Linda A. Wacholder	Director of Career Services
Patricia M. Webster	Cataloger
Diane B. Wells Tutor	Coordinator
Donna E. Wheeler	Director of Conferences & Guest Relations
C. Richard Williams	Director of Upward Bound
David H. Wood	Custodial Supervisor

Sherri H. Wood Records Specialist Registrars Office
Mary K. Yackley Staff Assistant, ECVLC
Aaron E. Young Telecommunications Technician

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

* Deceased

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Academic Calendar

Academic Calendar 2005-2006

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

Monday May 8th, 2006

Final Examinations

Sunday May 14th, 2006

Commencement