

Lyndon State College

2009-2010 Graduate Catalog

Catalog Home

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

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

Teachers and administrators can:

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

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

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

Non-Discrimination, Equal Opportunity and Affirmative Action Statement

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

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

U.S. Department of Education Requirements

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

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

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

Brief History of Lyndon State College

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

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

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

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

administrators opportunities for advanced study, master's degrees in special education, curriculum and instruction, and a master's of science for teachers.

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

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

Samuel Read Hall Library

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The LSC Library, located in the heart of the campus, is a hub of learning for the College and the local community. Its where students gather to study together, have a cup of coffee, view a video, do research or play a game of chess. The Library provides numerous resources such as online databases, print and electronic books, print and electronic periodicals, DVD and VHS videos and music CD's. The Library also has a very service minded staff who can help students find the information they need regardless of location.

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

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

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

Information Technology Services

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

Several campus computer labs (providing over 200 Windows and Macintosh computers) are available for student use 24 hours a day, seven days a week. Every computer connected to our network is connected to the Internet, and on-campus computers can take advantage of library databases. All students, faculty, and staff are provided with e-mail services, and network storage space. A Help Desk provides software and hardware support. Wireless access is available in the Library, Student Center, Conference Rooms, and other areas on campus. The Blackboard Learning System, Portal, and Content Management System are used for class management, college communications and discussions, and data sharing and storage.

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

Academic Services

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Academic Support Center

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

Located in LAC 325, the Academic Support Center includes drop-in tutoring in a variety of subject areas and academic counseling (help with time management, test anxiety, study skills, test-taking strategies, note-taking and support in many other school-related issues).

Mathematics Resource Center

If you need assistance at any level of mathematics, Lyndon provides you with math tutoring services. One-to-one or small group tutoring is provided, free of charge. Peer tutors work with students on a drop-in basis (no appointment necessary), and the lab is open Sunday through Thursday (hours will vary). 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 who request services. Students who would like to talk with someone about possible educational assistance and/or accommodations should contact the Learning Specialist in the Academic Support Center. Conversations are confidential in nature and need not result in an application for assistance unless the student wishes one. Instructors and student-support personnel are prepared to provide reasonable accommodations that are appropriate for the nature of the disability and the course.

Lyndon does not have separate programs for students with disabilities and all students must meet requirements for individual courses, general education requirements, and degree programs. The college observes provisions of Section 504 of the Rehabilitation Act of 1973 and the appropriate sections of the Americans with Disabilities Act of 1990

(ADA). For further information, students may consult the Academic Policy manual in the library, the Learning Specialist in the Academic Support Center, or the Dean of Administrative Affairs, and appropriate sections below.

Career Services

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

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

Veterans Affairs

At Lyndon, veterans are encouraged to make full use of the educational benefits to which they are entitled. The benefits recipient will need to identify from which program the education benefits will be received. Each semester, enrollments at Lyndon are verified to the agency providing the veterans' education benefits. If any questions arise concerning educational benefits or veteran-related problems, contact the Student Services Office.

Registrar's Office/Student Services Office

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

Student Affairs

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Health Services

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

Personal Counseling

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

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

Services for Commuters

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

Emergency Messages to Students

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

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

Campus Activities Board

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

Twilight Players

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

Sports

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

The Bookstore

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

The LSC Alumni Association

When you graduate from Lyndon State College, you will become a part of the Lyndon State College Alumni Association. There are currently over 7,000 alumni of Lyndon State College, representing all 50 states and a number of foreign countries! 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.

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General Information

General Information

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

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

Admissions

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Non-Degree Graduate Students

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

Graduate Degree-Seeking Students

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

M.Ed. Programs

- Completed graduate application;
- Official copies of transcripts of all undergraduate and graduate work. Applicants must have a minimum undergraduate GPA of 2.75 or have completed three graduate courses with a GPA of 3.0 at an accredited institution;
- A statement of purpose describing desired outcomes from completion of a masters degree program at LSC. This statement should highlight students strengths for completing a graduate degree and provide a rationale for selection of the particular concentration and specialization;
- An in-house writing test;
- Two letters of recommendation from professionals knowledgeable of your professional commitment. One letter is required from a Headmaster or Principal, Department Chairperson (if any), or undergraduate degree advisor if applicant has not taught;
- An up-to-date curriculum vitae;
- Formal interview; and,
- A non-refundable application fee of \$38.00.

M.S.T. Program

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

- An up-to-date curriculum vitae;
- Formal interview; and,
- A non-refundable application fee of \$38.00.

Foreign Students: In addition to all other required admission materials, college applicants whose native language is not English will be required to provide evidence of English proficiency. Such proficiency may be demonstrated by submitting results of the Test of English as a Foreign Language (TOEFL) exam or through interviews with the Dean for Admissions (or designee). A score in excess of 499 on the TOEFL (paper-based test) 174 (computer-based test) or 80 (web-based test) is considered a demonstration of English proficiency. Applicants who score less than 500 are required to be interviewed by the Dean for Admissions (or designee) and may be refused admittance. For applicants who have graduated from a U.S. high school, other English proficiency measurements may be considered in place of the TOEFL. Students with English-language deficits can receive academic support through Lyndons Academic Support Center.

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

Interviews

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

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

Transfer Credit

A request for transfer credits is made to the students advisor and the appropriate department chairperson (M.S.T. students to Natural Science Department Chairperson, M.Ed. students to Graduate Education Chairperson) who, in conjunction with the Academic Dean, make the determination about the acceptance of credits. Transfer credits will count toward graduation only when approved by the students advisor, the chairperson of the Graduate Education Department (for M.Ed. degrees) or the chairperson of the Natural Science Department (M.S.T. degree), and the Academic Dean within the first year after matriculation.

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

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

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

Matriculated Status

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

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

Registration

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Non-Degree Students

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

Degree-Seeking Students

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

Auditing Courses

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

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

Change of Schedule

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

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

Calendar for schedule change

Adding full semester courses:

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

Dropping full semester courses

- May be done during the first full seven (7) weeks of classes electronically or on the appropriate form available from the Registrars Office.
- During the first full week, the dropped course(s) will not appear on the transcript.
- During weeks 2-7 the dropped courses will appear on the transcript with a W.

- After seven (7) full weeks of classes, the dropping of individual courses is generally not allowed.
 **Exceptions are made only in the extraordinary circumstances usually associated with withdrawal from the college and are subject to that policy.

Independent Study

Independent study courses are offered at the pleasure of the graduate program and must be taught by a Lyndon State College faculty member or an approved adjunct. Independent studies are not available for courses offered in the scheduled curriculum. Registration for an independent study is not complete until the independent study contract form has been submitted with the signature of the advisor, instructor, department chair, and the Academic Dean. The independent study contract is available in the Student Services Office and must be filed by the end of the "Add" period each term.

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

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

Completing a Graduate Degree

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Faculty Advisors

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

Plan of Study

During the first semester of study, students will complete a Plan of Study with their advisor. The Plan of Study is documented in writing, signed by the student, advisor, the appropriate chairperson (M.S.T. students Natural Science Department Chairperson, M.Ed. students Graduate Educator Department Chairperson), and the Academic Dean.

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

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

Study

Contracts

M.S.T. 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 courses. Students will not receive a grade for an SED course until the three elements of the course are complete. Forms are available from Graduate Chairperson.

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

Teaching Practice

Students seeking licensure/endorsement are expected to complete a Teaching Internship for 1-3 credits. This course typically involves a teaching component in the field, as well as sessions on campus with the instructor and

other

graduate

students.

Action

Research

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

Grades

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

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

Grade Changes

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

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

I (Incomplete) grade changes:

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

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

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

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

Repeating a Course

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

No additional credit will be given for a repeated course.

Leaves **and** **Withdrawals**
Leaves **of** **Absence**

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

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

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

Withdrawals

- A. While the college does not seek to keep a student enrolled when it is clear that college attendance is not in the students best interest, the college will not allow a student to withdraw merely to avoid failing grades.
- B. Students seeking to withdraw voluntarily from the college must present a properly completed Withdrawal Form to the Registrars Office for approval. After acceptance of the withdrawal, the Registrars Office will, as soon as feasible, inform the students academic advisor, instructors, and all appropriate administrative offices of the withdrawal.
- C. The official date of withdrawal is determined as follows:
 1. The Registrar will determine the official date of withdrawal based on the date the Withdrawal Form is submitted.
 2. If the student leaves the college without notifying the college (that is, if the student does not withdraw officially), the last recorded date of class attendance by the student, as documented by the college, may be used as the official date of withdrawal.
- D. Failure to withdraw officially will lead to grades of F (or NC) in all courses, as appropriate.
- E. If the date of withdrawal is:
 1. Within the first week of classes: no record will appear on the transcript; student will be considered as not having attended, for purposes of the academic record.
 2. Within the second through the third week of classes, the transcript:
 - i. Will not indicate the courses of registration
 - ii. Will indicate the date of withdrawal.
 3. After the end of the third week of classes and up until the end of the ninth week of classes, the transcript will indicate the date of withdrawal, the courses of registration, and a grade of W in those courses.

4. After the first nine weeks of a term:
 - i. Students may withdraw from the college without any academic penalty only by intervention of the Dean and only after they present to the Dean satisfactory evidence that they must withdraw for unusual and compelling reasons. Such reasons shall normally be limited to those of mental or physical ill health, and evidence must include a signed statement of a physician or other person accepted by the college as qualified to make such a judgment;
 - ii. The decision to grant the late withdrawal will be made by the Dean of Academic and Student Affairs with the right to appeal to the Academic Standards Committee;
 - iii. The transcript will indicate the date of withdrawal, the courses of registration, and a grade of W in those courses.
- F. Adjustments for tuition and fees will be based upon the data a completed withdrawal form is validated by the Registrar. Financial aid may also be adjusted based on withdrawal date.

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

Exceptions:

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

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

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

Academic Probation

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

Academic Dismissal

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

Academic Early Dismissal

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

Academic Appeals

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

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

Readmission after Academic Dismissal

Readmission prior to start of subsequent semester:

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

Readmission one or more semesters after dismissal:

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

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

Academic

Honesty

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

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

1. Plagiarism consists of offering as one's own work the words, ideas, or arguments of another person, without appropriate attribution by quotation, reference or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgment and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer.
2. Buying or commissioning term papers, essays or comparable documents and submitting them as one's own.
3. Communicating during an examination session with the intent of copying from or supplying information to another student.
4. Receiving aid in taking examinations through such means as "crib sheets" or other supplementary notes, excepting sources permitted by the instructor.

5. Soliciting or obtaining an examination or portions thereof either prior or subsequent to an examination session except as authorized by the instructor.
6. Substituting for another student at an examination session.
7. Knowingly and actively assisting any person committing an act of academic dishonesty.
8. Altering, changing or forging college academic records, for either oneself or another.
9. Infringing on the rights of other students of fair and equal access to college library materials and other academic resources.
10. Deliberately attempting to prevent other users from having access to the college's computers, computer terminals or other resources, or to degrade the performance of computer equipment.

Academic Sanctions

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

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

Disciplinary Sanctions

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

Appeals

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

Records

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

Graduate Council

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

1. initiate course and curriculum design;
2. ensure assignments of graduate advisors; and,

3. oversee Mater's programs, policies and concerns.

Graduation Procedures

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Residency and Time Limit

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

Graduation Requirements

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

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

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

In order to graduate, students must:

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

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

The responsibility for requesting the conferring of a degree rests with the student. Failure to comply with these requirements may delay graduation. Approval for graduation will be given by the Dean, the appropriate department, the Academic Standards Committee, and the Faculty Assembly.

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

Conferring of Degree

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

Human Subjects Research Policy (Policy 153-IX)

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I. LSC Policies

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

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

II. IRB Responsibilities

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

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

III. IRB Membership

- A. The IRB shall consist of five members.
- B. The membership shall have:
 - 1. varying professional backgrounds
 - 2. sufficient qualifications through experience and expertise to promote respect

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

IV. IRB Forms

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

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

V. IRB Procedures

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

Expenses

Tuition and Fees

Tuition, fees, and the withdrawal reimbursement schedule printed in this graduate catalog are for the 2009-2010 academic year and are subject to change. Check with the Student Services Office or Office of Academic Affairs for further information.

Graduate Tuition:*

Vermont Residents:	\$416/credit
Non-Residents:	\$899/credit
NH Residents falling under the Good Neighbor Program:	\$623/credit
NEBHE (New England Board of Higher Education):	\$623/credit

Graduation Fee : (one time fee due when filing Request to Graduate form) \$73

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

Degree Program Overviews

Degree Programs

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

Lyndon currently offers two graduate degree programs, a Masters of Science for Teachers and a Masters of Education. Masters of Education are able to choose between a concentration in Special Education and one in Curriculum & Instruction.

Graduate Certificate Programs

Certificate of Graduate Study in Leadership

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

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

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

Certificate Requirements

EDU 6580 Leadership and Organizational Change	Credits: 3
EDU 6140 Law and the Administrative Leader	Credits: 3
EDU 6010 Supervision and Evaluation	Credits: 3

EDU 5585 Human Relations Management Credits: 3
EDU 5590 Budgeting and Finance Process Credits: 3

Total Credits: 15

Additional Certificate Programs

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

Graduate School Faculty

Dr. Alan Giese

Dr. Alison Lathrop

Dr. Andrea Luna

Dr. Daisy McCoy

**Dr. Linda Metzke (Chair, Graduate Education
Department)**

Dr. Richard Moyer

Dr. Elaine Razzano

Dr. Timothy Sturm

Dr. Alexandre Strokanov

Dr. Anthony Sgherza

Degree Programs

Master of Education

Master of Education (M.Ed.)

There are currently two M.Ed. programs at LSC: a M.Ed. in Special Education and a M.Ed. in Curriculum & Instruction. Within the M.Ed. in Curriculum & Instruction there are a number of specializations available. Both M.Ed. programs require that students complete a minimum of

36 credit hours. Sixteen of these credit hours are common core credits (5 courses). The additional 20 credit hours are determined by the student's choice of concentration and their Plan of Study. A total of 36 credits must be completed within five years of matriculation.

Whenever possible, coursework is cohort-based and offered in locations convenient to students. Schools may request graduate program coursework for specific cohorts.

Course content is presented face-to-face and online. Classes are available during the school year (late afternoons, evenings and Saturdays) and during the summer.

Students pursuing either a M.Ed. in Special Education or one in Curriculum & Instruction are required to take the same core courses.

Core Courses:

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

Minimum credits for core: 16 - 18

Concentrations within the M.Ed.

Students may opt for a M.Ed. in Special Education or in Curriculum & Instruction.

Students electing Curriculum & Instruction may choose a generalist program or to specialize in a content area (English/language arts, mathematics, social studies, and/or science) or in Literacy K-12. The Literacy K-12 specialization leads to an endorsement through DOE transcript review.

Post baccalaureate licensure includes:

- Elementary
- Secondary
- Secondary Social Science
- Secondary Science
- Secondary Mathematics
- Reading/English Language Arts Specialist Endorsement

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

M.Ed. in Special Education

The M.Ed. in Special Education is geared for educators who currently hold licensure in special education but who are looking to further their understanding of this complex field. The degree program provides an opportunity for students to

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

In addition to the common core coursework (16 credit hours), students working towards a M.Ed. in Special Education will take:

- EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities Credits: 3
- EDU 5470 - Reading Disabilities I Credits: 3
- EDU 5220 - Learning Disabilities, OR
- EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis Credits: 3
- EDU 5450 - Assessment of Exceptional Students Credits: 3
- Elective course work approved by advisor Credits: 8

Minimum credits required for program: 36

M.Ed. in Curriculum & Instruction

The M.Ed. in Curriculum & Instruction enables educators to strengthen their understanding of curriculum building processes and instructional methods.

Licensure Programs for Curriculum and Instruction

Elementary Licensure

In addition to the required core courses, take:

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

Minimum credits required for the program: 40

Secondary Licensure

In addition to the required core courses, take:

- EDU 6490 - Technology for Educators Credits: 2
- PSY 3260 or EDU 5040 Adolescent Development Credits: 3
- EDU 5250 - Literacy Development in the Content Area Credits: 3
- EDU 5220 - Teaching Students with Special Needs Credits: 3

- EDU 6285 - Methods in Teaching Secondary Science **OR**
- EDU 6286 - Methods in Teaching Secondary English **OR**
- EDU 6287 - Methods in Teaching Secondary Social Studies **OR**
- MAT 5320 - Methods in Teaching Secondary Mathematics Credits: 3
- EDU 6830 - Secondary Internship Credits: 6
- Electives Credits: 1-6

Minimum credits required for the program 36-41

Specialization in Content Area

Students can pursue advanced content area in English/language arts, mathematics, social studies, and/or science at Lyndon. This specialization enables a student to more deeply explore a focused area of interest. Students working toward a M.Ed. in Curriculum and Instruction with a specialization in their content area(s) will take the following coursework in addition to the common core courses:

- One graduate level methodology/pedagogy course Credits: 3
- One graduate level literacy course Credits: 3
- One graduate level assessment course Credits: 3
- Eleven (11) additional graduate credit hours approved by advisor Credits: 11

Minimum credits required for program: 36

Master of Science For Teachers

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

The M.S.T. program is designed to offer a sound preparation to teachers who have little or uneven background in the sciences. Teachers will find that the program helps them acquire the preparation to move from one science discipline to another, or to move into science teaching from a non-science discipline. Schools may request the graduate program for specific cohorts.

Students who hold a teaching certificate at the time of matriculation must take a minimum of 36 credit hours to complete the M.S.T. degree. Individuals who lack certification will normally be required to become certified as part of the M.S.T. program. Certification requires additional coursework, some of which may be at the undergraduate level. See the list of licensure courses in the Secondary Education Program section of the Lyndon State College Undergraduate Catalog.

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

- SED 5010-5271 reserved for Biology
- SED 5280-5435 reserved for Chemistry
- SED 5440-5540 reserved for Geology
- SED 5550-5680 reserved for Physics
- SED 5690-6040 reserved for Science
- SED 6050-6070 reserved for Independent Study in Science Education

Each SED course consists of three components:

1. An undergraduate science course.
2. Additional analytical work of an appropriate nature and complexity. This includes more advanced work with relevant problems, assignments, labs, papers, and projects.
3. Development of a methodology to apply course content in the classroom. This may include collecting and

organizing teaching materials, compiling and documenting age-appropriate laboratory procedures, and preparation of study units.

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

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

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

Other Degrees

Graduate Licensure/Endorsement Programs

Elementary Post-Baccalaureate/Master's Level Licensure

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

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

Courses Required for Licensure

EDU 6540 – Advanced Study in Learning Theory 3 Credits

This course examines the various theories of learning and their application to the classroom. The interaction of physical, social, emotional, cultural, cognitive and personality factors and the role of learning in these processes is addressed in this course. Brain based research is also explored. The effect of motivation, intelligence, and attitudes are also addressed.

EDU 6550 - Foundations and Issues in Education 3 Credits

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

EDU 5350 - Child Development 3 Credits

This course takes a topical approach in examining the biophysical, cognitive, psychosocial, and ecological changes that occur from infancy to adolescence. The instruction stresses the practical implications of current theory and research in developmental psychology and related fields.

EDU 6565 - Curriculum Development and Management 3 Credits

This course examines the theoretical and philosophical foundations of curriculum design. Students will participate in planning, organizing, and evaluating curriculum through curricular design projects structured to meet individual needs. Topics include curriculum design based on best practice, including integrated, concept-based curriculum; differentiated

instruction; technology as an instructional tool; and formative assessment. The course also addresses management of curriculum, including planning, implementation, and evaluation of curriculum based on research and data to improve student learning.

EDU 5223 - Learning Differences and Classroom Management 3 Credits

This course introduces the etiology, characteristics, and evaluation of individuals diagnosed with special needs. Best practice in pedagogy, assessment, differentiation is addressed. Current research and practice regarding teaching strategies, instructional modifications, curriculum, and transitional planning and collaboration with other professionals is studied. Special education law is introduced. Participants will learn to use of technology as an instructional tool with emphasis on technology's role in research, problem solving, and presentation to promote higher order thinking.

EDU 5310 - Reading and Language Arts 3 Credits

This course emphasizes reading, writing, speaking and listening. Materials, methods and classroom organization are considered as well as theoretical and research foundations for literacy instruction. Participants will learn to use technology as an instructional tool with emphasis on technology's role in research, problem solving, and presentation to promote higher order thinking.

EDU 6190 - Mathematics in the Elementary Classroom 3 Credits

Participants will develop an understanding of how to evaluate and design appropriate math instruction for diverse learners. Emphasis will be on numeracy, inquiry, and problem solving instruction. Participants will gain experience in the use of formative assessment and authentic tasks in math instruction. Participants will learn to use technology as an instructional tool with emphasis on technology's role in research, problem solving, and presentation to promote higher order thinking.

EDU 5480 - Science and Technology 3 Credits

This course addresses the use of technology in developing 21st century skills across the curriculum. Participants will learn to use technology as an instructional tool with emphasis on its role in research, problem solving, and presentation to promote higher order thinking, engage individual learning styles, extend learning opportunities, and provide access to resources beyond the school environment. The use of technology to promote interdisciplinary studies as well as to address individual learning strengths will be addressed.

EDU 5380 - Social Studies Methods 2 Credits

This course will address social studies curriculum, instruction and assessment through Understanding by Design. The focus is on using Social Science to develop 21st century learning environments that reflect personalization, collaboration, active engaged learning, technology rich, investigative, interdisciplinary curriculum. This course will be taken concurrently with EDU 6560 Curriculum Development.

EDU 5135 - Developing a Positive Classroom Climate 2 Credits

This course explores theories and practice in developing a positive classroom climate. The applications of motivation and management principles and procedures to develop and maintain a positive learning environment in the classroom is studied. Positive Behavior Support, a systems approach to academic achievement and social competence for all children, is explored through study of research based practices, interventions and systems that are integrated to improve the educational experience of all students, including those with disabilities.

EDU 5190 - Observation and Participation 1 Credit

This course provides students without prior field experience the opportunity to complete field experience designed to integrate content, pedagogy and professional knowledge. These experiences will be connected to appropriate core courses.

EDU 6850 - Elementary Internship 6 Credits

A full semester of student teaching in an elementary classroom combined with monthly seminars that focus on improving the student's classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate competency expected of a first- year teacher. Prerequisite: 60 hours of observation in a variety of classroom settings.

Total Credits: 35**Courses Required for Graduate Degree**

EDU 6920 - Educational Research 3 Credits

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.

EDU 6890 - Research Practicum/Final Project 2-3 Credits

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.

Total Credits: 40 - 41**Post-Baccalaureate/Master's Level Secondary Licensure**

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

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

Courses Required for Licensure:

EDU 6540 – Advanced Studies in Learning Theory 3 Credits

This course examines the various theories of learning and their application to the classroom. The interaction of physical, social, emotional, cultural, cognitive and personality factors and the role of learning in these processes is addressed in this course. Brain based research is also explored. The effect of motivation, intelligence, and attitudes are also addressed.

EDU 6550 - Foundations and Issues in Education 3 Credits

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

EDU 5040 - Adolescent Development 3 Credits

This course explores the physical, psychological, and social development of adolescents. In addition to understanding various theories that attempt to explain adolescent research, a main objective of the course is to be able to evaluate critically the theories and research findings concerning adolescent development.

EDU 6565 - Curriculum Development and Management 3 Credits

This course examines the theoretical and philosophical foundations of curriculum design. Students will participate in planning, organizing, and evaluating curriculum through curricular design projects structured to meet individual needs. Topics include curriculum design based on best practice, including integrated, concept-based curriculum; differentiated instruction; technology as an instructional tool; and formative assessment. The course also addresses management of curriculum, including planning, implementation, and evaluation of curriculum based on research and data to improve student learning.

EDU 5250 - Literacy Development in the Content Area 3 Credits

This course will concentrate on the principles, effective teaching methods, and materials for developing literacy in the content areas. Best practices in the areas of reading comprehension, vocabulary, writing, new literacies and assessment are addressed. The focus is on specific needs within the various content areas taught in the secondary schools for both the general student population and special populations.

EDU 5220 – Teaching Students with Special Needs/Secondary 3 Credits

This course introduces the etiology, characteristics, evaluation and law governing the education of students with special needs. The course introduces students to the special education process including the development and implementation of the Individualized Education Plan. The course explores effective methods and materials for individualizing instruction and modifying curriculum to meet the needs of students with special needs. Students are taught to use assessment data to guide classroom instruction. Methods of developing a positive classroom climate for all students are introduced.

EDU 6286 - Content Area Methods -English 3 Credits

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

Or

EDU 6285 - Content Area Methods -Science 3 Credits

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

Or

EDU 6287 - Content Area Methods -Social Science 3 Credits

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

Or

MAT 5320 - Content Area Methods-Mathematics 3 Credits

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

EDU 6490 - Technology for Educators 2 Credits

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 Smartboard technology, learning management systems, email, blogs, wikis, commonly used "office," 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 and canned web pages, and electronic publications.

EDU 5190 - Observation and Participation 1 Credit

This course provides students without prior field experience the opportunity to complete field experience designed to integrate content, pedagogy and professional knowledge. These experiences will be connected to appropriate core courses.

EDU 6830 - Secondary Internship 6 Credits

A full semester (12 weeks) of student teaching in a 6-12 classroom combined with monthly seminars that focus on improving the student's classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate competency expected of a first-year teacher. Prerequisite: 60 hours of observation in a variety of classroom settings. Prerequisite: Completion of core courses; 3.0 GPA; passing scores on Praxis I and II; 60 hours of observation in a variety of classroom settings.

Total Credits: 30

Courses Required for Graduate Degree

EDU 6920 - Educational Research 3 Credits

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.

EDU 6890 - Research Practicum/Final Product: Seminar 2-3 Credits

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.

Total Credits: 36

Reading/English Language Arts Specialist Endorsement

Candidates are required to develop an 18 credit study plan including the 3 credit internship designed to enable the candidates to meet the competencies required for this endorsement. In addition, candidates take the graduate core which includes integration of technology into education. Candidates will complete an Endorsement Portfolio to document competencies required for the endorsement.

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

Required Literacy Courses:

EDU 6910 - Teaching Children to Read 3 Credits

This course will introduce A Teacher's Guide to K-3 Literacy Instruction: A Three Block Model. Participants will gain an understanding of the three block model, which includes the Reading Workshop, Writing Workshop and Working with Words. This course will focus on theory, instructional practices and assessments related to K-3 literacy instruction.

EDU 6045 - Developing Literacy Grades 3-6 3 Credits

This course will focus on Reading, Writing, and Word Study for Grades 3-6. Participants will have opportunities to investigate and apply strategies for teaching and assessing comprehension across content areas. They will also explore ways to effectively manage their literacy program, and create a plan of integration.

EDU 5250 - Literacy Development in the Content Area 3 Credits

This course will concentrate on the principles, effective teaching methods, and materials for developing literacy in the content areas. Best practices in the areas of reading comprehension, vocabulary, writing, new literacies and assessment are addressed. The focus is on specific needs within the various content areas taught in the secondary schools for both the general student population and special populations.

EDU 5470 - Reading Disabilities 3 Credits

This is a basic course for prospective clinicians and remedial teachers and an advanced course for prospective classroom teachers. The instruction covers the diagnosis of reading disabilities and the classification of reading problems. Experience with a variety of approaches to problems is a major consideration.

EDU 6885 - Literacy Practicum 3 Credits

This course is supervised experience as a reading specialist which is supervised by college faculty as well as a person holding a Reading and English Language Arts Specialist endorsement. Candidates will gain experience in developing reading and literacy skills in students in K-12.

Electives

Graduate Core

EDU 6540 – Advanced Studies in Learning Theory 3 Credits

This course examines the various theories of learning and their application to the classroom. The interaction of physical, social, emotional, cultural, cognitive and personality factors and the role of learning in these processes is addressed in this course. Brain based research is also explored. The effect of motivation, intelligence, and attitudes are also addressed.

EDU 6550 - Foundations and Issues in Education 3 Credits

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

EDU 6565 - Curriculum Development and Management 3 Credits

This course examines the theoretical and philosophical foundations of curriculum design. Students will participate in planning, organizing, and evaluating curriculum through curricular design projects structured to meet individual needs. Topics include curriculum design based on best practice, including integrated, concept-based curriculum; differentiated instruction; technology as an instructional tool; and formative assessment. The course also addresses management of curriculum, including planning, implementation, and evaluation of curriculum based on research and data to improve student learning.

EDU 6490 - Technology for Educators 2 Credits

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 Smartboard technology, learning management systems, email, blogs, wikis, commonly used “office,” 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 and canned web pages, and electronic publications.

EDU 6920 – Education Research 3 Credits

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.

EDU 6890 - Research Practicum/Final Project 2-3 Credits

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.

Total 36 Credits

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

Atmospheric Sciences

ATM 5071 - Broadcast Meteorologist I

This course focuses on deepening and broadening the student's knowledge of meteorological and environmental topics. The course serves as a means of enhancing the effectiveness of the broadcast meteorologist as a forecaster and as the station scientist. Possible topics include review and application of topics from the undergraduate meteorology curriculum to an operational broadcast setting, coverage of weather safety and global change issues, and survey of the earth, space, environmental, and related sciences covered by broadcast meteorologists in their role as the station scientist.

Prerequisites & Notes

This course is designed for those with a BS/BA in meteorology, atmospheric sciences, or related disciplines or the AMS Seal of Approval. This course is offered every semester.

Credits: 1

ATM 5072 - Broadcast Meteorologist II

This course extends coverage of ATM 5071 to other meteorological and environmental topics suitable to the participants' needs.

Prerequisites & Notes

Pre-requisite: ATM 5071. This course is offered every semester.

Credits: 1

ATM 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

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 - Principles of 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 1020. High school or college physics is strongly recommended. There is a lab fee.

Credits: 4

SED 5330 - Principles of 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 5340 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 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 5040 - Adolescent Development

This course explores the physical, psychological, and social development of adolescents. In addition to understanding various theories that attempt to explain adolescent research, a main objective of the course is to be able to evaluate critically the theories and research findings concerning adolescent development.

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 5135 - Developing a Positive Classroom Climate

This course explores theories and practice in developing a positive classroom climate. The applications of motivation and management principles and procedures to develop and maintain a positive learning environment in the classroom is studied. Positive Behavior Support, a systems approach to academic achievement and social competence for all children, is explored through study of research based practices, interventions and systems that are integrated to improve the educational experience of all students, including those with disabilities.

Credits: 2

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 5190 - Observation and Participation

This course provides students without prior field experience the opportunity to complete field experience designed to integrate content, pedagogy and professional knowledge. These experiences will be connected to appropriate core courses.

Credits: 1

EDU 5220 - Learning Disabilities/Secondary

This course introduces the etiology, characteristics, evaluation and law governing the education of students with special needs. The course introduces students to the special education process including the development and implementation of the Individualized Education Plan. The course explores effective methods and materials for individualizing instruction and modifying curriculum to meet the needs of students with special needs. Students are taught to use assessment data to guide classroom instruction. Methods of developing a positive classroom climate for all students are introduced.

Prerequisites & Notes

Prerequisites are EDU 3020 and EDU 3240 or permission.

Credits: 3

EDU 5223 - Learning Differences and Classroom Management

This course introduces the etiology, characteristics, and evaluation of individuals diagnosed with special needs. Best practice in pedagogy, assessment, differentiation is addressed. Current research and practice regarding teaching strategies, instructional modifications, curriculum, and transitional planning and collaboration with other professionals is studied. Special education law is introduced. Participants will learn to use of technology as an instructional tool with emphasis on technology's role in research, problem solving, and presentation to promote higher order thinking.

Credits: 3

EDU 5250 - Literacy Development in the Content Area

This course will concentrate on the principles, effective teaching methods, and materials for developing literacy in the content areas. Best practices in the areas of reading comprehension, vocabulary, writing, new literacies and assessment are addressed. The focus is on specific needs within the various content areas taught in the secondary schools for both the general student population and special populations.

Credits: 3

EDU 5310 - Reading and Language Arts

This course emphasizes reading, writing, speaking and listening. Materials, methods and classroom organization are considered as well as theoretical and research foundations for literacy instruction. Participants will learn to use of technology as an instructional tool with emphasis on technology's role in research, problem solving, and presentation to promote higher order thinking.

Credits: 3

EDU 5350 - Child Development

This course takes a topical approach in examining the biophysical, cognitive, psychosocial, and ecological changes that occur from infancy to adolescence. The instruction stresses the practical implications of current theory and research in developmental psychology and related fields.

Credits: 3

EDU 5380 - Social Studies Methods

This course will address social studies curriculum, instruction and assessment through Understanding by Design. Focus on using Social Science to develop 21st Century learning environments that reflect personalization, collaboration, active engaged learning, technology rich, investigative, interdisciplinary curriculum.

Credits: 2

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 is a basic course for prospective clinicians and remedial teachers and an advanced course for prospective classroom teachers. The instruction covers the diagnosis of reading disabilities and the classification of reading problems. Experience with a variety of approaches to problems is a major consideration.

Credits: 3

EDU 5480 - Science and Technology

This course addresses the use of technology in developing 21st century skills across the curriculum. Participants will learn to use technology as an instructional tool with emphasis on its role in research, problem solving, and presentation to promote higher order thinking, engage individual learning styles, extend learning opportunities, and provide access to resources beyond the school environment. The use of technology to promote interdisciplinary studies as well as to address individual learning strengths will be addressed.

Credits: 3

EDU 5585 - Human Relations Management

This course will focus on human relations theory and practice as it relates to individual, group, and organizational performance. Topics will include various perspectives on organizational staffing, and improved organization effectiveness through employee training and development.

Credits: 3

EDU 5590 - Budgeting and Finance Process

This course will examine budgeting and finance processes and issues as they relate to various levels of leadership. The instruction will examine the concepts that form the foundation for decisions that influence funding across a broad range of organizational objectives.

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 6010 - Supervision & Evaluation

The purpose of the course is to provide students with a knowledge base in supervision/evaluation as it relates to the changing workplace. The course will also help participants acquire some of the skills necessary for the supervision/evaluation process.

Credits: 3

EDU 6045 - Developing Literacy Grades 3-6

This course will focus on Reading, Writing, and Word Study for Grades 3-6. Participants will have opportunities to investigate and apply strategies for teaching and assessing comprehension across content areas. They will also explore ways to effectively manage their literacy program, and create a plan of integration.

Credits: 3

EDU 6140 - Law & the Administrative Leader

This course will examine educational law. Although a primary focus will be on Vermont educational law and regulations, the course will examine the relationship between State and Federal law and regulations and between State and local policy.

Credits: 3

EDU 6190 - Mathematics in the Elementary Classroom

Participants will develop an understanding of how to evaluate and design appropriate math instruction for diverse learners. Emphasis will be on numeracy, inquiry, and problem solving instruction. Participants will gain experience in the use of formative assessment and authentic tasks in math instruction. Participants will learn to use of technology as an instructional tool with emphasis on technology's role in research, problem solving, and presentation to promote higher order thinking.

Credits: 3

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 6285 - Methods in Teaching Secondary Science

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

Prerequisites & Notes

The prerequisite is EDU 6565.

Credits: 3

EDU 6286 - Methods in Teaching Secondary English

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

Prerequisites & Notes

The prerequisite is EDU 6565.

Credits: 3

EDU 6287 - Methods in Teaching Secondary Social Studies

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

Prerequisites & Notes

The prerequisite is EDU 6565.

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 Smartboard technology, learning management systems, email, blogs, wikis, commonly used "office," 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 and 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 6540 - Advanced Studies in Learning Theory

This course examines the various theories of learning and their application to the classroom. The interaction of physical, social, emotional, cultural, cognitive and personality factors and the role of learning in these processes is addressed in this course. Brain based research is also explored. The effect of motivation, intelligence, and attitudes are also addressed.

Credits: 3

EDU 6550 - Foundations and Issues in Education

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

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 6565 - Curriculum Development and Management

This course examines the theoretical and philosophical foundations of curriculum design. Students will participate in planning, organizing, and evaluating curriculum through curricular design projects structured to meet individual needs. Topics include curriculum design based on best practice, including integrated, concept-based curriculum; differentiated instruction; technology as an instructional tool; and formative assessment. The course also addresses management of curriculum, including planning, implementation, and evaluation of curriculum based on research and data to improve student learning.

Credits: 3

EDU 6580 - Leadership & Organizational Change

Effective leadership is adaptive and situational and builds on an anthropological understanding of the organizational culture. Leadership cannot occur in a vacuum. There are legal and moral limits that define leadership acts and the use of power. The leader must possess the skills to articulate a vision, to establish creative decision making, and to foster continuous personal, professional, organizational, and systemic growth and improvement. The leader must be able to act in a variety of demanding situations. Leaders have to identify the challenges that a community must confront no matter how difficult. Students will be required to distinguish between problems and solutions, between preferences and principles and between fads and researched strategies. They will appreciate the complexity of different organizational environments and understand the conditions that motivate individuals to contribute their best.

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 6825 - Internship in Special Education

Adult development and group dynamics theory provide the knowledge base for collaboration with parents and teachers to meet the diverse needs of students with disabilities. Team teaching and universal design theories are practiced.

Credits: 3

EDU 6830 - Secondary Teaching Internship

A full semester (12 weeks) of student teaching in an elementary classroom combined with monthly seminars that focus on improving the student's classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate competency expected of a first- year teacher.

Prerequisites & Notes

The prerequisites are completion of core courses; 3.0 GPA; passing scores on Praxis I and II; 60 hours of observation in a variety of classroom settings.

Credits: 6

EDU 6840 - Administrative Internship

Administrative Internship

Credits: 3

EDU 6850 - Elementary Teaching Internship

Elementary Internship is a full semester of student teaching in an elementary classroom combined with monthly seminars that focus on improving the student's classroom teaching skills. Students are expected to maintain the public school calendar and demonstrate competency expected of a first-year teacher.

Prerequisites & Notes

Prerequisite: 60 hours of observation in a variety of classroom settings, 3.0 GPS in Education courses and Liberal Studies; Passing scores on Praxis I & II. EDU 6540 Advanced Study in Learning Theory; EDU 6550 Foundations and Issues in Education; PSY 3050 or 5350 Child Development; EDU 6560 Curriculum Development; EDU 5223 Learning Differences and Classroom Management; EDU 5310 Reading and Language Arts; EDU 6190 Mathematics in the Elementary Classroom, EDU 5480 Science and Technology; EDU 5380 Social Studies Methods; EDU 5135 Developing a Positive Classroom Climate.

Credits: 6

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 6885 - Literacy Practicum

This course is supervised experience as a reading specialist which is supervised by college faculty as well as a person holding a Reading and English Language Arts Specialist endorsement. Candidates will gain experience in developing reading and literacy skills in students in K-12.

Credits: 3

EDU 6890 - Research Practicum/Final Project

The 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 EDU 6490, EDU 6540, EDU 6550, EDU 6560 and EDU 6570.

Credits: 2-3

EDU 6910 - Teaching Children to Read

This course will introduce *A Teacher's Guide to K-3 Literacy Instruction: A Three Block Model*. Participants will gain an understanding of the three block model, which includes the Reading Workshop, Writing Workshop and Working with Words. This course will focus on theory, instructional practices and assessments related to K-3 literacy instruction.

Credits: 3

EDU 6920 - Educational Research

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.

Credits: 3

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

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 1050.

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, Landsat 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. This course will explore the role of number and arithmetic in problem solving across the mathematical strands. Participants will be expected to connect the required readings from the NCTM journals to their classroom teaching.

Credits: 3

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

This course is designed to build a deep understanding of the concepts of algebra important in elementary and middle school teaching and to support standards based instruction. Every attempt will be made to make connections across the content strands, although Functions and Algebra (Vermont standard 7.8) will be the focus. 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 teacher of mathematics. This 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 5320 - Methods of Teaching Mathematics

This course focuses on teaching methods and techniques, as well as preparation, implementation, and assessment of curriculum in the specific content area. The teacher's relationship with the school and community is also addressed.

Credits: 3

MAT 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 Mathematics Department. Specific topics and level will vary. Course may be repeated for credit when no duplication of experience results.

Prerequisites & Notes

The pre-requisites are graduate standing and permission.

Credits: 1 to 4

Mountain Recreation Management

MRM 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

MRM 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

MRM 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.

Prerequisites & Notes

There is a lab fee.

Credits: 2

MRM 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 MRM 5031 or permission.

Credits: 2

MRM 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

MRM 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

MRM 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

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 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 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 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

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 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](#)
- [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

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- ALBRIGHT, CHARLOTTE (2007) Assistant Professor of Television Studies, B.A. Bennington College; M.A. Boston University; Ph.D. Boston University
- ANDERSON, THOMAS (2008) Assistant Professor of Mountain Recreation Management, B.S., M.S. Western Illinois University; Ph.D. University of Illinois
- ATKINS, NOLAN T. (1997) Professor of Atmospheric Sciences, B.S. University of Minnesota; M.S., Ph.D. University of California Los Angeles
- BALLOU, DAVID (1993) Professor of Television Studies, B. A. Lyndon State College; Ed.M. Boston University
- BELILES, DAVID B. (1992) Professor of English, B.A. George Washington University ; M.A. University of Texas; Ph.D. Vanderbilt University
- BENNION, JANET (2003) Professor of Sociology and Anthropology, B.A. Utah State University; M.A. Portland State University; Ph.D. University of Utah
- BERRYMAN, BRUCE F. (1982) Professor of Atmospheric Sciences, B.S. University of Wisconsin; M.S. University of Wisconsin; Ph.D. University of Wisconsin
- 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
- BROADWATER, ERNEST H. (1974) Professor of Education, B.S. Keene State College; M.Ed. Temple University; Ph.D. Ohio State University
- CASE, JEFFREY (2008) Assistant Professor of Visual Arts, B.S. Southern Utah University; M.F.A. University of Arizona
- DALEY, DANIEL (2008) Assistant Professor of Mathematical Sciences, A.S., B.S., M.Ed. Lyndon State College
- DAVISON, GEOFFREY (2008) Assistant Professor of Exercise Science, B.Ed. University of Sheffield (England);
- McCOY, DAISY (1991) Professor of Mathematical Science, B.A. Douglass College of Rutgers University; M.S. Virginia Tech; Ph.D. Virginia Tech
- MEACHEM, MEAGHAN (2008) Assistant Professor of Television Studies, B.S. Lyndon State College; M.A. Marlboro College Graduate Center
- METZKE, LINDA K. (1988) Professor, Special Education, B.S. University of Wisconsin; M.S. University of Wisconsin; Ph.D. Marquette University
- MITCHELL, LINDA M. (1989) Professor of Business Administration, B.A. Occidental College; M.S. University of Southern California; M.B.A. Columbia University
- MOYE, RICHARD H. (1991), Professor of English, B.A. Middlebury College; M.A. Columbia University; M.Phil. Columbia University; Ph.D. Columbia University
- MUELLER, HARRY (2003) Assistant Professor of Visual Arts, A.A.S. Milwaukee Institute of Technology; A.A.S., B.S. Rochester Institute of Technology
- NELSON, GARET (2001) Associate Professor/Library Director, B.A. University of South Florida; M.Ed. University of Arkansas; M.L.I.S. University of South Florida
- NORLING, JONATHAN (2008), Assistant Professor, Mountain Recreation Management, B.A. North Park University; M.S. Southern Illinois University; Ph.D. University of Utah
- NORRIS, ELIZABETH E. (2002) Associate Professor of Music & Performing Arts, B.M. Illinois State University; M.M. Indiana University; D.M.A. University of Kansas
- PARISI, PHILIP J. (2004) Assistant Professor of Visual Arts, A.S. Champlain College; B.F.A. School of Visual Arts; M.F.A, Hunter College
- PAUL, RICHARD (2008) Assistant Professor of Business Administration, B.A. University of South Florida; M.B.A. University of North Florida

M.S. Central Washington University

DELEO, CATHERINE (1977) Professor of Mountain Recreation Management, B.S. Northeastern University; M.S. Northeastern University; Ed.D. Boston University

DELEO, JOHN (1976) Professor of Mountain Recreation Management, B.S. Northeastern University; M.S. University of Utah; Ed.D. Boston University

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

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

GILMAN, CHANDLER R. (1998) Associate Professor of English, B.A. Williams College; M.A. University of New Hampshire; M.F.A. Vermont College of Norwich University

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

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

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

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

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

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

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

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

PLAZEK, DAVID (2006) Assistant Professor of Social Sciences/Political Science, B.A., University of Pittsburgh; M.P.A., Indiana University of Pennsylvania; M.A., Ph.D. West Virginia University

RAZZANO, ELAINE (1995) Professor of English, B.A. Georgian Court College; M.A. Seton Hall University; M.Ed. Plymouth State University; Ph.D. SUNY Buffalo

ROSSI, RONALD R. (1976) Professor of Psychology, B.A. Drew University; M.A. University of Cincinnati; Ph.D. University of Cincinnati

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

SGHERZA, ANTHONY (2004), Associate Professor of Exercise Science, B.A. Kean College of NJ; B.S. University of Pittsburgh; M.S. Long Island University; Ph.D. New York University

SHAFER, JASON (2005) Assistant Professor of Atmospheric Sciences, B.S. Plymouth State College; M.S. University of Utah

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

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

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

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

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

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

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

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

LEONARD, MELISSA (2007) Assistant Professor of Music & Performing Arts, B.A. Montana State University; M.F.A. University of Massachusetts Amherst

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

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

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

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

WILKINSON, ELIZABETH (2005) Assistant Professor of Natural Sciences/Chemistry, B.S. Trenton State College; M.S. University of Illinois at Urbana-Champaign; Ph.D. University of Minnesota

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

Part-time Faculty

[^ TOP](#)

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

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

BELL, DUDLEY, Exercise Science/Tennis

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

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

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

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

MOORE, BRITT, Music and Performing Arts, B.A. California State University

MOULTON, WILLIAM, Music and Performing Arts, B.A. Berklee College of Music

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

NORSWORTHY, L. ALEXANDER, Business Administration, Ph.D. The American University, School of International Service

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

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

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

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

CHARLES, JEAN, Music and Performing Arts/Music

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

COTTE, WILLIAM, Music and Performing Arts/Music

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

DOUCETTE, SARAH, Exercise Science

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

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

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

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

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

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

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

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

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

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

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

KELLAR, KRISTINE, Exercise Science

McCANN, ROBERT, Visual Arts

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

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

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

POST, SHEILA, English, B.A. Chicago State University; M.A. Northeastern Illinois University; Ph.D. University of Chicago

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

RICE, JONATHAN, Geography, M.A. University of New Hampshire

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WINTELS, WERNER, Atmospheric Sciences, Ph.D.
McGill University

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

Professor Emeriti

[^ TOP](#)

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

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

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

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

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

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

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

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

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

The Administration

[^ TOP](#)

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

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

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

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

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

The College Directors and Staff

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Alex D. Allen	Public Safety Officer
Edie I. Allen	Admissions Records Specialist
Stephen C. Allen	LAN/System Administrator
Thomas R. Archer	Director of Physical Plant
Kathy A. Armstrong	Administrative Assistant to Faculty
Jennifer M. Aubin	Financial Aid Officer
Debra M. Bailin	Director of Student Academic Development
Darlene R. Ballou	Director of Broadcast Operations
Mariann W. Bertolini	Director, Northeast Kingdom School Dev. Center
Jay D. Bona	Library Reference/Circulation Assistant
Tanya W. Bradley	Director of Financial Aid
Anne M. Brown	Director of AmeriCorps NEK Initiative
April M. Butler	Assistant Director, Upward Bound
Sarah J. Butler-Collins	Admissions Records Specialist
Rodney J. Call	Custodian
Jody A. Card	Assistant Director, Financial Aid
Alton L. Carr, Jr.	Maintenance Tech
Paula M. Chamberlin	Administrative Assistant for Health and Counseling
Jo-Ann Charron	Custodian/Pool Technician
Theresa Y. Conant	Laboratory Technician/Chemical Hygiene Officer
Mary E. Cooper	Admissions Marketing Specialist
Patricia R. Cross	Administrative Assistant to Director of Physical Plant
Jeff M. Davis	Vehicle Mechanic
Jonathan M. Davis	Director of Student Life/Interim Associate Dean for Student Affairs

Traci L. Davis	Administrative Assistant to Faculty
Michael A. Dente	Chief Technology Officer
Sharon L. Dolloff	Student Services Consultant
Alyssa M. Doolittle	Library Reference/Circulation Assistant
Denise M. Doyon	Custodian
Lori A. Drew	Tutor Coordinator
Terry K. Dwyer	Custodial Supervisor
Donna L. Edwards	Circulation Coordinator
Gaylon R. Ely	Custodian
Mary A. Etter	Learning Specialist
Elaine L. Fournier	Staff Assistant for Student Affairs
Karen M. Fournier	Custodian
Kerri A. Fowler	Admissions Counselor
Evelyn E. Franz	Recorder
Sandra L. Franz	Director of Human Resources
Naomi R. Gallagher	Staff Accountant
Susan C. Gallagher	Coordinator of Public Information
Paulsha D. George	Director of Payroll & Benefits
Donna M. Gile	Admissions Assistant
Darlene N. Gilman	Staff Assistant for Conferences, Career Services
Kathleen E. Gold	Student Success Specialist
Cheryl L. Goldrick	Staff Asst. to Associate Academic Dean
Jacqueline Goodwin	Custodian
Janet U. Goodwin	Custodian
Phyllis A. Green	Interlibrary Loan Specialist
Peter A. Guilfoyle	Head Athletic Trainer/Assistant Athletic Director
George B. Hacking	Director of Public Safety

Debra A. Hale	Registrar
Tim L. Hale	Custodian/Maintenance Worker
Jennifer K. Harris	Development Assistant
Bernard F. Hartshorn	Associate Director of Admissions
Janis L. Henderson	Custodian
Susan P. Henry	Director of Intramurals/SHAPE Manager
Teresa M. Hersom	Student Services Consultant
Linda D. Hilton	Chief Information Officer, VSC
Stacy O. Hopkins	Coordinator of Student Accounts
Erica C. Hoyt	Assistant Director of Admissions
Darlene L. Johnson	Student Services Consultant
William F. Johnson	Assistant Athletic Director
Richard L. Judkins	Maintenance Worker
John R. Kascenska	Associate Academic Dean
Donna J. Keely	Director of the First-Year Experience
Sheilah M. Ladd	Controller
Jon P. Lasseigne	Mechanical Systems Tech
Kenneth W. Leonard	Custodian
Constance K. Libbey	Accounts Payable Specialist
Judy E. Little	Administrative Asst. for Academic Support
Sara L. Lussier	Administrative Assistant, Institutional Advancement
Susan L. Lynaugh	Sr. Teacher/Leader, ECVLC
Mark J. Majors	Instructional Technology Specialist
Peter G. Mallett	Custodian
Vincent U. Maloney	Assistant Director, Admissions
John T. Mandeville	Director, Incubator Without Walls
Hannah N. Manley	Director of Alumni Relations & Development

Daniel R. Martin	Maintenance Tech
Vicki L. Martin	Custodian
William D. Martin	Maintenance Tech
Robert G. McCabe	Director of Student Support Services
Jillian H. McLaughlin	RHD/Housing Coordinator
Patrick P. McLaughlin	Public Safety Officer
Laura L. McNaughton	RHD/Student Activities Coordinator
Brian W. Michaud	Public Safety Officer
Darcie A. Miles	Executive Assistant to the President
Mark H. Mohrmann	Broadcast Systems Administrator
Monique C. Morris	Acquisitions Coordinator
Paul J. Nadeau	Public Safety Officer
Geraldine N. Nelson	Custodian
Arthur W. Peake	Maintenance Supervisor
Heather A. Ring	Associate Registrar
Dianne M. Rivers	Administrative Assistant to Faculty
Cynthia A. Robertson	Assistant to the Dean of Administration
Erin S. Rossetti	Assistant Director, Residential Life
Nathan R. Rossetti	Public Safety Officer
Jason R. Ryan	Senior Desktop Support Technician
Angela Ryan-Williams	Special Services Counselor
Christine L. Seymour	Custodian
Tracy W. Sherbrook	Assistant to Dean of Academic and Student Affairs
Deborah M. Sherwood	Custodian
Takuya Shimamura	Webmaster
Edward W. Simpson	Information Technology Technician
Charles I. Sjolander	Mechanical Systems Tech

Brenda A. Sweet	Administrative Assistant to Faculty
Janet M. Thorn	Coordinator of Library Access Services
Rhonda M. Trucott	Mailroom Supervisor
Mark H. Tucker	Meteorology Data Systems Administrator
Stephanie M. Tyler	RHD/Student Activities Coordinator
Christopher T. Ummer	Director of Athletics
Linda A. Wacholder	Director of Career Services
Carol A. Ward	Development Assistant
Patricia M. Webster	Cataloger
Donna E. Wheeler	Director of Conferences & Guest Relations
C. Richard Williams	Director of Upward Bound
David H. Wood	Custodial Supervisor
Sherri H. Wood	Student Services Consultant
Mary K. Yackley	Staff Assistant, ECVLC
Aaron E. Young	Video Broadcast/Theatre Operations Technician

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Linda Milne	Montpelier
Gary W. Moore, <i>Chair</i>	Bradford
Martha O'Connor, <i>Treasurer</i>	Brattleboro

Heidi Pelletier

Montpelier

Peter Peltz, Rep.

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Swanton

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

*Deceased

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Academic Calendar

Academic Calendar 2009-2010

Tuesday September 1, 2009

First Day of Classes

Monday, September 7, 2009

Labor Day - No Classes

Friday September 18, 2009

Major Activities Day

Friday September 18, 2009	Homecoming (9/18 - 9/20)
Friday September 19, 2009	Family Weekend (9/18 - 9/20)
Friday, October 9, 2009	Fall Break - No Classes
Monday, November 23, 2009	Thanksgiving Break (11/23 - 11/27)
Friday, December 11, 2009	Last Day of Classes
Monday, December 14, 2009	Final Examinations (12/14 - 12/17)
Tuesday, January 19, 2010	First Day of Classes
Monday, February 22, 2010	Winter Break (2/22 - 2/26)
Monday, April 5, 2010	Spring Break (4/5 - 4/9)
Friday, May 7, 2010	Last Day of Classes
Monday, May 10, 2010	Final Examinations (5/10 - 5/13)
Sunday, May 16, 2010	Commencement