

Lyndon State College

2007-2008 Graduate Catalog

Catalog Home

Lyndon State College, in the heart of the Northeast Kingdom, is an exciting place to pursue graduate education. The college is deeply committed to providing continuing education to teachers and administrators throughout the Northeast Kingdom. The graduate program challenges educators to work collaboratively to increase their knowledge of human and natural communities, understand the world's interconnectedness, and realize that they are poised to help their students build more positive, sustainable futures.

The college, in alliance with the Northeast Kingdom School Development Center and the Vermont Higher Education Collaborative, offers educators and administrators opportunities to explore a wide variety of content areas; to recertify; to pursue teaching endorsements, leadership certificates or licenses; and to acquire advanced degrees in education. The field-based M.Ed. program challenges teachers and administrators to become practitioners who are thoroughly grounded in theory, technologically accomplished, engaged in implementation, action research and reflection, and are prepared to offer area students a relevant, meaningful education.

If you are interested in enrolling in a graduate program or taking a graduate course, please call the Admissions Office at (802) 626-6413. Dr. Margaret Ronald, in the Graduate Education Department, is available to discuss how Lyndon State College can meet new and emerging professional development needs for our region's teachers and administrators.

Certificates and Degree Programs

The college offers two graduate degrees, a certificate in Administrative Leadership, and a post-baccalaureate program. Students can work toward a Master of Science for Teachers (M.S.T.) or a Master of Education (M.Ed.) in Special Education or Curriculum and Instruction. The M.S.T. degree is geared to teachers who want to strengthen their science backgrounds. Individuals who are not certified teachers will be required to become certified as part of the program. The M.Ed. degree is designed to enhance teachers' abilities to help their students face the social, economic, and security issues of the 21st century. Teachers choosing the Curriculum and Instruction concentration are able to specialize in content or literacy.

Since Lyndon State College is working to ensure that all graduates have an understanding of how we can work towards a more sustainable future, the core of the graduate curriculum is designed to ensure that teachers are able to share with their students the values, knowledge and tools they will need to respond to the challenging times ahead.

An Administrative Leadership certificate is available to students looking to move into administration either in the public sector or in education. The certificate is not a degree program, however it provides a springboard for educators to work toward principal or superintendent licensure or an M.Ed.

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. In 2005, a new residence hall and community building was constructed. The building was named The Rita L. Bole Complex - a continuing tribute to Miss Bole's legacy.

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

President Carol A. Moore

Lyndon State College - Core Values:

Quality Education

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

Experience

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

Opportunity

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

Community

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

Integrity

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

Campus Life

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

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

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

Samuel Read Hall Library

[^ TOP](#)

The LSC Library, located in the heart of the campus, is a hub of learning for the College and the local community. The Library is 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 access to numerous resources such as online databases, print and electronic books, print and electronic periodicals, DVD and VHS videos and music CDs. The Library also has a very service-minded staff who help students find the information they need regardless of location.

Most of the Library's online resources are available to our campus community from off-campus as well. The web address for the Library is : www.lyndonstate.edu/library. There also are several special collections in the Library including the Vermont Room, housing materials relating to the Northeast Kingdom and Vermont, the College archives and the Instructional Materials Center.

One additional and important Library service is providing support for Blackboard course sites. The College uses Blackboard, a web-based course management system, to facilitate classroom, hybrid, and online courses. Students and instructors can get help accessing and using their course sites through the Library Instructional Technology Office located on the first floor of the Library.

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

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

Information Technology Services

[^ TOP](#)

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

Several campus computer labs (providing both Windows and Macintosh computers) are available for student use 24 hours a day, seven days a week. Every computer connected to our network is connected to the Internet, and on-campus

computers can take advantage of library databases. All students, faculty, and staff are provided with e-mail services, network storage space, and personal web space. A Help Desk provides software and hardware support.

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

Academic Services

[^ TOP](#)

Academic Support Center

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

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

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

Mathematics Resource Center

If you need assistance at any level of mathematics, Lyndon provides you with math tutoring services. One-to-one or small group tutoring is provided, free of charge. Peer tutors work with students on a drop-in basis (no appointment necessary), and the lab is open Sunday through Thursday (hours will vary). Video tapes and mathematical software are also available.

Writing Center

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

Services for Students with Disabilities

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

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

Career Services

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

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

Veterans Affairs

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

Registrar's Office/Student Services Office

The Registrar's Office is incorporated into the Student Services Office and 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 Student Services Office in the Vail Lobby unless they register on-line with their faculty advisors.

Student Affairs

[^ TOP](#)

Health Services

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

Personal Counseling

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

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

Services for Commuters

Commuting students will find that Lyndon is committed to working with them—individually and as a group—to help 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.

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.

Campus Activities Board

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

Twilight Players

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

Sports

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

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

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

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

Rights and Responsibilities

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

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

[^ TOP](#)

General Information

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

- [Admissions](#)
- [Registration](#)
- [Graduate Policies and Procedures](#)
- [Graduation](#)
- [Human Subjects Research Policy \(Policy 153-IX\)](#)

Admissions

Students interested in pursuing the M.Ed. or M.S.T. degree are required to submit a completed Graduate Program Application package and schedule a formal interview. (For detail, see appropriate degree sections.) Students without Master's degrees who are working towards a certificate or second endorsement either at Lyndon State or through the Vermont Higher Education Collaborative and hope to obtain a M.Ed. are encouraged to apply for admissions as well. During the formal interview, an audit of transcripts from other graduate institutions will be conducted. Students who do not wish to enter a degree or certificate program are welcome to enroll in undergraduate or graduate courses without formal admission; however, they (non-matriculated students) may be refused registration on the basis of a previous record at the College.

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

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 Dean of Academic and Student Affairs or the Dean of Administration if you have questions or special needs.

Registration

Graduate students enroll using registration forms available from the Student Services Office. The College reserves the right to cancel prior registrations 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

Transfer Credit:

Up to twelve (12) graduate credits may be transferred into an LSC graduate degree. Core courses taken at other colleges and universities may only be transferred as electives while core courses taken at Lyndon within five years before matriculation into the M.Ed. program can be included in a degree program and do not count against the 12-credit transfer limit. 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 five (5) years prior to the date of matriculation.

A request for transfer credits is made to the Graduate Department chair, who makes the determination about the acceptance of credits. Transfer credits will count toward graduation only when approved by the Academic Dean within the first year after matriculation.

Independent Study:

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.

Non-matriculated Enrollment:

Students who have not been admitted to a certificate or 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 Student Services Office for current information., or check the school's web site at www.lyndonstate.edu.

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.

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.

Residency and Time Limit for Completion of Masters Degree:

Graduate degree programs consisting of thirty-six (36) credits must be completed within five (5) years. At least 24 of the 36 credits applied toward degree requirements must be taken at Lyndon State College.

Graduation

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)

An action research project is a prerequisite for graduation from all LSC Masters programs. All research involving human subjects requires approval of the Lyndon State College Institutional Review Board.

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 2007-2008 academic year and are subject to change. Check with the Business Office or Office of Academic Affairs for further information.

Graduate Tuition:*

Vermont Residents:	\$368/credit
Non-Residents:	\$794/credit
NH Residents falling under the Good Neighbor Program:	\$551/credit
NEBHE (New England Board of Higher Education):	\$551/credit

Graduation Fee : (one time fee due when filing Request to Graduate form) \$67

*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 Education

Master of Education (M.Ed.)

Educators are being challenged to ensure that future generations can innovatively satisfy their needs and improve their quality of life without compromising the capacity of the natural environment. This challenge requires that students be rigorously prepared, that they are able to draw connections between disciplines, work collaboratively, and understand and appreciate their roles within local democratic communities while maintaining a global perspective. The Master of Education degree program at Lyndon State College prepares teachers and administrators to meet these challenges.

The program provides teachers with a strong theoretical foundation, the most up-to-date technological and pedagogical practices and opportunities for implementation. Graduate students are expected to conduct an action research project and, as a culminating activity, present the results of their research.

Whenever possible, coursework is based in locations convenient to students. Content is presented both face-to-face and online. Classes are available during the school year (late afternoons, evenings and Saturdays) and during the summer.

The college offers a M.Ed. with a concentration in either Special Education or Curriculum and Instruction. Students electing to concentration in Curriculum and Instruction may choose to specialize in Literacy K-12 or their content area. Other specializations (license, endorsements) occasionally are available through the Vermont Higher Education Collaborative (VHEC) or in specially formed cohorts. Students taking courses through VHEC who find they would like to work towards a M.Ed. at Lyndon are encouraged to apply to the M.Ed. program early to enable faculty to work with them to design a program of study.

Course and Credit Requirements

The M.Ed. credit requirements include the completion of five core courses (16 credits) plus another twenty (2) credits of required and elective courses as appropriate for the particular concentration and specialization. One of the five core courses - EDU-6945 Independent Study Action Research - culminates the degree program. Students must complete their study and share the results of their research in order to graduate. Presentation or sharing of these results will be

scheduled to take place during the summer, but individuals may schedule the presentation at other times. The total of 36 credits must be completed within five years of matriculation.

All students wishing to acquire a M.Ed. must take each of the following courses:

- *EDU 6490 - Technology for Educators (2 credits)
- *EDU 6550 - Foundations and Issues of Education (3 credits)
- *EDU 6280 - Education, Culture and Ecology (3 credits)
- *EDU 6560 - Curriculum Development (3 credits)
- *EDU 6570 - Research Methods (3 credits)
- *EDU 6945 - Independent Study Action Research (2 credits)

TOTAL - 16 credits

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.

Students choosing a concentration in Special Education will, in addition to the above, take the following course work plus six (6) additional elective credits:

- *EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities (3 credits)
- *EDU 5470 - Reading Disabilities I (3 credits)
- *EDU 5220 - Learning Disabilities OR
- *EDU 5110 - Teaching Students with Special Needs:Elementary Emphasis (3 credits)
- *EDU 5450 - Assessment of Exceptional Students (3 credits)
- *Elective course work (8 credits)
- *Final Examination

Total - 20 credits

Curriculum and Instruction Concentration •

This concentration is available to teachers who desire to strengthen their understanding of curriculum building processes and instructional methods.

Specialization in Content Area:

Students choosing a concentration in Curriculum and Instruction with a specialization in content will, in addition to completing core course work for all M.Ed. students, take the following course work:

- *One graduate level methodology/pedagogy course (3 credits)
- *One graduate level literacy course (3 credits)
- *Additional content area credits (14 credits)

Total - 20 credits

Specialization in Literacy K-12:

The Literacy specialization broadens educator's understanding of reading and writing and provides them with a foundation for literacy teaching across different populations and content areas. The specialization is only open to Vermont educators who hold an endorsement in early childhood, elementary education, middles grades, the secondary content areas, or special education. Completion of this degree program enables students to acquire an endorsement as a Reading/English Language Arts Specialist. Those who hold this endorsement are authorized to function as a school-wide resource to support teachers to implement reading and writing instruction and assessment practices that are informed by research, and to provide instruction in reading and writing to students in grades Pk-12. Vermont's general competencies for Reading/English Language Arts Specialist are integrated into each course.

Students choosing a concentration in Curriculum and Instruction with a specialization in Literacy (primary or secondary) will, in addition to completing core course work for all M.Ed. students, take the following:

- *One additional graduate level curriculum course (3 or more credits)
- *One graduate level reading disability course (3 or more credits)
- *One graduate level literature/media course (3 or more credits)
- *One graduate level reading theory/praxis course (3 or more credits)
- *One graduate level writing theory/praxis course (3 or more credits)
- *One graduate level oral language theory/praxis course (3 or more credits)
- *One graduate level literacy leadership course (2 or more credits)

Total - 20 credits

Certificate Programs

Certificate of Graduate Study in Leadership

This certificate is designed for individuals working in business, industry, education, and human services who require further background in administration and leadership. The 16-credit-hour program is open to undergraduate and graduate students. Educators who desire administrative positions and are enrolled in LSC M.Ed. programs may work toward this certificate while fulfilling the requirements of their M.Ed. program. Administration licensure can be attained on a competency basis by supplying evidence to the Vermont Department of Education of mastery of administrative licensure competencies.

Additional Certificate Programs

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

Admissions

In order to be considered for admissions into the Master of Education program, applicants must submit a Graduate Admissions Portfolio to the Admissions Office. A formal interview is also required.

Graduate Admissions Portfolio

The complete Graduate Admissions Portfolio must contain:

1. a completed Graduate Program Application form (available online);
2. official transcripts of all undergraduate and graduate work (Note: student who completed courses or degrees at LSC must request that the Student Services Office forward a copy of their transcript to the Graduate Admissions Office);
3. at least two letters of recommendation from professional knowledgeable about the applicant's ability and commitment to complete a graduate degree;
4. a written statement of purpose; and,
5. a \$36 nonrefundable application fee.

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 will be discarded and the process must begin again.

Interview

An interview is required as part of the M.Ed. and M.S.T. admission process. The interview clarifies the applicant's professional and academic goals and allows the applicant and the graduate department to determine whether there is a fit between the LSC graduate program and the student's goals.

Interviews can be arranged by appointment anytime after the Graduate Admissions Portfolio is complete. Only students with complete Graduate Admissions Portfolios are eligible for interviews.

Matriculated Status

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

Completing a Degree Program

Faculty Advisors

Within one semester of acceptance, students select an advisor, review concentration requirements with the advisor, and develop a program of study. Advisors support students in completing requirements and planning independent activities (e.g., action research project). Students are responsible for monitoring their own degree requirements and progress.

Transfer Credit

Up to twelve (12) graduate credits may be transferred into an LSC graduate degree. A request for transfer credits is made to the Academic Dean, who makes the final determination about the acceptance of credits. To be eligible for transfer credit:

- the course must have been taken at the graduate level;
- the course must be relevant to the degree program;

- the student must have received a grade of "B" or better; and,
- the course must have been taken within 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 five (5) years before matriculation into the M.Ed. or M.S.T. program can be included in the degree program and do not count against the 12-credit transfer limit. In other words, students may transfer in any recent LSC core courses in addition to 12 relevant graduate credits approved by the Academic Dean.

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 \$36.00.

Interview

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

Matriculated Status

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

Faculty Advisors

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

Completing the M.S.T. Degree

Study Plan

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

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

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

Teaching Practice

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

M.S.T. Study Contracts

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

Transfer Credit

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

Electives

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

Course Descriptions

Anthropology

ANT 5710 - Topics in Anthropology

Chemistry

SED 5280 - Issues in Environmental Studies

SED 5310 - Introduction to Chemistry

SED 5320 - General Chemistry I

SED 5330 - General Chemistry II

SED 5340 - Organic Chemistry I

SED 5350 - Organic Chemistry II

SED 5360 - Chemistry Modules

SED 5380 - Waste Reduction & Management

SED 5410 - Environmental Instrumentation

SED 5420 - Environmental Modeling

SED 5430 - OSHA Safety Course

Education

EDU 5020 - Literature for Children

This course offers students an overview of the field of children's literature, insight into the use of children's literature in content areas, and an understanding of how to better use reference materials. The course also provides perspective on the handling of contemporary issues in children's literature. A wide spectrum of literature will be examined, and participants will have the opportunity to examine regional literature, authors, and illustrators more closely.

Prerequisites & Notes

The course will be offered at least every three years.

Credits: 3

EDU 5025 - Literature for Youth

This course offers students an overview of the field of adolescent literature, insight into the use of literature in different content areas for middle school and secondary students, and an understanding of how to better use reference materials. It also provides perspective on the handling of contemporary issues in adolescent literature. A wide spectrum of literature will be examined, and participants will have the opportunity to examine regional literature, authors, and illustrators more closely.

Prerequisites & Notes

The course will be offered at least every three years.

Credits: 3

EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis

EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities

EDU 5220 - Learning Disabilities

EDU 5250 - Literacy Development in the Content Area

EDU 5450 - Assessment of Exceptional Students

EDU 5470 - Reading Disabilities I

EDU 5810 - Reading Disabilities II: Practicum

EDU 6280 - Education, Culture, and Ecology

This course introduces students to the integral relationship between teaching and learning, the broader society, and the environment. Participants will work collaboratively to examine current cultural trends, controversies and values, ecological parameters of choice and social change priorities at the local and global level in light of current learning theory. Texts will draw from a variety of academic fields, including anthropology, ecology, economics, education, and sociology.

Prerequisites & Notes

The course will be offered at least every three years.

Credits: 3

EDU 6490 - Technology for Educators

This hands-on course provides students with a foundation in the use of up-to-date technology. Participants will gain skill with the use of learning management systems, email, commonly used "office" and educational software and hardware, and the Internet as they are used in an educational setting. Students will also be better prepared to develop electronic presentations, canned web pages, and electronic publications.

Prerequisites & Notes

There is a lab fee. The course will be offered at least every three years.

Credits: 2

EDU 6550 - Foundations and Issues in Education

EDU 6560 - Curriculum Development

EDU 6561 - Reading Recovery I

EDU 6562 - Reading Recovery II

EDU 6570 - Research Methods

This course is an examination of concepts and procedures for analyzing, designing, assessing, and conducting social research. Students will look at both quantitative and qualitative research methods. Focus is placed on action research and practitioner inquiry within the formal academic setting.

Prerequisites & Notes

The course will be offered at least every three years.

Credits: 3

EDU 6770 - Cooperative Learning

EDU 6780 - Topics in Education

EDU 6810 - Internship

EDU 6870 - Fieldwork

EDU 6945 - Independent Study Action Research

This course represents the culminating experience in the Master of Education program. It represents the integration of coursework through the application of content to an action research 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 is required.

Prerequisites & Notes

The prerequisites are EDU 6490, EDU 6550, EDU 6280, EDU 6560 and EDU 6570.

Credits: 2

EDU 6950 - Final Product: Seminar

English

ENG 5710 - Special Topics in English

This course provides students the opportunity to pursue topics of study at the graduate-level within the department's curriculum. Specific topics and level will vary. The course may be repeated for credit with a change of topic.

Credits: 3

Exercise Science

AHS 5020 - Motor Development & Learning

AHS 5710 - Topics in Allied Health Sciences

Geography

GEO 5710 - Topics in Geography

Geology

SED 5440 - Introduction to Geology I

SED 5450 - Introduction to Geology II

SED 5460 - Mineralogy

SED 5470 - Geology III

SED 5480 - Aqueous Geochemistry

SED 5510 - Geology Modules

SED 5520 - Hydrogeology

SED 5530 - Environmental Geologic Mapping

History

HIS 5710 - Topics in History

Mathematics

MAT 5110 - Math History For Teachers

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

MAT 5120 - Algebra and Functions in the K-8 Curriculum

MAT 5130 - Geometry in the K-8 curriculum

MAT 5710 - Topics for Teachers

Meteorology

MET 5071 - Broadcast Meteorologist I

MET 5072 - Broadcast Meteorologist II

MET 5710 - Topics for Teachers

Natural Science: Biology

SED 5010 - Bird Identification

SED 5020 - Field Ornithology

SED 5030 - Principles of Ornithology

SED 5040 - Human Anatomy and Physiology I

SED 5050 - Human Anatomy and Physiology II

SED 5060 - The Plant Kingdom

SED 5070 - Plant Growth and Function

SED 5080 - Principles of Zoology

SED 5090 - Introduction to Biology

SED 5110 - Wildlife Biology and Management

SED 5120 - Survey of Animal Kingdom

SED 5130 - Field Zoology

SED 5140 - Natural History of Vertebrates

SED 5150 - Animal Behavior

SED 5160 - Introduction to Microbiology

SED 5170 - Physiology of Exercise

SED 5180 - Genetics

SED 5210 - Introductory Biochemistry

SED 5220 - Field Botany and Dendrology

SED 5230 - Advanced Systematic Botany

SED 5240 - Biology Module

SED 5250 - Ecology

SED 5260 - Seminar in Conservation Biology

SED 5270 - Research in Science

Physics

SED 5550 - Introduction to Astronomy

SED 5560 - Astronomy and the Universe

SED 5570 - Introduction to Electricity & Electronics

SED 5580 - Fundamental Physics I

SED 5610 - Fundamental Physics II

SED 5630 - Classic Physics I

SED 5640 - Classic Physics II

SED 5650 - Classic Physics III

SED 5660 - Energy, Environment and Society

SED 5680 - Modern Physics

SED 6010 - Physics Modules

SED 6020 - Environmental Pollution

Political Science

POS 5710 - Topics in Political Science

Psychology

PSY 5710 - Topics in Psychology

Recreation Resource and Ski Resort Management

OER 5010 - Introduction to Outdoor Education

OER 5020 - Topics in Recreation Resource Management

OER 5031 - Facilitator Competency for Ropes Course I

OER 5032 - Facilitator Competency for Ropes Course II

OER 5050 - Adventure-Based Techniques for Counselors and Teachers

OER 5060 - Wilderness-Based Techniques for Counselors and Teachers

OER 6910 - Independent Study in Recreation Management

Science

SED 6040 - Special Topics In Environmental Science

SED 6050 - Topics in Science Education

SED 6060 - History of Science

SED 6070 - Graduate Science Teaching Internship

Social Science

SOC 5710 - Topics in Sociology

SSC 5710 - Topics in Social Science

Faculty and Staff

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

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

The Faculty

[^ TOP](#)

- ALBRIGHT, CHARLOTTE (2007) Assistant Professor of Television Studies, B.A. Bennington College; M.A. Boston University; Ph.D. Boston University
- 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
- 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
- DELEO, CATHERINE (1977) Professor of Recreation Resource and Ski Area Management, B.S. Northeastern University; M.S. Northeastern University; Ed.D. Boston University
- 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), Professor of English, B.A. Middlebury College ; M.A. Columbia University ; M.Phil. Columbia University ; Ph.D. Columbia University
- MUELLER, HARRY (2003) Assistant Professor of Digital & Graphic Arts, B.S., A.A.S. Rochester Institute of Technology, A.A.S. Milwaukee Institute of Technology
- 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) Assistant Professor, Interactive Digital Media, B.F.A. School of Visual Arts; M.F.A, Hunter College; A.S., Champlain College.
- PLAZEK, DAVID (2006) Assistant Professor of Social Sciences/Political Science, B.A., University of Pittsburgh; M.P.A., Indiana University of Pennsylvania; M.A., Ph.D., West Virginia University
- POBER, DAVID (2005) Assistant Professor of Exercise Science, M.S., Ph.D., University of Massachusetts , Amherst
- 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
- RONALD, MARGARET (2006) Associate Professor of Graduate Education, B.A. Universidad de las Americas (Mexico); M.A., Ohio State University; Ph.D., Florida State University
- ROSSI, RONALD R. (1976) Professor of Psychology, B.A. Drew University ; M.A. University of Cincinnati ; Ph.D. University of Cincinnati

- DELEO, JOHN (1976) Professor of Recreation Resource and Ski Area Management, B.S. Northeastern University; M.S. University of Utah ; Ed.D. Boston University
- FARRELL, KEVIN J. (1990) Associate Professor of Mathematics, B.S. Nasson College; M.S. University of Vermont; Ph.D. University of Rhode Island
- 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
- FLOM, Jonathan (2006) Assistant Professor of Fine & Performing Arts/Theater, B.F.A., M.F.A., Pennsylvania State University
- GIESE, ALAN (2006) Assistant Professor of Natural Sciences/Biology, B.A., University of California at Santa Cruz; M.S., Oregon State University; Ph.D., Arizona State University
- GILMAN, CHANDLER R. (1998) Associate Professor of English, B.A., Williams College; M.A., University of New Hampshire; M.F.A., Vermont College of Norwich University
- GLENTZ BRUSH, KELLY A. (2002) Assistant Professor of Digital & Graphic Arts, B.F.A. Kansas City Art Institute; M.F.A. University of Kansas
- HERTZ, BARRY (1980) Professor of Education, B.A. Bryant College ; Ed.M. Temple University ; Ed.D. Temple University
- HILTON, MARK (1999), Associate Professor of Business Administration, B.S. Lyndon State College; M.B.A. Plymouth State University
- JOHNSTON, DAVID (2005), Assistant Professor of English/Philosophy, B.A. Denison University; M.A., Ph.D. State University of New York at Stony Brook
- KOROL, RHONDA (1995) Associate Professor of Psychology, B.A. Dartmouth College; B.S. University of Minnesota; M.A. University of Cincinnati; Ph.D. University of Cincinnati
- LATHROP, ALISON S. (1999) Associate Professor of Geology, B.Sc. Bates College; Ph. D. Dartmouth College
- LEWIS, TIMOTHY R. (1999), Assistant Professor of Television Studies, B.A., University of Vermont ; M.A., Union Institute & University/Vermont College.
- ROSSITER, T. KELLY (2005) Instructor, Recreation Resource & Ski Resort Management, B.A. College of William & Mary; M.S. University of New Hampshire
- SEARLS, PAUL (2005) Assistant Professor of History, B.A., Hobart College; M.A., University of Vermont; Ph.D., New York University .
- SGHERZA, ANTHONY (2004), Associate Professor of Exercise Science, 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
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- STROKANOV, ALEXANDRE A. (2000) Professor of History, B.A. Perm State University (Russia), M.A. Perm State University, Ph.D. Perm State University
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- THEORET, JULIE M. (2000) Associate 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
- 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

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Part-time Faculty

[^ TOP](#)

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

ALLEN, STEPHEN, Math/CIS, A.A.S., Vermont Technical College

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

BELL, DUDLEY, Exercise Science/Tennis

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

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

HASKINS, MERLE, English, M.A., St. Bonaventure University

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KELLAR, KRISTINE, Allied Health Sciences

KEZAR, CHARLES, Business Administration/Mathematics, M.S., Rensselaer Polytechnic Institute

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

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

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

CHARLES, JEAN, Fine and Performing Arts

COTTE, WILLIAM, Music

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

DENTE, MICHAEL, Math/CIS, B.A., Lyndon State College

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DOUCETTE, SARAH, Allied Health Sciences

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

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GEREMIA, RAY, Fine and Performing Arts, B.A., St. Michael's College

GOLD, KATHLEEN, English, M.A.Ed., University of Phoenix

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

HANNA, CHARLOTTE, Business Administration, B.A. Bennington College; M.A., Ph.D., Stanford 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, J. ALAN, GEU/Philosophy, B.A. University of California at Davis; M.A. University of Idaho; Ph.D. Tulane University

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

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

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

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

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

UMMER, CHRISTOPHER, Exercise Science, M.S., Indiana State University

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

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

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

YOUNG, AARON, Television Studies, B.S., Lyndon State College

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

SINGER, KURT (1964-2002) B.S. Danbury State College; M.A. Yale University; Professor of English

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* Dr. Robert A. Burnham (1997-1998, Interim)

*Deceased

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Academic Calendar

Academic Calendar 2007-2008

Tuesday September 4, 2007 First Day of Classes

Friday September 21, 2007 Homecoming (9/21 - 9/23)

Friday September 21, 2007 Major Activities

Friday September 28, 2007 Family Weekend (9/28 - 9/30)

Friday, October 5, 2007 Fall Break - No Classes

Monday, November 19, 2007 Thanksgiving Break (11/19 - 11/23)

Friday, December 14, 2007 Last Day of Classes

Monday, December 17, 2007 Final Examinations (12/17 - 12/20)

Tuesday, January 22, 2008 First Day of Classes

Monday, February 25, 2008 Winter Break (2/25 - 2/29)

Monday, April 7, 2008 Spring Break (4/7 - 4/11)

Friday, May 9, 2008 Last Day of Classes

Monday, May 12, 2008 Final Examinations (5/12 - 5/15)

Sunday, May 18, 2008 Commencement