

# Lyndon State College

## 2013-2014 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 pedagogy, curriculum, and assessment to help their students build skills for the 21st century. Graduate degree programs at Lyndon are designed to provide students with mastery in teaching content, special education, and curriculum and instruction. Lyndon also offers initial licensure programs in elementary, 7 - 12 secondary (English, Social Studies, Mathematics, and Science) and endorsement in Reading and Language Arts Specialist.

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

Teachers and administrators can:

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

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, and curriculum and instruction.

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

By the beginning of the 21st century, other changes were taking place. Shifting demographics suggested the need for classes and services to be offered at a wider choice of times - including evenings and weekends - and in different formats. Today a

commitment to providing students with a strong foundation in the liberal arts, which had taken hold in the 1960s, continues to lay the foundation for Lyndon's long tradition of readying students for the workplace. Degree programs designed to prepare students for a wide variety of professions are enhanced by an increasing emphasis on hands-on learning, career counseling and the acquisition of skills needed for the workplace. In 2005, a new residence hall and community building was constructed. The building was named The Rita L. Bole Complex - a continuing tribute to Miss Bole's legacy. In 2009 due to increasing enrollment, a new building was constructed. The Academic and Student Activity Center houses three academic departments and boasts a student event center as well as additional computer labs.

Serving a record enrollment of 1,500 students, Lyndon now focuses not only on the academic dimension of student experiences, but on the entire learning process, which includes activities that take place outside of - as well as in - the classroom. The Lyndon of today, which has grown gradually and naturally from its roots as a teacher education institution, is committed to student success, and to helping each student achieve his/her full potential. At the same time, the college continues its commitment to the community at large, striving to respond to the needs of the region and to serve as the educational, intellectual and cultural hub of the Northeast Kingdom of Vermont.

## 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.

Former 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
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  - The LSC Alumni Association
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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](http://www.lyndonstate.edu/library). There also are several special collections in the Library including the Vermont Room, housing materials relating to the Northeast Kingdom and Vermont, the College archives and the Instructional Materials Center.

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

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

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

## Information Technology Services

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

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

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

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## **Academic Services**

### **Academic Support Center**

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

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

### **Mathematics Resource Center**

If you need assistance at any level of mathematics, Lyndon provides you with math tutoring services. One-to-one or small group tutoring is provided, free of charge. Peer tutors work with students on a drop-in basis (no appointment necessary), and the lab is open Sunday through Thursday (hours will vary). The Mathematics Resource Center also has a large library containing alternative textbooks, answer keys, CD's, video tapes and mathematical software.

### **Writing Center**

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

### **Services for Students with Disabilities**

Lyndon is committed to providing a broad spectrum of accommodations for students with documented disabilities who request services. Students who would like to talk with someone about possible educational assistance and/or accommodations should contact the Learning Specialist in the Academic Support Center. Conversations are confidential in nature and need not result in an application for assistance unless the student wishes one. Instructors and student-support personnel are prepared to provide reasonable accommodations that are appropriate for the nature of the disability and the course.

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

### **Career Services**

While the acquisition of knowledge is its own reward, concern about careers and appropriate major study areas is important, too. Career Services provides a variety of career planning and placement services for all Lyndon community members. Career counseling is available for students wanting assistance in choosing a major or career. Additionally, Career Services works with

the college academic departments and employers to facilitate internship opportunities for students. The career resource center and computerized career information systems offer students access to occupational references, self-assessment tools, employer directories, job and internship listings, and college and graduate school catalogs.

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

## **Veterans Affairs**

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

## **Registrar's Office/Student Services Office**

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

## **Student Affairs**

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## **Health Services**

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

## **Personal Counseling**

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

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

## **Services for Commuters**

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

## **Emergency Messages to Students**

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

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

## **Campus Activities Board**

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

## **Twilight Players**

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

## **Sports**

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](http://www.lsc.bkstr.com).

# The LSC Alumni Association

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

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

For more information about our Alumni Association, please contact Hannah Nelson Manley '97, Director of Alumni Relations Development, at (802) 626-6433 or at [hannah.manley@lyndonstate.edu](mailto: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;
- Two letters of recommendation from professionals knowledgeable of your professional commitment. One letter is required from a Headmaster or Principal, Department Chairperson (if any), or undergraduate degree advisor if applicant has not taught;
- An up-to-date curriculum vitae;
- Formal interview; and,
- A non-refundable application fee of \$46.00.

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

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

#### **Interviews**

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

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

#### **Transfer Credit**

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

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

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

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

### **Matriculated Status**

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

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

## **Registration**

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### **Non-Degree Students**

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

### **Degree-Seeking Students**

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

### **Auditing Courses**

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

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

### **Change of Schedule**

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

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

Calendar for schedule change

Adding full semester courses:

- May be done during the first full week of classes (the "add period"). No fee assessed.
- May be done during the second full week of classes only by written authorization of the instructor
- Is generally not allowed after the end of the second full week of classes.

\*Exceptions are made only in extraordinary circumstances and only with written authorization of the Dean of Academic & Student Affairs and the instructor.

Dropping full semester courses

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

\*\*Exceptions are made only in the extraordinary circumstances usually associated with withdrawal from the college and are subject to that policy.

### **Independent Study**

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

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

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

## **Completing a Graduate Degree**

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### **Faculty Advisors**

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

### **Plan of Study**

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

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

The core courses must be completed at Lyndon State College.

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

### **Study**

### **Contracts**

M.Ed. students must complete a Study Contract for each slash (undergraduate/graduate) level course which is first approved as a slash course they are enrolled in for graduate degree credit. This form constitutes a learning contract and specifies the graduate level components which will be completed in addition to the appropriate undergraduate work. Students will not

receive a grade for the slash course until the graduate level components are complete. Forms are available from Graduate chairperson.

### Teaching Practice

Students seeking licensure/endorsement are expected to complete a Teaching Internship for 6 credits. This course typically involves a teaching component in the field, as well as sessions on campus with the instructor and other graduate students.

### Action

### Research

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

### Grades

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

A grade of I (incomplete) indicates that a student did not complete the course in the time required. Students who receive an "I" for a graduate level course have a specified time period determined by the instructor to complete the course work before the "I" results in a failing grade.

### Grade Changes

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

- 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 will 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	F: 0.0
A: 4.0	B: 3.0	
A-: 3.7	B-: 2.7	

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 student's eligibility. Students who do not enroll in courses for more than two (2) semesters (including summer semester) without applying for a leave of absence will be considered withdrawn.

### **Academic Probation**

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

### **Academic Dismissal**

Graduate students who are on probation and fail to improve their grade point average every semester or attain a "B-" (2.67) average are subject to dismissal. The student's dismissal note shall cite the specific reasons for the dismissal. Students dismissed from the college may not enroll in LSC courses that apply towards their graduate degree without the approval of the 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 admission are made (consistent with the academic dismissal policy rules) in writing to the Dean of Admissions. If the student is eligible for graduate program admission, the Dean shall make the readmission decision based on criteria consistent with the stated dismissal reasons. When the dismissal involved nonacademic reasons, the Dean shall make the 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 one at-large members of the LSC full-time faculty. The purpose of the Graduate Council is:

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

## **Graduation Procedures**

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### **Residency and Time Limit**

Graduate degree programs consisting of thirty-six (36) credits should be completed within seven (7) years. At least 18 of the 36 credits applied toward degree requirements must be taken at Lyndon State College as graduate degree credits. A maximum of twelve (12) transfer credits earned within five years prior to admission to the program can be applied to the degree. Extensions may be granted for extenuating circumstances.

### **Graduation Requirements**

Students must meet graduation and degree requirements including satisfactory completion of appropriate graduation standards as published in a single catalog that is in effect during or after the semester of their first enrollment, and published not more than five years prior to the awarded of the degree (that is, the current academic year plus the previous four academic years. Students who are dismissed from the college or who have left the college without obtaining a leave of absence must fulfill all program requirements in a catalog in effect after they are readmitted to the College. Catalogs, until surpassed by the next



edition, have an effective date of the first day of the fall semester of the year in which they are published. A student who began study in a degree program while the program was available, and who completes requirements within the specified time limits, may be awarded a degree even if the program is not listed in the most current catalog.

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

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

In order to graduate, students must:

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

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

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

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

### **Conferring of Degree**

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

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 2013-2014 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:	\$484/credit
Non-Residents:	\$1,042/credit
NH Residents falling under the Good Neighbor Program:	\$726/credit
NEBHE (New England Board of Higher Education):	\$726/credit

Graduation Fee : (one time fee due when filing Request to Graduate form) \$86

\*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/Licensure Programs

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

Lyndon State College offers a Master of Education degree with concentrations in Curriculum & Instruction, Special Education, and initial licensure in Elementary and Secondary Education, as well as a Reading/Language Arts endorsement. M.Ed. programs require that students complete a minimum of 36 credits which includes a 16 - 18 credit common core (6 courses). The additional 18 - 20 credit hours are determined by student's chosen strand and/or the Plan of Study. A total of 36 credits must be completed within seven years of matriculation unless the student is granted an extension.

Lyndon also offers post-baccalaureate/Master's level initial licensure programs in Elementary Education, or Secondary English, Social Science, Science, or Mathematics. In addition, Lyndon offers endorsement in Reading and English Language Arts Specialist.

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

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

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

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

## Graduate Certificate Programs

### Certificate of Graduate Study in Leadership

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

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

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

### Certificate Requirements

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

Total Credits: 15

### **Additional Certificate Programs**

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

## **Graduate School Faculty**

### **Degree Programs**

#### **Master of Education**

#### **Master of Education (M.Ed.)**

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

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

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

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

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

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

### **M.Ed. Core Courses**

Required core courses (17 - 18 credits):

- EDU 6540 - Advanced Studies in Learning Theory Credits: 3
- EDU 6550 - Foundations and Issues in Education Credits: 3
- EDU 6565 - Curriculum Development and Management Credits: 3
- EDU 6490 - Technology for Educators Credits: 3  
Note: EDU 6490 required for Educational Technology Concentration  
OR
- EDU 5480 - Science and Technology Credits: 3  
Note: EDU-5480 required for Initial Licensure - Elementary Education Concentration
- EDU 6570 - Research Methods Credits: 3
- EDU 6890 - Research Practicum/Final Project Credits: 2-3

## Curriculum and Instruction Concentration

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

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

Minimum credits required for program: 36

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

- Elective coursework approved by advisor 18 - 20 credits

## Specialization in Content Area Concentration

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

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

Minimum credits required for program: 36

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

- Elective coursework approved by advisor 18 - 20 credits

## Special Education Concentration

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

Minimum credits required for program: 36

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

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

- EDU 5170 - Teaching Students with Emotional and Behavioral Disabilities Credits: 3
- EDU 5470 - Reading Disabilities I Credits: 3
- EDU 5115 - Teaching Students w/Special Needs - Secondary Emphasis Credits: 3  
OR
- EDU 5110 - Teaching Students with Special Needs: Elementary Emphasis Credits: 3
- EDU 5450 - Assessment of Exceptional Students Credits: 3  
In addition to the above, take 8 credits of elective coursework approved by advisor

## Initial Licensure - Elementary Concentration

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

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

Minimum credits required for the program: 40

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

- EDU 5350 - Child Development Credits: 3  
OR PSY-3050 Child Development
- EDU 5223 - Differentiating Instruction, Assessment, and Special Education Law Credits: 3
- EDU 5310 - Reading and Language Arts Credits: 3
- EDU 6190 - Mathematics in the Elementary Classroom Credits: 3
- EDU 5380 - Social Studies Methods Credits: 2
- EDU 5135 - Developing a Positive Classroom Climate Credits: 2
- EDU 5190 - Observation and Participation Credits: 1  
Required only for students in the initial licensure concentration without documentation of 60 hours of observation.
- EDU 6850 - Elementary Teaching Internship Credits: 6

## Initial Licensure - Secondary Education Concentration

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

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

Minimum credits required for the program: 36-41

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

- EDU 5040 - Adolescent Development Credits: 3  
OR PSY-3260 Adolescent Development
- EDU 5250 - Literacy Development in the Content Area Credits: 3
- EDU 5115 - Teaching Students w/Special Needs - Secondary Emphasis Credits: 3
- EDU 6285 - Methods in Teaching Secondary Science Credits: 3  
OR
- EDU 6286 - Methods in Teaching Secondary English Credits: 3  
OR
- EDU 6287 - Methods in Teaching Secondary Social Studies Credits: 3  
OR
- MAT 5320 - Methods of Teaching Mathematics Credits: 3
- EDU 5190 - Observation and Participation Credits: 1  
Required only for students in the initial licensure concentration without documentation of 60 hours of observation.
- EDU 6830 - Secondary Teaching Internship Credits: 6  
In addition to the above, take 1 to 6 credits of elective coursework approved by advisor

## Reading/English Language Arts Specialist Endorsement

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

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

Minimum credits required for this program: 36

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

- EDU 6910 - Teaching Children to Read Credits: 3
- EDU 6045 - Developing Literacy Skills K-6 Credits: 3
- EDU 5250 - Literacy Development in the Content Area Credits: 3
- EDU 5470 - Reading Disabilities I Credits: 3
- EDU 6885 - Literacy Practicum Credits: 3  
In addition to the above, take 3 credits of coursework approved by advisor.

## Educational Technology Concentration

Choose a minimum of 18 credits from the following:

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



- EDU 6710 - Special Topics in Educational Technology Credits: 1-3

## 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 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

## **Design**

### **DES 5030 - Fundamentals of Web Design**

This course provides students with the fundamentals of web design. It provides instruction in introductory web-design principles, web-site structure, Internet basics, web rapid-prototyping, and "What You See Is What You Get" (WYSIWYG) web design. This course requires the development of a web site; graduate education students will also create a research-based rationale for the site.

### **Prerequisites & Notes**

The prerequisite is EDU 6490 or permission. There is a lab fee. This course is offered every spring.

Credits: 3

## **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**

This course reviews the etiology, characteristics, and evaluation of individuals diagnosed as learning impaired or learning disabled. The course studies current research and practice regarding teaching strategies, instructional modifications, curriculum, and transitional planning, supervising paraprofessionals, and collaboration with other professionals.

**Prerequisites & Notes**

The prerequisites are EDU 3510, EDU 2110 or permission.

Credits: 3

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

This course introduces students to the special education process including the development of the Individualized Education Program. The course explores effective methods for individualizing instruction and modifying curriculum to meet the needs of students with special needs. Students are taught to use assessment data to guide recommendations in the classroom setting.

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 secondary student learning disabilities. 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.

Credits: 3

### **EDU 5223 - Differentiating Instruction, Assessment, and Special Education Law**

This course provides instruction in the methods and materials appropriate for teaching students with special learning needs in the inclusive classroom. Models of designing an inclusive classroom, including universal design and differentiated instruction, are studied with an emphasis on using assessment data to inform instruction. The course provides an introduction to special education law and the special education process. This offers the student an opportunity to participate in the development of the Individualized Education Program and to work collaboratively as a member of the Evaluation and Planning team.

#### **Prerequisites & Notes**

This course is offered every spring.

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 Skills K-6**

This course provides students with an introduction to developing reading, writing, speaking and listening skills in grades K – 6. This course focuses on the theoretical background, literacy processes, instructional practices and materials that develop literacy skills in children. Students will learn to incorporate phonemic awareness, phonics, fluency, word study, comprehension, and writing in a comprehensive literacy program. Students will become familiar with screening, diagnostic, and program assessments in order to direct literacy instruction to meet individual needs.

#### **Prerequisites & Notes**

This course is offered every fall.

Credits: 3

### **EDU 6135 - Legal and Ethical Issues in Education**

This is a course in legal issues and professional ethics related to teaching with instructional resources. The course explores educational legal issues, professional ethics, and information literacy topics such as plagiarism, confidentiality, and copyright law in the information age. The course evaluates decisions and assesses various approaches to fundamental ethical dilemmas and the impact of academic ethics in contemporary society.

**Prerequisites & Notes**

This course is offered every summer.

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 6435 - Change Management**

This course prepares participants to manage change within a variety of educational settings. The course covers change-management theory, features of organizational environments, and sustainable educational technology plans. The course also identifies specific strategies for managing change in educational environments and for professional development in the context of educational change.

#### **Prerequisites & Notes**

This course is offered every summer.

Credits: 3

### **EDU 6485 - Technology for Educational Assessment**

This course explores a variety of different technologies as tools for assessment. Students will learn when assessment should be integrated into curricula and will explore how to choose the right assessment tool to fit their classroom needs. Students will be exposed to technologies such as clickers and ePortfolios throughout the course.

#### **Prerequisites & Notes**

This course is offered every fall.

Credits: 3

### **EDU 6487 - Business of Educational Technology**

This course provides participants with the necessary understanding of how business principles support and advance educational technology. Participants will learn how to draft proposals and grants for evaluating, planning, and implementing educational technology systems.

#### **Prerequisites & Notes**

This course is offered every fall.

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 in using different educational software and hardware, assistive technology, and the Internet to support the learning of all students,

including those with learning problems. The course will present technology to support instruction through software applications, social networking, and mobile technology. Best practice in the use of educational technology will be addressed.

**Prerequisites & Notes**

There is a lab fee. The course will be offered every summer.

Credits: 3

**EDU 6495 - Tools of Educational Technology**

The purpose of this course is to take a hands-on approach to different technologies available to educators. Students will learn about tablets, clickers, learning-management systems, and other popular technology tools. The course discusses how to integrate these technologies successfully into a classroom.

**Prerequisites & Notes**

The prerequisite is EDU 6490. This course is offered every spring.

Credits: 3

**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, as are issues in educational theories for using technology.

**Prerequisites & Notes**

This course is offered every fall.

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 impact of technology on education will be explored. The historical and philosophical orientation of this course will enable students to understand, evaluate and act on current issues in education.

**Prerequisites & Notes**

This course is offered every fall.

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 “Understanding by Design” curriculum 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. Using technology to meet and enhance universal design principles will be addressed. The course also addresses management of curriculum, including planning, implementing, and evaluating curriculum based on research and data to improve student learning.

### **Prerequisites & Notes**

This course is offered every spring.

Credits: 3

## **EDU 6570 - Research Methods**

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

### **Prerequisites & Notes**

The course is offered every summer.

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 6710 - Special Topics in Educational Technology**

This course offers students the opportunity to concentrate on topics of special interest in current trends in educational technology not extensively treated in regularly offerings. The prerequisite is graduate standing or permission.

#### **Prerequisites & Notes**

This course may be repeated once for credit with change of topic.

Credits: 1-3

### **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 is 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

**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 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**

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

## **The Faculty**

[^ TOP](#)

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

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

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

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- BLIZZARD, RON (2012) Assistant Professor of Exercise Science, B.S. University of Massachusetts at Amherst; M.Ed. Central Connecticut State University; Ed.D. Johnson & Wales
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- METZKE, LINDA K. (1988) Professor, Special Education, B.S. University of Wisconsin; M.S. University of Wisconsin; Ph.D. Marquette University
- MOORE, BRITT (2009) Instructor, Music Business and Industry, B.A. California State University
- MOYE, RICHARD H. (1991), Professor of English, B.A. Middlebury College; M.A. Columbia University; M.Phil. Columbia University; Ph.D. Columbia University
- MUELLER, HARRY (2003) Associate 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
- 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) Associate Professor of Visual Arts, A.S. Champlain College; B.F.A. School of Visual Arts; M.F.A. Hunter College; Ph.D., Capella University
- 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
- SEARLS, PAUL (2005) Associate Professor of History, B.A. Hobart College; M.A. University of Vermont; Ph.D. New York University
- SGHERZA, ANTHONY (2004), 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) Associate Professor of Atmospheric Sciences, B.S. Plymouth State College; M.S. University of Utah; Ph.D., University of Utah
- SHERRER, MARGARET (2005) Associate Professor of Psychology, B.A., University of Rhode Island; M.S.W. Rhode Island College; Ph.D., Boston College
- SHINE, PATRICIA (2003) Associate Professor of Human Services, B.A. Adelphi University; M.S.W. Simmons School of Social Work
- SIEGEL, RACHEL S. (1990) Professor of Business Administration, B.A. Yale University; M.B.A. Yale University, C.F.A.

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

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

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JOHNSTON, DAVID (2005), Associate 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

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

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

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

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

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) Professor of Visual Arts, B.F.A. University of Utah; M.A. Syracuse University; M.F.A. University of Hartford, Hartford Art School

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

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

## Part-time Faculty

[^ TOP](#)

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

BOYE, ALAN, English, B.S. University of Nebraska; M.A. University of Texas

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

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

MOORE, J. ALAN, Philosophy, B.A. University of California at Davis; M.A. University of Idaho; Ph.D., Tulane University

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

CHARLES, JEAN, Music and Performing Arts/Music

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

COTTE, WILLIAM, Music and Performing Arts/Music

DOUCETTE, SARAH, Exercise Science

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

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

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

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

FREGOSI, GIANNA, Theatre, M.P.A. Oklahoma City 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

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

KELLAR, KRISTINE, Exercise Science

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

McCANN, ROBERT, Visual Arts

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

MARTIN, ROBERT, Natural Science, B.S. Lyndon State College

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

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

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

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

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

ROOSEVELT, MICHAEL, Art, M.F.A., Tyler School of Art of Temple University

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

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

SWEET, DENNIS, GEU, B.S. University of Vermont; 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

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

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

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

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

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



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MILLER, DONALD H. (1959-1999)

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VOS, KENNETH (1967-1999)

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

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Patrick D. Carr	Custodian
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Lori A. Drew	Tutor Coordinator
Terry K. Dwyer	Custodial Supervisor
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Mary A. Etter	Learning Specialist
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Miranda D. Fox	Assistant Registrar
Evelyn E. Franz	Recorder
Sandra L. Franz	Director of Human Resources
Naomi R. Gallagher	Staff Accountant
Paulsha D. George	Director of Payroll & Benefits
Donna M. Gile	Staff Assistant to Faculty/NEKSDC
Darlene N. Gilman	Staff Assistant for Conferences, Career Services
Kathleen E. Gold	Director of Advising Resources
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Darlene L. Johnson	Financial Services Consultant
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Mark L. Lariviere	Custodian
Jon P. Lasseigne	Senior Mechanical Systems Tech
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Ryan J. Longe	Admissions Counselor
Sebastion C. Lury	Admissions Counselor
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Mark H. Mohrmann	Broadcast Systems Administrator
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Claudia C. Mosher	Records Specialist, Admissions
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Ann M. Nygard	Director, Center for Rural Entrepreneurship
Arthur W. Peake	Maintenance Supervisor
Melissa A. Pickel	Library Reference/Circulation Assistant
Belinda J. Plymak	Database Manager
Charlotte N. Porcelli	Director of Conferences & Events
Monique C. Prive	Acquisitions Coordinator
Rose E. Reynolds	Assistant Director, Upward Bound
Heather A. Ring	Associate Registrar
Dianne M. Rivers	Staff Assistant to Associate Academic Dean
Cynthia A. Robertson	Assistant to the Dean of Administration
Jonathan J. Ross	RHD/Programming & Community Service Coordinator
Erin S. Rossetti	Director, Residential Life
Nathan R. Rossetti	Public Safety Officer
Jason R. Ryan	Senior Desktop Support Technician
Angela Ryan-Williams	Special Services Counselor
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Evita E. Sandoval	Head Athletic Trainer
Christine L. Seymour	Custodian
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Deborah M. Sherwood	Custodian
Takuya Shimamura	Webmaster
Elizabeth A. Simpson	Teacher Leader, ECVLC
Kirsten A. Simpson	Staff Accountant
Charles I. Sjolander	Senior Mechanical Systems Tech

Robert E. Stowell	Manufacturing Industry Specialist, CRE
Jamie A. Struck	Adventure Program Coordinator
Brenda A. Sweet	Staff Assistant to Faculty
Rhonda M. Trucott	Mailroom Supervisor
Mark H. Tucker	Atmospheric Sciences Data Systems Administrator
Christopher T. Ummer	Director of Athletics
Linda A. Wacholder	Director of Career Services
C. Richard Williams	Director of Upward Bound
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- Dr. Carol A. Moore (1998 - 2011)
- Mr. Steven M. Gold (2011 - 2012, Interim)

\*Deceased

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## Academic Calendar

### Academic Calendar 2013-2014

Monday August 26, 2013

First Day of Classes

Monday, September 2, 2013

Labor Day - No Classes

Friday September 13, 2013

Major Activities Day

Friday September 20, 2013	Homecoming (9/20 - 9/22)
Friday September 20, 2013	Family Weekend (9/20 - 9/22)
Monday, October 7, 2013	Fall Break (10/7 - 10/11)
Monday, November 25, 2013	Thanksgiving Break (11/25 - 11/29)
Friday, December 13, 2013	Last Day of Classes
Monday, December 16, 2013	Final Examinations (12/16 - 12/19)
Tuesday, January 21, 2014	First Day of Classes
Monday, February 24, 2014	Winter Break (2/24 - 2/28)
Monday, March 3, 2014	No Classes - College-wide Retreat
Tuesday, March 4, 2014	No Classes - Town Meeting Day
Monday, April 7, 2014	Spring Break (4/7 - 4/11)
Friday, May 9, 2014	Last Day of Classes
Monday, May 12, 2014	Final Examinations (5/12 - 5/15)
Sunday, May 18, 2014	Commencement



