Our Mission

Green Mountain College prepares students for fulfilling lives by taking the goal of creating just and sustainable societies as the unifying theme for its interdisciplinary graduate and undergraduate liberal arts education. The College fosters the ideals of environmental and personal responsibility, civic engagement, entrepreneurial spirit, and global understanding.

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Rich in Tradition, Ready for Today

Along with its maple groves and dairy farms, the state of Vermont has long been fertile ground for philosophers, scientists, artists, and environmentalists seeking answers to problems faced by humanity. Green Mountain College has contributed to this tradition since its founding in 1834—we prepare students for productive careers through a liberal arts education emphasizing environmental responsibility. Green Mountain College’s locale is uniquely suited for this mission: Our 155-acre campus and surrounding landscape are ideal laboratories for a curriculum that emphasizes field research and hands-on experience. Our highly qualified faculty is deeply committed to the values of a liberal arts education, including grounding in the sciences and humanities, critical thinking, and the ability to clearly express ideas.

“Our relation to the natural world takes place in a place, and it must be grounded in information and experience. From the vantage of such places, and with the benefit of such experience, we might yet learn the compassion and see the possibilities needed to live more fully and sustainably in this global age.”

—Laird Christensen, Professor of English Literature and Environmental Studies

Why Sustainable Liberal Arts?

Green Mountain College has been in the vanguard of change since 1995, when we adopted the mission statement printed on the inside cover of this catalog. GMC is different from most colleges because we infuse environmental awareness into every aspect of a liberal arts education. We call it the Sustainable Liberal Arts for a Transformative Education (S.L.A.T.E.) Curriculum. Unlike traditional classes, the four core S.L.A.T.E. courses cross disciplinary boundaries, challenging students to make connections and analyze complex physical and social problems. The result? Graduates are creative, flexible, and resourceful—qualities that never go out of style in life and in the working world.

At Green Mountain College, we use the term “sustainable” in the very broadest sense and try to avoid narrow definitions and stereotypes. Here, “sustainable” refers to our belief that we are all embedded in natural and social communities on which we depend, and that we have a responsibility for the well-being of these communities. As a GMC student, your studies will take you far beyond the classroom, applying your knowledge through service learning projects, block courses, and internships. You will collaborate with fellow students and faculty to bring about change. You will learn about the dynamics of natural and social systems and you will be immersed in the ideals of public service, environmental responsibility, and global understanding.

Here in Poultney

Poultney offers the best in small-town rural living—stunning mountain views, beautiful lakes, trails, great restaurants, a cozy pub, a library, and many historic houses and churches. Year-round outdoor recreation is plentiful with hiking, biking, rock climbing, ice climbing, skiing, paddling, and camping. Killington’s world-class ski resort is about 40 minutes away—and you can get a great discount as a student. The Adirondack Mountains in New York State offer limitless opportunities for hiking, cross-country skiing, mountain biking, and more. Great shopping towns like Burlington and Middlebury, VT, and Queensbury, NY, are less than an hour and a half away. When you feel you need that big city experience, New York, Boston, and Montreal are just a few hours away by car or train.

Degree Programs

Green Mountain College grants Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees in a broad range of majors. The College also provides students with an opportunity to chart their own educational course through a self-designed major. Green Mountain College offers a 3-year bachelor degree in Resort & Hospitality Management in partnership with Killington, Ltd., the largest ski area in the East, and special certificate programs in renewable energy and ecodesign (REED) and sustainability. Green Mountain College also offers master’s degrees in four fields: Master of Science in Environmental Studies, Master of Science in Sustainable Food Systems, Master of Science in Resilient and Sustainable Communities, and Master of Business Administration in Sustainable Business.

Accreditation & Affiliations

Green Mountain College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools & Colleges, Inc. The College’s education department is accredited by the Vermont State Department of Education. The College is affiliated with the United Methodist Church, which guides our ecumenical approach to spiritual development. Green Mountain College is also a member of the Eco League, a consortium of six small environmentally-focused colleges.

The Green Mountain Experience

A Green Mountain education is defined by an innovative mission, engaging faculty, stimulating classes, and, of course, by the limitless learning opportunities outside the traditional classroom. As a member of our residential campus, your experience here is just as likely to be defined by the people you meet and conversations over coffee as it is by exams or papers. This is the intellectual, physical, and spiritual nourishment that only a liberal arts college can provide.

So how is your education enhanced beyond the classroom? Well, that’s up to you, but for starters, it could include plays, art
exhibits, concerts, yoga, ice climbing, whitewater rafting, organic farming, student government, student publications, sports, camping, hiking, skiing, guest speakers, study in Wales, Korea, Israel, or China, hearing a Supreme Court argument in Washington, D.C., or spending a semester at an Eco League college.

Green Mountain students bring a spirit of adventure and a hunger for new experiences. As a student, you can expect to grow and challenge yourself in many new ways.

“Green Mountain is transforming the way we think about ourselves, enhancing our sense of responsibility for our environment, and, ultimately, helping to create a more sustainable society.”
—William Throop, Ph.D., Provost, Professor of Philosophy and Environmental Studies

Sustainable Liberal Arts for Transformative Education

GENERAL EDUCATION REQUIREMENTS
Green Mountain College has a national reputation for our signature Sustainable Liberal Arts Program, better known as S.L.A. A liberal arts education provides students the ability to learn and to apply both new and old knowledge in innovative ways. This is a foundation for career success, seeking and living a good life, and post-baccalaureate study. The core themes of the environment and sustainability define the philosophy of a liberal arts education at the College, allowing students to develop analytical skills and wisdom acquired by grappling with some of the most important issues of our time. The S.L.A. Program helps students develop the skills, knowledge, and inclinations required of citizens who choose to help build a sustainable world. It ensures that our graduates are well prepared to succeed in a future marked by rapid changes and difficult decisions; a future that will require well-developed intellectual skills, substantial knowledge, and courage.

In the S.L.A. students learn to think in terms of systems, to express themselves with clarity and precision in speech and writing, to identify and analyze complex physical and social problems accurately using accepted methodologies, to understand the cultural and historical contexts which shape the present environment, and to develop creative and effective solutions to a range of problems.

The four interdisciplinary core courses provide a common learning experience and body of knowledge that fosters a sense of community. They also strengthen academic skills such as proficient writing and critical thinking that apply to all academic majors. In recognition of the complexity of the linkages between humans and the natural world, each of these courses taps expertise and skills from a variety of disciplines.

The program consists of four core courses (12 credits), and 7 additional courses (21-22 credits) from choices in seven distribution categories. To demonstrate proficiency, students place their work documenting satisfactory completion of all learning outcomes in an electronic portfolio.

S.L.A. GOALS AND LEARNING OUTCOMES:

I. Systems Thinking: Students will understand the structure and dynamics of representative social and natural systems and their interrelationships.
1. Students will demonstrate knowledge of social systems and their historical development.
2. Students will demonstrate knowledge of ecological systems and how they have been historically conceived.
3. Students will demonstrate the ability to integrate knowledge of social and ecological systems to predict, assess, and analyze the effects of human activities.

II. Critical Thinking and Communication: Students will develop and apply strong problem-solving skills and communication skills.
1. Students will demonstrate the ability to communicate complex issues and ideas to diverse audiences in a variety of media.
2. Students will demonstrate the ability to evaluate reasoning and to create effective arguments that address these issues.
3. Students will demonstrate information literacy through the ability to access, understand, apply, and evaluate sources of information critically and to distinguish fact from opinion.
4. Students will apply these skills in service to their community.

III. Environmental Awareness: Students will understand the factors contributing to our domestic and global ecological challenges and demonstrate the ability to evaluate proposals for creating a more sustainable future.
1. Students will understand contemporary environmental issues such as climate change, resource depletion and biodiversity loss as well as the complexity of proposed solutions.
2. Students will understand the history of land use and the changing relationship between humans and nature over time.
3. Students will be able to articulate a positive vision for a just and sustainable society.

IV. Reflective Self-Awareness and Responsibility: Students will demonstrate ethical responsibility, aesthetic sensitivity, and multicultural awareness.
1. Students will demonstrate reflective self-awareness of their strengths and weaknesses.
2. Students will demonstrate empathy for others and the ability to entertain multiple perspectives.
3. Students will demonstrate the ability to clearly identify the ethical dimensions of environmental issues.
4. Students will understand the roles that concepts such as race, gender, sexual identity, religion, socioeconomic status, and ethnicity may play in identifying problems or responding to events.
5. Students will demonstrate an ability to respond to and reason about aesthetic considerations.

V. Liberal Arts Understanding: Students will demonstrate interdisciplinary integration of traditional liberal arts areas.
1. Students will demonstrate familiarity with the subject matter and methodologies of the arts, humanities, natural sciences, mathematics, and social sciences.
2. Students will draw on the knowledge base or methodologies of two or more disciplines to analyze, evaluate, or solve a complex problem.
3. Students will demonstrate the ability to use quantitative and qualitative methodologies to interpret and analyze natural and social phenomena.

All S.L.A. courses must make explicit connections between the course content and the S.L.A. theme: Perspectives on the Environment.

S.L.A. Core Courses

S.L.A.T.E. Seminar

This introductory course for all first year students explores some of the ways in which human societies make sense of the natural world. Students read literature that ranges from folklore and poetry to environmental philosophy and natural science, and develop a sense of how culture determines our understanding of our environment. The course begins to develop student writing through formal and informal essays and journaling. Frequent field trips help root students in their new home while they test ideas from classroom readings. The S.L.A. portfolio is begun in this course and added to in each of the subsequent core courses.

Freshman Year, Fall. 3 credits

Voices of Community: Writing Seminar

Building on the writing skills developed in Images of Nature, Voices of Community provides students with more extensive practice in composition and revision. The course focuses on cultivating the conventions of Standard Written English and enriching students’ expressive and stylistic resources through a series of assignments that explore from diverse perspectives how the environment encompasses human relationships and communities. The critical thinking and communication skills learned in this course enable effective and informed participation in these communities.

Freshman Year, Fall. 3 credits

Wicked Problems, Complex Solutions

Our world is full of complex social and ecological problems (such as climate change, gun violence, racial injustice, and income inequality). While it is often easy to identify problems when they arise, this course helps students to see multifaceted “wicked” problems as embedded in complex and interrelated systems. Students will understand how scientific ways of knowing have evolved over time and influence how we understand wicked problems and the varied systems in which they are embedded. With an interdisciplin ary faculty team, students will apply the methods and knowledge used in different disciplines to make sense of the problems of our time and explore the potential for just and sustainable transdisciplinary solutions.

Sophomore year, Spring. 3 credits

A Delicate Balance: Capstone Seminar

What does it mean for me to be an engaged citizen? Students explore the question in this seminar-based capstone course. Different contemporary issues each semester provide background for reflection on individual duty and ethical, environmental, and social policy issues. The readings draw on the work of political philosophers and leaders, artists and scientists, and on contemporary analysis and stories of engagement. Students are asked to integrate, reflect upon, and apply these concepts to their personal goals. The course seeks to refine and enhance the student’s understanding of herself as a citizen and her ability to research independently, critically assess disparate pieces of information, and communicate in both written and oral forms. Students explicitly make connections with prior courses in the S.L.A. program and major; each student completes a project that relates the focus of this class to his own career projections and his best understanding of his own goals for civic engagement. This project is a culmination and expression of his personal interest and involvement with the mission of Green Mountain College.

Junior Year, both semesters. 3 credits

Distribution Categories

QUANTITATIVE ANALYSIS

The quantification of phenomena allows us to understand why and how systems function. Courses in this category will develop the ability to understand, interpret and analyze quantitative data about environmental issues, to understand the role of such data in problem solving, and to recognize both the power and limits of mathematical analysis.

NATURAL SYSTEMS

Scientific modes of thinking help us gain a better understanding of the natural world. Science involves using observation, imagination, deduction, and induction in ways that sharpen problem-solving skills, enhance formal reasoning skills, and develop methods of quantification and analysis. Such skills are a necessary for citizens who wish to make more informed decisions concerning their actions in a global community.

* Biology majors are exempt from this category, but not from the total credit count for S.L.A. and should substitute any course from any category for the Natural Systems course.

HUMAN SYSTEMS

Human beings are deeply embedded in complex social relationsh ips. Our concepts of self, identity, motive, value, and truth can only be understood with reference to other individuals. Indeed, social forces and the histories of every culture and every society profoundly affect our views of ourselves as individuals. Any attempt to understand humans as individuals requires understanding humans as social beings who shape and are shaped by the institutions that govern their lives.

AESTHETIC APPRECIATION

Beauty is a critical component of a good life and is encountered in many places under different contexts. Exposure to what our own and other cultures have deemed beautiful expands the appreciation and experience of beauty and heightens the understanding of the human desire for beauty in the built environment.

MORAL REASONING

Many of our actions have moral consequences. While scientific understanding can inform us of the material consequences of our actions, it cannot inform us about which of these actions are most morally justified. In a complex and divided world, citizens must be able to weigh the moral implications of actions and to choose appropriately with full understanding of the moral dimensions of life.

HISTORICAL CONTEXT

Our past influences who we are. It shapes the cultures in which we live, moves us to view the world in particular ways, and forms how we imagine our future. It can expand or contract our view of what is possible. To become most fully human, we must understand our past.

THE EXAMINED LIFE

Understanding of self is critical to understanding the world. This category requires examination of self in relation to natural or social systems with a goal of having students think deeply about how individuals flourish. Elements addressed include personal responsibility, mental, physical, or spiritual development and the effects of our individual lifestyle choices on ourselves and our communities, both natural and human.
* Adventure Education majors are exempt from this category, but not from the total credit count for S.L.A. and should substitute any course from any category for the Examined Life course.

Students also need to take an additional writing intensive course to satisfy their S.L.A. credit count. These courses may or may not have an S.L.A. prefix and only designated courses can count.

**S.L.A. REQUIREMENTS**

**Core Courses (12 credits)**

| Year One: | SLA 1000 | S.L.A.T.E. Seminar | 3 |
| Year Two: | SLA 1500 | Voices of Community: First Year Writing Seminar | 3 |
| Year Three: | SLA 2000 | Wicked Problems, Complex Solutions | 3 |
| | SLA 4000 | A Delicate Balance (capstone seminar) | 3 |

**Distribution Courses** (take one course from each category)

**QUANTITATIVE ANALYSIS**

| SLA 1104 | Enhanced Quantitative Environmental Analysis | 4 |
| SLA 1105 | Quantitative Environmental Analysis | 3 |
| SLA 1106 | Games, Systems, and Sustainability | 3 |
| SLA 1108 | Introduction to Coding | 3 |
| SLA/WFC 2020 | Data Analysis and Modeling | 3 |
| SLA 2104 | Dynamic Systems and Theories of Collapse | 3 |

Students who enroll in and successfully pass MAT1031 or MAT1032 are exempt from the Quantitative Analysis distribution.

**NATURAL SYSTEMS**

| SLA 1013 | Environmental Science | 3 |
| SLA 1017 | Intro to Environmental Chemistry | 4 |
| SLA 1110 | Local Flora | 3 |
| SLA 1112 | Wildlife Ecology | 3 |
| SLA 1114 | One Health | 3 |
| SLA 1116 | Sustainable Soil, Sustainable Food | 3 |
| SLA 2012 | Natural History of Vermont | 3 |
| SLA 2014 | Human Nature & Ecological Imagination | 3 |
| SLA 2110 | Natural Disasters | 3 |
| SLA 2112 | Marine Ecology | 3 |
| SLA 3010 | Climate Dynamics | 3 |

**HUMAN SYSTEMS**

| SLA 1023 | Contemporary Social Issues | 3 |
| SLA 1027 | Simplicity & Sustainability | 3 |
| SLA 1043 | Utopias: Envisioning the Good Society | 3 |
| SLA 1123 | Energy & Society | 3 |
| SLA 1124 | Unraveling Food Systems | 3 |
| SLA 1125 | Poverty and Inequality in America | 3 |
| SLA 2021 | Law & Society | 3 |
| SLA/RED 2022 | Ecological Design Thinking | 3 |
| SLA 2023 | Environmental Justice | 3 |
| SLA 2024 | Introduction to Systems Thinking | 3 |
| SLA 2026 | Indigenous America | 3 |
| SLA/ENV 3021 | Sustainable Development | 3 |
| SLA/SOC 3022 | Ethnoecology | 3 |
| SLA/ENV 3024 | Animal Law & Policy | 3 |
| SLA/SOC 3028 | East Asia in National Geographic Perspective | 3 |

Distribution courses continued on next page
### AESTHETIC APPRECIATION

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<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>SLA 1031</td>
<td>Theater: The Audience Environment</td>
<td>3</td>
</tr>
<tr>
<td>SLA 1035</td>
<td>The Western Imagination</td>
<td>3</td>
</tr>
<tr>
<td>SLA 1037</td>
<td>Nature in Music</td>
<td>3</td>
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<tr>
<td>SLA 1039</td>
<td>Nature In Theater and Film</td>
<td>3</td>
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<tr>
<td>SLA 2032</td>
<td>Stage to Screen: Social Issues in Theater &amp; Film</td>
<td>3</td>
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<tr>
<td>SLA 2033</td>
<td>Aesthetics: Beauty in the Arts and Literature</td>
<td>3</td>
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<tr>
<td>SLA 2034</td>
<td>Chinese Nature Poetry</td>
<td>3</td>
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<tr>
<td>SLA 2035</td>
<td>Natural Science Illustration</td>
<td>3</td>
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<tr>
<td>SLA 2037</td>
<td>Dimensions of Music</td>
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<td>SLA/ART 3031</td>
<td>Art &amp; Activism</td>
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### MORAL REASONING

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<tr>
<td>SLA/PHI 1045</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SLA/PHI 1049</td>
<td>Ethics and Character: Flourishing in Community</td>
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<td>SLA 3041</td>
<td>Ethical Theory</td>
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<td>SLA 3046/PHI 3025</td>
<td>Animal Ethics</td>
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### HISTORICAL CONTEXTS

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<td>SLA 1057</td>
<td>World History and the Environment</td>
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<tr>
<td>SLA 1058</td>
<td>American Views of the Environment</td>
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</tr>
<tr>
<td>SLA/HIS 3055</td>
<td>Chicago: History of a Built Environment</td>
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### THE EXAMINED LIFE

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<tr>
<td>SLA 1068</td>
<td>Exploring Virtues</td>
<td>3</td>
</tr>
<tr>
<td>SLA 1121</td>
<td>Multiculturalism, Diversity Awareness, and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>SLA 1161</td>
<td>Body and Being: Tribal Dance and Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>SLA/REL 2025</td>
<td>The Sacred Earth</td>
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<tr>
<td>SLA 2045</td>
<td>International Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>SLA 2063</td>
<td>Human Health &amp; The Natural Environment</td>
<td>3</td>
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<tr>
<td>SLA/SOC 2067</td>
<td>Yoga: History, Philosophy, Practice</td>
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<tr>
<td>SLA/REL 2068</td>
<td>On Being Human</td>
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<td>SLA 2069/REL 2009</td>
<td>Stories of the Spirit</td>
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<tr>
<td>SLA/ADE 3062</td>
<td>Character-Based Leadership</td>
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### WRITING INTENSIVE

All students must complete a course that is designated as a 'writing intensive' course. This course may be an additional SLA course, a course from a major, and elective, etc. Only specific courses that are designated as 'writing intensive' may count.

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<tr>
<th>Course Code</th>
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<tr>
<td>BIO 3021</td>
<td>Conservation Biology</td>
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<tr>
<td>EDU 2019</td>
<td>The Exceptional Child</td>
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<tr>
<td>EDU 3100</td>
<td>Observation Practicum</td>
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<td>EDU 4086</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>EDU 4100</td>
<td>Education Practicum</td>
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<td>SLA 3046/PHI 3025</td>
<td>Animal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SLA/ADE 3062</td>
<td>Character-Based Leadership</td>
<td>3</td>
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<tr>
<td>HIS 3008</td>
<td>Renaissance to Enlightenment</td>
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<td>HIS 3034</td>
<td>Modern British History</td>
<td>3</td>
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<td>PHI 4011</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>SFS/SOC 3024</td>
<td>Food Justice</td>
<td>4</td>
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**TOTAL SLA CREDITS:** 36-37
**Broaden Your Horizons**

**College Honors Program**

The Honors Program at Green Mountain College promotes academic excellence and intellectual rigor across the campus through the S.L.A. curriculum, Honors Forum, and extracurricular scholarly activities. The Honors Program is dedicated to building community among honors students, thus creating an inviting environment that promotes intellectual curiosity and the aggressive pursuit of knowledge.

**HONORS REQUIREMENTS**

Green Mountain College's Honors Program is organized around our innovative Sustainable Liberal Arts Program (S.L.A.) and a one credit Honors Forum course. Honors students must register for the Honors sections of the four S.L.A. core courses. These sections are specifically designed for honors students, allowing students to delve deeply into course material and challenge themselves with difficult and important issues. Honors students also register for honors sections of S.L.A. distribution courses so that the total S.L.A. honors credits completed in the Honors Program equals twenty-five (25) S.L.A. credits. In extreme and unusual cases (i.e., if a student studies abroad for a semester or a year) students can take a non-honors S.L.A. distribution course as an Independent Study for honors credit with permission from the Honors Director, course instructor, and Dean of Faculty. Students may also contract to take a standard course for honors credit. For more information on the contract and the program, please consult the Honors Program web page (www.greenmtn.edu/academics/undergraduate/honors-program/). Exceptions will be made for students who are not admitted to the honors program as freshmen—sophomores are required to complete eighteen (18) S.L.A. honors credits, juniors and seniors are required to complete twelve (12) S.L.A. honors credits.

Students must maintain a 3.30 GPA minimum to remain in the Honors Program. If a student falls below this minimum, they will be notified that they are on probation with the expectation that they will bring their overall GPA back up to a 3.30 within one year to return to good standing in the program. Students in the program who enroll in non-Honors S.L.A. Core Courses will be notified that they will be dropped from the program if they do not complete that course in an Honors designated section. Students will also be automatically dropped from the program if completion of the required credits is no longer possible before graduation. A student may withdraw from the program at any time by emailing the Director of the program.

**HONORS FORUM**

In addition to the twenty-four S.L.A. credits, Honors students complete a one credit Honors Forum course. This course is a first semester orientation to the Honors Program, and to college academics. In the Forum students will have the opportunity to connect with the other students in the program, to actively engage and shape the program, and will be introduced to GMC faculty from a variety of different disciplines.

Honors students are encouraged to live on the Honors Floor, a special section of housing reserved for program participants, and the physical center of the program on the GMC campus. Floor residents will play a key role in the creation of their own academically oriented community, and enhance the commitment to learning and academic achievement in the wider GMC community.

**THE HONORS CERTIFICATE**

Students who complete all requirements of the College Honors Program, while maintaining an overall grade point average of 3.30 or higher, will receive a certificate of completion and be honored at the annual Honors Tea in the spring semester. In addition, both their College diploma and official transcript will note the successful completion of work required for College Honors.

**The GMC Farm & Food Project**

From the windows of the college library, you’re likely to see an unusual sight for a liberal arts college: a working farm run by students, complete with a two-acre market garden, an assortment of gregarious livestock, a unique rotational-grazing program, and a greenhouse powered by sun and wind. Although located on the south end of campus, the farm permeates the college campus. Raising food on a college campus requires that students consider the ecological, economic, and ethical issues associated with our plates and palates. These issues are inescapable when products from the farm enter not only the dining hall but also the discussions in the classroom and at the table. The growth of the GMC Farm and Food Project over the past decade is rooted in the sustainability interests of many of our students, but the success of the project must also be attributed to our faculty, who recognize the important questions surrounding food production.

The GMC Farm and Food Project is woven into the fabric of daily life at the College in a variety of ways: First, numerous courses address issues surrounding food, farming, land use, and associated values. The uniqueness of our approach to these issues is that the academic inquiry has been rooted in the interdisciplinary tradition of the liberal arts.

Secondly, the on-campus farm enriches ideas with experience. A student-based Farm Crew helps run the farm on a daily basis, from managing livestock and pastures to determining annual seed orders for the market garden operation.

Third is the College dining experience. The campus dining hall works to purchase local foods, sponsors a composting operation and a series of fun, educational events aimed at sustainability. Additionally, a food committee—consisting of food service management and chefs as well as GMC students, faculty and staff—provides a public, biweekly meeting to discuss campus food issues.

Lastly, the College hosts a series of theme-based agricultural events each year for the campus and regional communities. Outside speakers are invited to present on challenging issues facing farmers in the region, and a panel of farmers is selected to respond to each of the presentations, heightening community representation and participation, and always fostering strong audience interaction. All students are invited and encouraged to join in the activities of the Farm and Food Project.

**International Opportunities**

Green Mountain College has a distinctly international flavor, with students representing over 15 different countries. The College also sponsors an impressive array of programs aimed at providing students with a cross-cultural dimension to their education and fosters an authentic global outlook. GMC also offers a number of study abroad opportunities each year that reflect the academic programs of the
Among these have been academic trips to such locations as Brazil, China, Costa Rica, England, Italy, Mexico, and Wales. Information on the variety of study abroad exchange programs is available through the Director of International Programs. Students planning to participate must meet certain criteria and are encouraged to contact the Director of International Programs for assistance as early as possible. Following are some of the study abroad programs available through Green Mountain College.

**Israel: Arava Institute for Environmental Studies**

GMC students may attend the Arava Institute for Environmental Studies located on Kibbutz Ketura in the scenic Arava Valley of southern Israel. AIES brings together students from the Middle East and from around the world to study and live together. Each semester students are offered an interdisciplinary program that includes an independent study project, an interdisciplinary seminar analyzing regional environmental issues and numerous courses in three concentrations: Ecology & Environmental Sciences, Environmental Policy, and Social & Cultural Studies. GMC students may attend AIES for a semester or a full year.

**Japan: Nagoya University School of Law**

Nagoya University, considered one of the Japanese “Ivies,” is the latest addition to GMC’s exchange partner institutions. This is a one semester or one-year exchange program. Students should have a background or interest in law and policy—generally participants take at least one course at the law school. Classes are in English and knowledge of Japanese is not required, though students are expected to take Japanese for a grade (5 credits) or as a course audit. Subsidized housing on campus is available for exchange students.

**South Korea: Hannam University**

The exchange program with Hannam University reflects the interest many Green Mountain College faculty have in Asian Studies. Green Mountain College students have an opportunity to apply for a spring semester in South Korea or participate in a 3-week, 3 credit Special Summer Program at the Hannam campus. A number of Green Mountain College faculty have established connections at Hannam University and courses for non-Korean students are available in English which makes the transition for GMC students quite easy. This opportunity to experience the culture and history of Korea is very special. Application deadlines are usually the first week of October with interviews and the selection process completed by November 1. Contact the Director of International Programs for further information.

**Wales: University of Wales-Aberystwyth**

Many Welsh immigrants, attracted by the area’s slate industry, settled in this valley to produce one of the strongest Welsh-American communities in the country. The Green Mountain College Welsh Heritage Program established in 1995 seeks to maintain and cultivate that cultural legacy and to foster an interest in Wales and Welsh culture. GMC maintains an active student exchange program with the University of Wales-Aberystwyth. Green Mountain students study for a semester in Wales and Welsh students spend a semester in Poultney. This exchange program offers Green Mountain students an opportunity to pursue their studies in all disciplinary areas offered by Aberystwyth while getting to know the culture and surrounding of Wales. Green Mountain students study at Aberystwyth in the spring semester; participation is competitive and subject to a selection process conducted each fall semester.

**Off-Campus Learning**

**ECO LEAGUE EXCHANGE**

Sophomores and juniors can broaden their academic experience through the Eco League student exchange program. Stretching from Anchorage, Alaska, to Bar Harbor, Maine, the Eco League allows students to spend up to two nonconsecutive semesters of study at any of the five participating colleges. Each school features different academic strengths, and varied opportunities to study abroad in short-term or semester-long travel programs. Members of the consortium include: Alaska Pacific University (Anchorage, Alaska), Dickinson College (Carlisle, Penn.), Prescott College (Prescott, Ariz.), Northland College (Ashland, Wisc.), and College of the Atlantic (Bar Harbor, Maine). Best of all, students can participate in the Eco League exchange without transferring schools; the program is set up to allow seamless exchange of students, with students continuing to pay tuition to their home college. Find out more about member schools at www.ecoleague.org.

**COLLEGE CREDIT FOR NOLS**

Offering courses in 14 locations including Patagonia, New Zealand, Mongolia, and the Yukon, NOLS is a recognized leader in wilderness education. Green Mountain College provides credit for courses as an affiliated institution of the National Outdoor Leadership School (NOLS) in Lander, WY. NOLS college credit is administered by Adventure Education program. The following are courses where credit may be received on a pass/fail basis by attending NOLS.

- BIO 1071 Field Studies in Natural Science (3 credits)
- ADE 1009 Outdoor Skills Practicum (1-4 credits)
- ADE 100N Recreation Elective (3-6 credits)
- ADE 1041 Outdoor Living Skills (3 credits)
- ADE 3315 Wilderness First Responder (WFR, 4 credits)

Students must register with the Green Mountain College Registrar’s Office prior to attending the National Outdoor Leadership School to receive course credit.

**Internships**

Green Mountain has an active internship program and requires many students to complete an internship within their chosen fields. This hands-on experience enables students to enhance skills, develop role models for success, and achieve a better understanding of career options. The timing of this internship usually allows students to return to campus for at least one semester before graduating. This pattern helps students strengthen their preparation before entering the work force. Field experience projects are a vital component of many programs. These projects enable students to become aware of campus and community relationships and the value of involvement. These experiences augment work in the classroom in the areas of the arts, mental health, social welfare, journalism, correctional rehabilitation, education, business, and recreation.
Service-Learning

Service-learning is a pedagogical tool that links curricula with meaningful community service experiences from which students gain a greater understanding of practical real-world problems and how to create solutions utilizing the knowledge and skills they are learning in the classroom. The Office of Sustainability assists faculty in the planning, coordination, and evaluation of service-learning projects, helping students become more engaged citizens and strengthening the sustainability of the local community.

Independent Study

Students with a particular interest and ability in certain fields of study may undertake independent study projects by following these steps:

- Secure a full-time faculty sponsor willing to work with the students on the independent study.
- Fill out the independent Study form obtained in the Registrar’s Office or online.
- Submit the form prior to the last day of class in the term prior to the term the independent study is to be undertaken.
- Independent studies must be approved by the Dean of Faculty before registration will take place.

After GMC

As one of the nation's pioneer environmental liberal arts colleges, Green Mountain College offers excellent options to pursue graduate studies. These distance learning programs accredited by the New England Association of Schools and Colleges are ideal for working professionals or new college graduates looking to advance their education.

MBA IN SUSTAINABLE BUSINESS

Green Mountain College's MBA program is the nation's first accredited distance education program in sustainable business designed for working professionals. The curriculum prepares students to be leaders in the 21st century business world: It teaches the skills and knowledge associated with a rigorous graduate degree in business administration while emphasizing environmental and social responsibility. Working with a faculty advisor, students create a plan and then apply their MBA learning to a project that integrates finance, marketing and other functional disciplines to result in a strategy design and implementation plan that supports organizational effectiveness. This is a two-year program requiring 36 credit hours.

MS IN ENVIRONMENTAL STUDIES

Our master’s degree program in environmental studies is designed to help working professionals develop expertise in environmental issues, then put it to work in their own communities. Unlike other graduate programs, the GMC masters degree combines the best of online learning with intensive locally applied experience: We call it a bioregional approach to distance education. Rather than learning about environmental studies solely through examples in a textbook, students in each of our courses use their local ecosystems as laboratories in which to experiment with new concepts and skills. Through a program that features two brief residencies and courses that each last six weeks, students gain a solid foundation in environmental science, law, policy and organizing principles. This is a two-year program requiring 36 credit hours.

MS IN RESILIENT AND SUSTAINABLE COMMUNITIES

This program adopts GMC's groundbreaking bioregional approach to distance learning, in which students apply what they learn in each course to their local communities. MRSC students will learn about land-use planning, economic development, energy production, food systems, and resource management, while developing skills in leadership, group organization and conflict resolution. The program will prepare students for a rapidly expanding range of careers in community development, energy production, municipal agencies, businesses, and nonprofit organizations. This is a two-year program requiring 39 credit hours.

MS IN SUSTAINABLE FOOD SYSTEMS

In today's world of complex food and agriculture systems, we need leaders. Our Masters in Sustainable Food Systems program prepares future leaders in the burgeoning food movement with a graduate level interdisciplinary understanding of sustainable agricultural production, and a deep knowledge of the economic, ecological, and social forces driving food systems.

At Green Mountain College, we've been teaching about sustainability for over fifteen years. Our distance MSFS program—built on the success of the College's undergraduate major in sustainable agriculture and on the surging interest in food and agriculture in the U.S. and beyond—is fully accredited by the New England Association of Schools & Colleges (NEASC), and is designed to provide students with the skills to conduct in-depth interdisciplinary investigations into the complex arena of their own bioregional food systems. Our MSFS students graduate with the knowledge and confidence to become leaders and join a cutting-edge community ready to make a difference.
The Academic Program

Green Mountain College offers Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Science degrees. Students working toward a degree will complete a program including one or more majors, the environmental liberal arts requirements and the general degree requirements. Students may also choose to complete one of the College’s minor programs.

MAJORS:
Adventure Education  
Animal Conservation & Care  
Applied Environmental Science  
Art  
Art w/preK-6, 7-12, preK-12 Licensure  
Biology  
Business Administration (online)  
Communications  
Elementary Education  
English  
English w/Secondary Licensure  
Environmental Studies  
Fine Art  
History  
History w/Secondary Licensure  
Interdisciplinary Studies  
Public Philosophy  
Psychology  
Renewable Energy & Ecological Design  
Resort & Hospitality Management  
Sociology/Anthropology  
Sustainable Agriculture & Food Systems  
Sustainable Business  
Wildlife & Forestry Conservation  
Wilderness & Outdoor Therapy  
Writing

MINORS:
Adventure Education  
Animal Studies  
Asian Studies  
Biology  
Biopsychology  
Chemistry  
Communications  
Documentary Studies  
Education  
English  
Entrepreneurship  
Environmental Education  
Environmental Policy  
Environmental Studies  
Equestrian Studies  
Geology  
History  
Managing for Sustainability  
Mathematics  
Music  
Philosophy  
Psychology  
Religious Studies  
Resilient & Sustainable Communities  
Sociology/Anthropology  
Theater Arts  
Visual Art  
Wildlife & Forestry Conservation  
Wilderness & Outdoor Therapy  
Women’s & Gender Studies  
Writing

CERTIFICATES:
Ethics & Social Sustainability  
Pre-Law  
Renewable Energy & Ecological Design  
Sustainability Skills  
Water Resource Management
The Adventure Education degree program at Green Mountain College is focused on preparing high quality professionals equipped with the knowledge, experience, and skills to become leaders in the application of adventure as an educational tool in multiple environments. Implicit to the program is the development and acceptance of student relationships with natural outdoor settings, with an intention for graduates to become excellent stewards, interpreters, and advocates for the care and preservation of increasingly fragmented natural landscapes.

The Adventure Education curriculum focuses on the development of a core skill set that can be applied in multiple professional settings. The outdoor, human, and educational skills developed through the academic program are integrated through multiple experiential learning opportunities critical for the outdoor professional. In addition, administrative and field experience is gained through practicum hours, internships, and management curriculum.

Establishing a strong outdoor skill set will allow young professionals to safely manage the "tools" of adventure, such as paddling, backpacking, rock and ice climbing, or expedition management. Second, developing the human and leadership skills necessary to perform effectively as a young professional is equally important. We challenge our students to critically self-evaluate in order to develop the human skills of communication, empathy, authenticity, and moral character. In turn, they are better prepared to safely evoke personal change in future participants and clients.

Lastly, the ability to intentionally design and manage an outdoor program to meet specific desired outcomes requires a solid grasp of educational skills. Students will learn the art and science of structuring learning opportunities using cutting-edge pedagogical models and practical experience.

Learning Outcomes for Adventure Education Majors
The successful student will be able to:
- Quickly build effective working relationships as young professionals as the result of a curriculum that accurately reflects the real world of adventure educators
- Plan, implement, and evaluate high quality and safe adventure learning experiences for others among a variety of activities
- Critically and accurately self-assess relative to human, outdoor and educational skills and to deliver articulate and effective feedback to others
- Facilitate desired learning outcomes of an adventure experiences into learning for their own future participants
- Perform a variety of administrative functions relevant to adventure programming
- Articulate and utilize knowledge of adventure programming as it pertains to both natural and human ecological systems
- Discuss the nuanced relationship between adventure education programs and land management.

Learning Through Immersion
As noted above, leading others in the outdoors requires a broad range of ability. More than just a quiver of skills, the Adventure Education major provides a theoretical and philosophical foundation that frames outdoor recreation and education as essential to basic human flourishing. Such intellectual development is quickly applied in the field! First-year students take field-based ADE 1041 Outdoor Living Skills to prepare them for a highlight of the major: the Sophomore year’s Fall Block. Fall Block is an 18-credit immersion semester where students spend some 50+ days in the field participating in a variety of outdoor adventure activities. The block serves to provide significant leadership and teaching opportunities for students, while simultaneously allowing them to refine their field skills. The five courses associated with Fall Block are:

- ADE 2027 Expedition Planning
- ADE 2034 Teaching Techniques for Adventure & Outdoor Education
- ADE 2062 Outdoor Leadership Practicum
- ADE 2063 Adventure Group Processing and Facilitation
- ADE 3040 Adventure & Environmental Education Programming Lab

Beyond the block, students can specialize in a variety of skills offered through the major’s many “Essentials” courses, found in the catalog.

Career Opportunities
Our graduates are employed by outdoor education centers, wilderness therapy programs, adventure guide services, resorts, municipal agencies, college and university adventure programs, and expeditionary outdoor programs. Several have started their own businesses in the adventure industry and others have pursued careers in the SCUBA industry or with ski resorts.

Career opportunities within the Adventure Education major include, but are not limited to:
- Professional guide services
- National nonprofit outdoor agencies
- Collegiate adventure programming
- Outdoor school leader (e.g. Outward Bound & The National Outdoor Leadership School)
- Adjudicated wilderness youth programs
- Resort adventure director
- Municipal adventure program director
- Ski/Snowboard school instructors
- Mountain rescue services
- Paddlesport center program staff

Adventure Education majors are not limited to courses on campus and may take advantage of professional certification tracks which allows students with a particular interest or focused career goal to seek appropriate levels of certification and obtain college credit with a variety of professional agencies including, but not limited to: the American Canoe Association (canoe, kayak, raft instructor), Association of Challenge Course Technology approved providers, Professional Association of Dive Instructors (Scuba Dive Instructor), American Mountain Guides Association or Professional Climbing Instructors Association, Professional Ski Instructors of America or American Association of Snowboard Instructors.

Green Mountain College (GMC) is a credit bearing affiliated institution for the National Outdoor Leadership School that permits students to obtain credit for attendance while remaining enrolled at GMC. The college is an affiliate institution of Leave No Trace, Inc., Association of Experiential Education, and the Wilderness Education Association. Students may transfer credit for Outward Bound, National Outdoor Leadership School and Wilderness Education Association courses completed for college credit from other institutions.

Leadership Outside the Classroom
Adventure Education faculty practice what they preach. Not only are they concerned with the human-nature relationship that occurs when spending time outdoors, they have completed a variety of instructor-level outdoor skill certifications and provide leadership in these activities. As an Adventure Education program requirement, students will each attend and pass an instructor level certification course in a specialization of their choosing. These courses are held by external organizations (several listed below) and require additional fees.

American Red Cross (ARC) Aquatics
Lifeguard Instructor training and Water Safety Instructor certification courses are available for those planning to work in and around aquatic environments.

American Canoe Association (ACA)
The ACA was established in 1880 near Green Mountain College in neighboring Lake George, NY. With over 30,000 members, it is now the largest paddle sport non-profit group in the United States. It is widely recognized as the leader in environmental
advocacy, paddle sport skill instruction, and certification, including stand-up paddle boarding, canoeing, rafting, and kayaking (river and coastal). A variety of ACA instructor certification courses are held regularly in the Green Mountain College region.

**American Mountain Guide Association (AMGA)**
For over 25 years, the AMGA has been dedicated to supporting the guiding community through excellence in education, standards and certification to enhance the quality of services provided to the public, while serving as a resource for accessing and protecting the natural environment. As a group, the AMGA presents a strong, unified voice for high standards of the professionalism of guiding and climbing instruction in the United States.

**Leave No Trace (LNT)**
LNT is the organizing body in the United States promoting minimum impact outdoor travel. They offer three-day LNT Trainer and five-day Master Trainer certification courses. These courses certify outdoor leaders to conduct workshops and trainer courses that teach outdoor ethics and practices in keeping with sustainable uses of natural resources.

**International Mountain Bicycling Association (IMBA)**
Dedicated to securing and maintaining bicycling access, building trails, and inspiring others to develop a relationship with the outdoors via cycling, IMBA also has a mountain biking instruction branch. IMBA offers aspiring instructors with a multi-tiered mountain biking instructor certification program.

**National Ski Patrol (NSP)**
The National Ski Patrol is a leading authority on winter travel skills and safety for the United States ski industry and increasingly, summer time resort operations. Training and certification by the NSP will prepare students in Outdoor Emergency Care, Outdoor Emergency Transportation, Avalanche, Mountain Travel and Rescue, Nordic, and Instructor Development.

**Professional Association of Dive Instructors (PADI)**
Green Mountain College is one of the few colleges that offer the entire PADI curriculum in a manner which permits Instructor-level certification that may be earned through a four-year program of study.

**Professional Climbing Instructors Association (PCIA)**
Specifically established to serve the needs of climbing instructors, the PCIA is focused on developing great climbing educators who are technically proficient and passionate about teaching climbing. The PCIA certifications will prepare students to safely and effectively manage groups interested in acquiring climbing skills as well as interpersonal skills during climbing activities.

**Professional Ski Instructors of America - American Association of Snowboard Instructors (PSIA-AASI)**
The PSIA-AASI is the organizing body that trains and manages ski and snowboard curriculum and instruction in the United States. With Green Mountain College's location near several nationally acclaimed ski resorts, the Adventure Education program has a strong history of students who pursue PSIA-AASI certification. All of the PSIA-AASI's certification areas are represented by our students, including Alpine, Snowboard, Telemark, and Adaptive.

**Requirements for a B.S. in Adventure Education**
- **Course Code** | **Course Title**                                      | **Credits**
- ADE 1000       | Introduction to Recreation & Outdoor Studies         | 3
- ADE 1041       | Outdoor Living Skills                                 | 3
- ADE 2027       | Expedition Planning                                   | 3
- ADE 2034       | Teaching Techniques for Adventure & Outdoor Education | 4
- ADE 2062       | Outdoor Leadership Practicum                          | 4
- ADE 2063       | Adventure Group Processing and Facilitation          | 4
- ADE 3034       | Adventure & Environmental Education Programming Lab   | 3
- ADE 3054       | Practicum Experience                                 | 0
- ADE 3055       | National Conference                                   | 0
- ADE 3056       | Instructor Level Certification                        | 0

**Total credits for a B.S. in Adventure Education: 120**

**General Electives**
Total may vary depending on total of other credits.  
Credits: 45

**S.L.A. Requirements**
See S.L.A. section of this catalog for details. Adventure Education majors are exempt from the Examined Life category of Sustainable Liberal Arts and may choose any S.L.A. course in its place.  
Credits: 36

**Total credits for B.S. in Adventure Education:** 120

Note: All students are required to complete 33 credits of upper division work (3000-4000 level courses). All students in the Adventure Education Major are required to complete 200 hours of practical experience of approved, documented recreation work prior to their internship.

**CO-CURRICULAR REQUIREMENTS**
The Adventure Education program has several co-curricular requirements, including:
- All majors are required to have earned one instructor-level certification prior to graduation.
- All majors are required to attend one national conference (regional conferences may be accepted based on student’s area of expertise).
- All majors are required to log 150 hours of relevant work or volunteer experience with adventure or recreation-related agencies
Transfer students may petition these co-curricular requirements if warranted by significant past experience.

**Adventure Recreation Minor**
The Adventure Recreation Minor is available to all Bachelor’s degree candidates. It is particularly well suited for those students in Natural Resources Management, Education, and Environmental Studies.

**Requirements**
- **Course Code** | **Course Title**                                      | **Credits**
- ADE 1000       | Introduction to Recreation and Outdoor Studies        | 3
- ADE 1041       | Outdoor Living Skills                                 | 3
- ADE 4010       | Risk and Administrative Management of Outdoor & Adventure Programs | 3
- ADE 4051       | Recreation & Outdoor Studies Seminar                  | 3
- ADE 4053       | Internship in Recreation & Outdoor Studies            | 6

Choose one of the following two courses:
- **Course Code** | **Course Title**                                      | **Credits**
- ADE 3062       | Character-Based Leadership                            | 3
- EDU 3012       | Environmental Interpretation and Communication        | 3

Elective (choose two)
- **Course Code** | **Course Title**                                      | **Credits**
- ADE 3002       | Essentials of Mountain Biking                         | 6
- ADE 3004       | Essentials of International Mountaineering           | 3
- ADE 3006       | Essentials of Rock & Ice Climbing                    | 3
- ADE 3007       | Essentials of Winter Mountain Travel                 | 3
- ADE 3008       | Essentials of Challenge Course Technology            | 3
- ADE 3009       | Essentials of Paddling                               | 3
- ADE            | Essentials of SCUBA I, II, III, IV, or V              | 3

**Total credits for a Minor in Adventure Recreation:** 18
Animal Conservation & Care

Program offered:
- B.A. in Animal Conservation & Care
- B.S. in Animal Conservation & Care
- Minor in Animal Studies

Animal Studies is a new interdisciplinary field that is emerging as a response to the profound impact of human practices on other species and rising concern about animal use and treatment. The study of animals in an interdisciplinary context—the natural and social sciences, the humanities, law and policy, and others—bears on how students understand themselves and on what policies they will endorse in relation to nonhuman nature. In addition to biological study of animal behavior and conservation, students in this major will have an opportunity to explore issues associated with, among others: livestock agriculture, animal rights law, wildlife management, hunting, traditional animal husbandry, animal experimentation, veterinary care, landscape sustainability, threatened biodiversity and invasive species, companion animals, vegetarianism and veganism, animals in entertainment, animals in recreation, activist ethics, the moral standing of animals, animal pain and suffering, animal cognition, culture in animals, bushmeat, and trade in endangered species.

Learning Outcomes for Animal Conservation & Care Majors
The successful student will:
- Articulate how the science of animal behavior informs the appropriate conservation and care of both captive and wild animals.
- Articulate how legal systems and ethical approaches inform choices and policies involving the complex interaction between humans and animals.

Requirements for a B.A. in Animal Conservation & Care

**ANS 1001**
Introduction to Animal Conservation & Care

**ANS/BIO/PSY 2073**
Animal Behavior

**ANS/PHI 3025/ENV 3026**
Animal Ethics

**BIO 3005**
Junior Seminar

**ANS 4090**
Internship in Animal Studies

Choose one of the following:
- **ANS/SLA/ENV 3024**
  Animal Law & Policy
- **ANS/ENV 3028**
  Wildlife Law & Policy

**ENV 4070**
Environmental Studies Senior Seminar

**PHI 4000**
Senior Seminar in Philosophy

Credits: 14

Choose a minimum of 16 credits in consultation with your advisor:
- **ANS XXX**
  Any ANS course not listed in the core
- **ADE 1041**
  Outdoor Living Skills
- **BIO 1031**
  Biology I: Ecology
- **BIO 2014**
  Biology III: Biodiversity
- **BIO 3012**
  Advanced Topics in Organismal Biology
- **BIO 3021**
  Conservation Biology
- **BIO 3025**
  Advanced Topics in Ecology
- **SLA 1112**
  Wildlife Ecology
- **SLA 1114**
  Conservation Medicine
- **ENV 2011**
  Public Policy & the Environment
- **ENV 3016**
  Land Use Planning
- **ANS/SLA/ENV 3024**
  Animal Law & Policy
- **ANS/ENV 3028**
  Wildlife Law & Policy
- **ENV/WFC 3082**
  Forest Policy & Management
- **WFC 3065**
  Hunting: History, Ethics & Management
- **PSY 1003**
  Introduction to Psychology
- **SFS 2067**
  Animal Husbandry
- **SFS 2061**
  Biodiversity Issues in Agriculture: Livestock
- **SFS 3054**
  Sustainable Farming Systems

General Electives
Total may vary depending on total of other credits. Credits: 52-53

S.L.A. Requirements
Credits: 36-37

Total credits for B.A. in Animal Conservation & Care: 120-121

Requirements for a B.S. in Animal Conservation & Care

**ANS 1001**
Introduction to Animal Conservation & Care

**ANS/BIO/PSY 2073**
Animal Behavior

**ANS/PHI 3025/ENV 3026**
Animal Ethics

**BIO 1031**
Biology I: Ecology

**CHE 1021**
General Chemistry I

**BIO 3005**
Junior Seminar

**BIO 4000**
Senior Seminar

**ANS 4090**
Internship in Animal Studies

Choose one of the following:
- **ANS/SLA/ENV 3024**
  Animal Law & Policy
- **ANS/ENV 3028**
  Wildlife Law & Policy

**MAT 1031**
Calculus I

**SLA/WFC 2020**
Data Analysis & Modeling

Credits: 23

Choose a minimum of 16 credits in consultation with your advisor:
- **ANS XXX**
  Any ANS course not listed in the core
- **ADE 1041**
  Outdoor Living Skills
- **BIO 1031**
  Biology I: Ecology
- **BIO 1041**
  Biology III: Biodiversity
- **BIO 3005**
  Any upper level biology course
- **CHE 1021**
  Organic Chemistry I
- **SLA 1112**
  Wildlife Ecology
- **SLA 1114**
  Conservation Medicine
- **ENV 2011**
  Public Policy & the Environment
- **ENV 3016**
  Land Use Planning
- **ANS/SLA/ENV 3024**
  Animal Law & Policy
- **ANS/ENV 3028**
  Wildlife Law & Policy
- **ENV/WFC 3082**
  Forest Policy & Management
- **WFC 3065**
  Hunting: History, Ethics & Management
- **PSY 1003**
  Introduction to Psychology
- **SFS 2067**
  Animal Husbandry
- **SFS 2061**
  Biodiversity Issues in Agriculture: Livestock
- **SFS 3054**
  Sustainable Farming Systems

General Electives
Total may vary depending on total of other credits. Credits: 45-46

S.L.A. Requirements
Credits: 36-37

Total credits for B.S. in Animal Conservation & Care: 120-121

Animal Studies Minor
The Animal Studies minor may be completed by any student.

Requirements
- **ANS/ENV 3026/PHI 3025**
  Animal Ethics
  Credits: 3
Electives (choose 15 credits, 9 of which must be at the 3000/4000 level)
ANS XXX Any ANS course 1.4
Any elective in the Animal Conservation and Care B.A.

Total credits for a Minor in Animal Studies: 18

Applied Environmental Science

Programs offered:
• B.S. in Applied Environmental Science

Green Mountain College's Applied Environmental Science (AES) major combines GCMC's strong science program with the College's sustainability mission to create a rigorous, academic program grounded in real-world experience. Graduates will be well positioned for professions that address problems of environmental protection and remediation in industry, the non-profit sector, or the government as well as for ongoing study at the graduate level. In addition to receiving a broad training in biology, chemistry, math and geology, students will earn a minor in a science discipline of their choosing. They will also be introduced to local, regional and national environmental scenarios and will be challenged to seek internships, experiences and projects related to their special interests.

AES majors develop life-long skills in problem solving, data collection and information processing. They experience nature in the beautiful Vermont countryside, learning to preserve its natural beauty while wrestling with the problems that challenge it such as invasive species, air and water pollution and soil erosion. The program encourages a liberal arts approach to issues of environmental science by requiring study in economics of the environment, environmental ethics and global information systems (GIS). Skills in collaborative problem solving, creative thinking, interpretation, and analysis are encouraged throughout.

Learning Outcomes for Applied Environmental Science Majors
The successful student will:
• Be able to apply an interdisciplinary training in the sciences to a variety of environmental problems.
• Demonstrate the ability to properly gather and rigorously analyze data pertinent to a given environmental context and appropriately interpret the results.
• Demonstrate the ability to communicate with a variety of stakeholders including departments of natural resources, industry and small businesses regarding complex, environmental systems.
• Work collaboratively in the application of scientific information to real-world problems.

Requirements for a B.S. in Applied Environmental Science

AES 1000 Challenges of Applied Environmental Science 1
BIO 1031 Biology I: Ecology 4

Choose one of the following two courses: 4
BIO 1035 Biology II: Machinery of Life
BIO 2014 Biology III: Biodiversity

Choose one of the following two courses: 4
BIO 2005 Sophomore Seminar
CHE 1021 General Chemistry I
CHE 2021 Organic Chemistry I
GLG 1011 Introduction to Geology
ENV 2010 Introduction Geographic Information Systems
ECO 2023 Economics of the Environment
SLA/PHI 1045 Environmental Ethics
AES 3000 Junior Seminar

Choose one of the following two courses: 4
BIO/SFS 3031 Soil Ecology
GLG 2031 Soils

AES 3090 Practicum/Internship 3
AES 4010 Science Policy and the Environment 3
AES 4070 Senior Capstone 3

Choose one of the following two math tracks:

Calculus Track:
MAT 1031 Calculus I
MAT 1032 Calculus II

Modeling Track:
SLA/WFC 2020 Data Analysis and Modeling
MAT 3300 Environmental Modeling

Credits: 52

Concentration
By fall of their junior year, students choose a minor from the list below to serve as their concentration:

Biology Concentration
Choose one of the following two courses: 4
BIO 1035 Biology II: Machinery of Life*
BIO 2014 Biology III: Biodiversity*

* If not used in the core for the major

Chemistry Concentration
Choose one of the following two courses: 4
CHE 1022 General Chemistry II
CHE 2022 Organic Chemistry II

Choose three courses from the following: 4
CHE 1022 General Chemistry II*
CHE 2022 Organic Chemistry II*
CHE 3005 Advanced Environmental Chemistry
CHE 3012/4012 Special Topics in Chemistry 1.4
BIO/CHE 4015 Biochemistry 3

* If not used above in the concentration

Geology Concentration
GLG 2041 Geomorphology 4
Choose two lab courses (one must be at the 3000 level) 8

Math Concentration
If pursuing the Calculus track:
Choose one of the following: 3
SLA/WFC 2020 Data Analysis and Modeling
MAT 1015 Introduction to Statistics

Choose six credits from the following: 6
Any MAT course at the 3000 or 4000 level
Any SLA Quantitative Analysis Course at the 2000 level

If pursuing the Modeling track:
MAT 1031 Calculus I 3
MAT 1032 Calculus II 3

THE ACADEMIC PROGRAM 15
Bachelor of Fine Arts in Fine Art

This professional degree program focuses on intensive studio work in the arts, supported by general studies. Each student in the B.F.A. program is required to complete an internship, which may be taken during the academic year or pursued as summer study at an additional cost. 6 internship credits are required; 9-credit internships will meet the 6-credit requirement plus one 3-credit elective slot. In order to pursue the B.F.A. students must pass the sixth semester portfolio review and maintain a 2.75 GPA in the major.

Degree Goals for the B.F.A. in Fine Art
The successful student will:
• Satisfy the common goals for all Art Majors
• Complete Internship Study in the area of specialty within the Fine Arts
• Prepare a presentation portfolio suitable in application for Graduate Study or Gallery Submission
• Complete Advanced Studio Practice in a chosen area of concentration

Requirements for B.F.A. in Fine Art

Art Core
ART 1001 Introduction to Drawing 3
ART 1002 Figure Drawing 3
ART 1015 Foundations in Studio Art 3
ART 2001 Art History I: Prehistory-Romanesque 3
ART 2002 Art History II: Gothic-Dada 3
ART 2021 Introduction to Painting 3
ART 2037 Ceramics I: Hand-Building 3
ART 2061 Photography: Analog Media 3
ART 3005 Topics in History and Theory 3
ART Three (3) Advanced Studio Practice 9
ART 4013 Internship (additional course fee) 6 or 9
ART 4015 (or 4016/4017) Senior Exhibition Portfolio/Presentation 6
(These courses require a minimum GPA of 2.75 in the major, and 2.0 overall.)

Students may choose from the following 2-D and 3-D electives, using 3000-4000 level courses to fulfill their 9 credits of advanced studio practice required in the art core, as well as for additional upper level and elective credits. 2000 level courses may be used for elective credit.

2-D Elective
ART/COM 2055 Introduction to Computer Graphics
ART 2064 Documentary Photography
ART 3027 Studio Seminar in Painting
ART 3061 Studio Seminar in Photography
ART 3110 Studio Seminar in 2D Studies

3-D Elective
ART 2093 Stone Carving
ART 3120 Studio Seminar in 3D Studies
ART 3130 Studio Seminar in Ceramics

Credits: 48-51

General Electives
Total electives vary depending on total of other credits.
S.L.A. Requirements

Total Credits for a B.F.A. in Art: 120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).
Bachelor of Arts in Art

Students who are interested in art-focused careers (rather than careers as practicing artists) may choose this degree option. Approximately 47% of the total course credit toward the degree will be in the creation and study of visual art in the context of a broad program of general studies. A 15-hour concentration provides the flexibility of choice needed to complete a double-major desirable in a career choice such as Art Therapy.

Following portfolio review in the fifth semester, students in this major will choose to complete either the six-credit internship or the 6-credit senior exhibition. The option is selected in consultation with the faculty advisor. Students must pass the sixth semester portfolio review in order to have a senior exhibition.

Learning Outcomes for the B.A. in Art

The successful student will:

• Satisfy the common goals for all Art Majors
• Complete Internship Study or create a presentation portfolio suitable to Professional Practice
• Complete Studio Practice in a chosen area of concentration

REQUIREMENTS FOR A B.A. IN ART

**Art Core**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ART 1001</td>
<td>Introduction to Drawing</td>
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<td>ART 3005</td>
<td>Topics in History and Theory</td>
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<tr>
<td>ART 4013</td>
<td>Internship (additional course fee)</td>
<td>6</td>
</tr>
<tr>
<td>ART 4015 (or 4016/4017)</td>
<td>Senior Exhibition/Presentation &amp; Portfolio</td>
<td>6</td>
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</tbody>
</table>

(These courses require a minimum GPA of 2.75 in the major, and 2.0 overall.)

If a student takes both the 6-credit ART 4013 Internship and 4-credit ART 4015 Senior Exhibition/Presentation & Portfolio, ART 4015 applies as studio art or general elective.

**Art Concentration Electives**

ART 3 Studio Art Electives in area of concentrations at 3000-4000 level

Total Art Credits: 42

**General Electives**

Total electives vary depending upon total of other credits.

S.L.A. Requirements

Credits: 36-37

**Total credits for a B.A. in Art:**

120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

Bachelor of Arts in Art with preK-6, 7-12, or preK-12 Teacher Licensure

This degree allows students to become licensed to teach Art in grades preK-6, 7-12, or preK-12. Students complete a modified B.A. in Art, and a sequence of study and field experiences in Education. During senior year students complete fifteen weeks of full-time student teaching split into two 7-8 week experiences, one in an elementary classroom and one in a secondary classroom. All student teaching must be done in the immediate area of the College.

Learning Outcomes for the B.A. in Art with preK-6, 7-12, or preK-12 Teacher Licensure

The successful student will:

• Satisfy the common goals for all Art Majors
• Complete studio practice in all visual arts areas, in preparation to conduct classroom instruction
• Complete all Major Requirements within the Education curriculum

**ART CORE REQUIREMENTS**

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<td>ART 3005</td>
<td>Topics in History and Theory</td>
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<tr>
<td>ART 3072</td>
<td>Seminar in Teaching for Studio Arts</td>
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<td>ART</td>
<td>2 studio concentration at 3000-4000 level</td>
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Credits: 34

**EDUCATION CORE FOR PREK-6 EDUCATION LICENSURE**

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<td>Teacher as Decision-Maker</td>
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<tr>
<td>EDU 1200</td>
<td>Praxis (unless exempt)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 2000</td>
<td>Field Experience</td>
<td>1</td>
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<tr>
<td>EDU 2019</td>
<td>The Exceptional Child</td>
<td>3</td>
</tr>
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<td>EDU 3021</td>
<td>Curriculum &amp; Instruction for Mild-Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3100</td>
<td>Observation Practicum</td>
<td>4</td>
</tr>
<tr>
<td>EDU/PSY 4031</td>
<td>Dynamics of Classroom Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDU 4082</td>
<td>Art Methods</td>
<td>3</td>
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<tr>
<td>PSY 2041</td>
<td>Human Development I</td>
<td>3</td>
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<tr>
<td>EDU 4085</td>
<td>Student Teaching</td>
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<tr>
<td>EDU 4086</td>
<td>Student Teaching Seminar</td>
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</table>

Choose one of the following two courses:

EDU 3013 | Philosophy of Education
EDU 3015 | History of Education

Credits: 38

Note: EDU 4082 requires a minimum GPA of 3.0 in Education, 3.0 in Art, and 2.7 overall. EDU 4085 requires a minimum GPA of 3.0 in Education, in Art, and overall.

**General Electives**

Total electives vary depending upon total of other credits.

S.L.A. Requirements

Credits: 36

**Total credits for a B.A. in Art with preK-6 Teacher Licensure:**

120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

**EDUCATION CORE FOR 7-12 EDUCATION LICENSURE**

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<td>Teacher as Decision-Maker</td>
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<td>Praxis (unless exempt)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 2000</td>
<td>Field Experience</td>
<td>1</td>
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<tr>
<td>EDU 2018</td>
<td>Developmental Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2019</td>
<td>The Exceptional Child</td>
<td>3</td>
</tr>
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<td>EDU 3021</td>
<td>Curriculum &amp; Instruction for Mild-Moderate Disabilities</td>
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<tr>
<td>EDU 3100</td>
<td>Observation Practicum</td>
<td>4</td>
</tr>
<tr>
<td>EDU/PSY 4031</td>
<td>Dynamics of Classroom Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).
EDU 4073 Secondary Art Methods  3
EDU 4085 Student Teaching  9
EDU 4086 Student Teaching Seminar  3

Choose one of the following two courses:
EDU 3013 Philosophy of Education  3
EDU 3015 History of Education

Credits: 38

Choose one of the following two courses:
EDU 1001 Introduction to Drawing  3
ART 1002 Figure Drawing  3
ART 1015 Foundations in Studio Art

Credits: 12

Total credits for a B.A. in Art with 7-12 Education Licensure: 120

Note: EDU 4085 requires a minimum GPA of 3.0 in Education, in Art, and overall.

General Electives
Total electives vary depending upon total of other credits.

Credits: 12

S.L.A. Requirements
Credits: 36

Total credits for a B.A. in Art with 7-12 Education Licensure: 120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

EDUCATION CORE FOR PREK-12
EDU 1062 Teacher as Decision-Maker  3
EDU 1200 Praxis (unless exempt)  0
EDU 2000 Field Experience  1
EDU 2018 Developmental Psychology II  3
EDU 2019 The Exceptional Child  3
EDU 3021 Curriculum & Instruction for Mild-Moderate Disabilities  3
EDU 3100 Observation Practicum  4
EDU/PSY 4031 Dynamics of Classroom Behavior  3
EDU 4082 Art Methods  4
EDU 4073 Secondary Art Methods  3
PSY 2041 Human Development I  3
EDU 4085 Student Teaching  9
EDU 4086 Student Teaching Seminar  3

Choose one of the following two courses:
EDU 3013 Philosophy of Education  3
EDU 3015 History of Education

Credits: 45

Choose one of the following two courses:
EDU 3013 Philosophy of Education  3
EDU 3015 History of Education

Credits: 45

Note: EDU 4082 requires a minimum GPA of 3.0 in Education, 3.0 in Art, and 2.7 overall. EDU 4085 requires a minimum GPA of 3.0 in Education, in Art, and overall.

General Electives
Total electives vary depending upon total of other credits.

Credits: 5

S.L.A. Requirements
Credits: 36

Total credits for a B.A. in Art with PreK-12 Teacher Licensure: 120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

Visual Arts Minor
The Visual Arts Minor may be completed by students in non-art majors, and follows a course of study in a well-rounded elective concentration in visual art.

REQUIREMENTS
ART 2001 Art History I: Prehistory-Romanesque  3
ART 2002 Art History II: Gothic-Dada  3
ART  Studio Elective 2-D (see list above)  3
ART  Studio Elective 3-D (see list above)  3

Total credits for a Minor in Visual Arts: 15

Asian Studies
Program offered:
• Minor in Asian Studies

Well over half the human population lives in Asia. An interdisciplinary understanding of the history, culture, and contemporary practices of Asian countries will enrich any college major. The Asian Studies minor offers students opportunities to develop a more inclusive, globally informed, and ecologically sustainable outlook and way of life. The program emphasizes critical comprehension of alternative perspectives and frameworks through global engagement that is richly responsible to cultural traditions and political complexities. This minor encourages the exploration of the complex challenges of modern Asia, in part as a means to learning how to best face our challenges at home.

While students in this minor can choose from the following list of regularly offered courses, they may also choose from one-time offerings designated as Asian Studies courses (AST) or they may request that other courses (including travel courses and independent studies) be approved by the Asian Studies Program Director. For example, some recent courses with significant Asian Studies content include Women Across Cultures: Japan and Korea; Sociology of Asian Women: Work, Sexuality, and Reproductive Rights in Japan, Thailand and the Philippines; Study in China; Anthropology of East Asia; Asian Art; and Cross-Cultural Human Development: Japan as Area Study.

REQUIREMENTS
The Asian Studies minor is available to all bachelor’s degree candidates. Students must complete 18 credits in Asian Studies by taking courses listed below, topics courses with the AST prefix, or courses approved by the Asian Studies Program Director upon request. The Asian Studies Committee recommends that students take courses in multiple disciplines, especially including Asian languages. Students participating in study abroad programs should meet with the Asian Studies Program Director to request transfer credits for the minor.

Choose from:
SLA 2034 Chinese Nature Poetry  3
SLA/SOC 2067 Yoga: History: Philosophy, Practice  3
HIS 2016 The United States & the Vietnam War  3
HIS 3025 History of Modern China  3
SLA/SOC 3028 East Asia in National Geographic Perspective  3
PHI/REL 3023 Asian Philosophies  3
SOC 3009 Cultural Dimensions of Globalization  3
SOC 3011 Anthropology of Contemporary China  3
SOC/SFS 4045 International Development  3
AST  Any course with an AST prefix

Other courses approved by the Asian Studies Program Director and Dean of Faculty

Total credits for a Minor in Asian Studies: 18
Programs offered:
- B.S. in Biology
- B.A. in Biology
- Minor in Biology
- Minor in Biopsychology

Biology

Bachelor of Arts and Bachelor of Science in Biology

The Green Mountain College biology program provides students with a solid foundation in biology while promoting the development of written and oral communication skills, critical thinking, and the application of the scientific method. The program is designed to prepare students for a variety of post-baccalaureate opportunities: students explore career options, develop job searching skills, and strategize for achieving desired careers as part of the curriculum.

Field and laboratory-based coursework and research provide opportunities to apply theory and develop laboratory and field skills. Nearby field sites include the Poultney River, which runs through our 155-acre campus, our 85-acre Lewis Deane Nature Preserve, the Lake Champlain and Hudson River watersheds, and the Taconic, Green, and Adirondack Mountains. Our well-equipped chemistry and molecular biology laboratories ensure that students gain proficiency in a variety of research techniques (many students are offered laboratory technician positions directly after graduation). The program gives students a deep understanding of our regional biology, which serves as a model for learning and understanding other systems.

With our focus on careers, we are able to place more than 40% of our graduates in post-baccalaureate degree programs (M.D., Ph.D., M.S., and others) and of the remainder, more than 90% are in careers related to their biology major.

Learning Outcomes for Biology Majors

Through the Biology Core students will:
- Understand the historical, philosophical, and social contexts of the practice of science
- Develop hypotheses and apply the scientific method
- Design and carry out an independent experiment
- Perform introductory laboratory analyses
- Explain and articulate basic biological theories
- Utilize library and electronic research resources
- Develop a resume or curriculum vitae and demonstrate job interview skills

Upper-division courses require students to understand increasingly complex content. They advance students’ preparation for independent scientific inquiry with an increased emphasis on reading, researching, and writing skills.

Through the upper division courses students will:
- Develop depth of understanding in two theoretical areas of biology and communicate these complex theories through writing and orally
- Understand the biodiversity and ecology of our bioregion
- Evaluate and critique scientific primary literature and gauge the quality and appropriateness of source material
- Complete an independent undergraduate research project
- Perform advanced laboratory analyses

Health oriented careers (pre-med, pre-vet, pre-dentistry, nursing, and others): To assist students interested in health-related careers, the department retains contacts with professionals in various fields through its pre-med advisory committee. This committee works with department members to assist students in positioning themselves for acceptance to the post baccalaureate institutions. Because admission to veterinary and medical schools are so competitive, students are advised to identify such goals early in their academic careers and work with the pre-med advisor to obtain the optimal experiences and coursework necessary. The very active student-run Pre-Med Club, helps connect students with internships and volunteer opportunities.

Departmental Honors

The biology faculty may invite qualified and interested students during their junior year to consider writing an honors thesis in biology. Successful completion of the thesis will result in graduation with departmental honors in biology. The candidate’s grade point average must be a minimum of 3.3 overall and 3.5 in the major. Candidates for honors will form a committee of three faculty members, one of whom must be drawn from outside the Biology program. A faculty member within the program will chair the Honors Committee.

The name of each thesis candidate and the working title of the thesis must be submitted to the Program Chair by September 15 for May graduates and by April 15 for December graduates. The Honors thesis is presented publicly upon completion.

COMMON REQUIREMENTS FOR B.S./B.A. IN BIOLOGY

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>BIO 1000</td>
<td>First Year Seminar*</td>
<td>1</td>
</tr>
<tr>
<td>BIO 1031</td>
<td>Biology I: Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1035</td>
<td>Biology II: Machinery of Life</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2014</td>
<td>Biology III: Biodiversity</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2015</td>
<td>Biology IV: Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3005</td>
<td>Junior Seminar**</td>
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<tr>
<td>BIO 4000</td>
<td>Senior Seminar</td>
<td>1</td>
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<tr>
<td>BIO</td>
<td>15 credits at the 3000-4000 level***</td>
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<tr>
<td>CHE 1021</td>
<td>General Chemistry I</td>
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</table>

Credits: 38

* Transfer students with more than 15 credits and students declaring the biology major after the first semester are exempt from BIO 1000.
** Double majors in Biology and Environmental Studies may choose between BIO 3005 and ENV 3093.
*** For this requirement, research courses (BIO 4053, 4099) are limited to 4 credits and BIO 4093 may not count.

Independent research is strongly recommended for all degrees in Biology; students who are planning to attend graduate school or are pre-med/pre-vet should enroll in Physics I & II.

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

REQUIREMENTS FOR B.S. BIOLOGY

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<td>CHE 1022</td>
<td>General Chemistry II</td>
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<td>CHE 2021</td>
<td>Organic Chemistry I</td>
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<td>Organic Chemistry II</td>
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<td>BIO 2005</td>
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<td>BIO 3005</td>
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<tr>
<td>WFC/SLA 2020</td>
<td>Data Analysis and Modeling</td>
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<td>MAT 1031</td>
<td>Calculus I</td>
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Requirements for B.S. Biology

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</tr>
<tr>
<td>BIO 2014</td>
<td>Biology III: Biodiversity</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2015</td>
<td>Biology IV: Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>15 credits at the 3000-4000 level***</td>
<td>15</td>
</tr>
<tr>
<td>CHE 1021</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 1022</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 2021</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 2022</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one of the following two courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 2005</td>
<td>Sophomore Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 3005</td>
<td>Junior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 4000</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>WFC/SLA 2020</td>
<td>Data Analysis and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1015</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1031</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1032</td>
<td>Calculus II</td>
<td>3</td>
</tr>
</tbody>
</table>

*Transfer students with more than 15 credits and students declaring the biology major after the first semester are exempt from BIO 1000.
**Double majors in Biology and Environmental Studies may choose between BIO 3005 and ENV 3093.
***For this requirement, research courses (BIO 4053, 4099) are limited to 4 credits and BIO 4093 may not count.

Independent research is strongly recommended for all degrees in Biology; students who are planning to attend graduate school or are pre-med/pre-vet should enroll in Physics I & II.

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).
THE ACADEMIC PROGRAM

PHI 3009  Philosophy of Science  3

Credits: 62

General Electives
Total electives vary depending on total of other credits.

Credits: 22

S.L.A. Requirements
See S.L.A. section of this catalog for details. Biology majors are exempt from the Natural Systems category of Sustainable Liberal Arts and may choose any SLA course in its place.

Total credits for a Minor in Biology: 25-29

Biopsychology Minor

The Biopsychology minor is available to all students who have an interest in the biological basis of human and animal behavior.

BIOPSYCHOLOGY REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1003</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 1021</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1035</td>
<td>Biology II: Machinery of Life</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2023</td>
<td>Human Anatomy</td>
<td>1</td>
</tr>
<tr>
<td>BIO 2041</td>
<td>Human Development I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2042</td>
<td>Human Development II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2063</td>
<td>Biological Basis of Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits for a Minor in Biopsychology: 23-25

Business

Programs offered:
- B.S. in Sustainable Business
- B.S. in Business Administration (online)
- Minor in Managing for Sustainability
- Minor in Entrepreneurship

The Business program at Green Mountain College provides graduates with a solid foundation in management fundamentals. But what sets our program apart is its emphasis on the rapidly growing field of sustainability, which we define as the social, environmental, and economic success of firms and organizations. Specifically, experiences both inside and outside of the classroom challenge our students to learn the skills and knowledge required to apply social and environmental stewardship to maintain competitive advantage in 21st century profit and nonprofit organizations. The program prepares graduates for successful careers in a variety of management settings from small sustainable business start-ups to large companies, as well as nonprofit and public sector organizations. Guiding students throughout the program, our professors have extensive real-world experience—not only in management generally but specifically in economically successful sustainable businesses. Students in the Business Program learn critically important management skills and knowledge needed to succeed in 21st century profit and nonprofit
organizations. Whether interested in starting a new venture, or in joining an existent organization, students learn current practices related to leadership, marketing, financial management, and strategy, among others.

Coverage of fundamental business subjects emphasizes sustainability. In classroom and other program experiences such as internships, field trips, guest speakers, independent studies, and study away, the focus is on green marketing, triple-bottom-line metrics, sustainable supply chain management, and other practices used by dynamic sustainable enterprises. Maintaining competitive advantage based on social and environmental stewardship is a central feature of Green Mountain College’s approach to management education and of the experiences of our students throughout the program.

**Learning Outcomes for Business Majors**
The successful student will:
- Conceptualize a complex management issue into a coherent written statement and oral presentation.
- Comprehend core management disciplines including marketing, operations, and finance, and be able to apply this understanding to organization situations.
- Comprehend operating standards, enterprise planning, social responsibility, and sustainable management techniques.
- Appreciate ethical issues in economic competition, managing organizations and multiple stakeholders.
- Understand and be able to use team building, collaborative behaviors, and project management in the accomplishment of group tasks.
- Select and apply appropriate quantitative and qualitative tools and methodologies to make reasoned recommendations.
- Recognize and analyze problems and choose and defend resolutions for practical situations that occur in organizations operating within a global economy.

**REQUIREMENTS FOR A B.S. IN SUSTAINABLE BUSINESS**

**BUS 1073** Managing for Sustainability 3
**BUS 1125** Sustainable Marketing 3
**BUS 2001** Accounting: A Multiple Stakeholder Approach 3
**BUS 3000** Mastering Self Leadership 3
**BUS 3008** Strategic Finance for Managers 3
**BUS 3040** Operations Management in the Services Economy 3
**BUS 3050** Business Law: The Ethical & Legal Environment of Organizations 3
**BUS 4022** Values-Based Strategy & Competitive Advantage Capstone 3
**ECO 2003** Economics: Mainstream & Alternative Perspectives 3
**MAT 1015** Introduction to Statistics 3

Credits: 30

**Concentration**
By fall of their junior year, students declare one of these two tracks:
1. Entrepreneurship Track
2. Self-Designed Track

Credits: 15

General Electives
Total electives vary depending on total of other credits.

Credits: 39

S.L.A. Requirements: See S.L.A. section of this catalog for details.

Credits: 36-37

**Total credits for B.S. in Sustainable Business:** 120-121

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

**SUSTAINABLE BUSINESS TRACKS:**

**Entrepreneurship Track**
**BUS 2045** Entrepreneurship: New Venture Creation & Entrepreneurship 3

**Self-Design Track**
**BUS 4045** Advanced Entrepreneurship: Launching & Growing New Ventures Electives 3

Credits: 9

**Self-Design Track**
Students select 15 credits from among all GMC offerings related to an area of interest. Potentially these are exclusively non-“BUS” courses. The 15 credits can be the required courses of another major. The subject area program director helps the student select courses. For example, a student selecting environmental studies as the area of interest gets help with course selection from faculty within the environmental studies program.

Approval of Content of Student Self-Design. The student self-design plan must be approved by the business major advisor and submitted to the Registrar’s Office prior to taking the courses to receive credit as self-design content courses.

**REQUIREMENTS FOR A B.S. IN BUSINESS ADMINISTRATION (ONLINE)**

**BUS 1000** Business Trends & Your Professional Success 3
**BUS 2001** Accounting: A Multiple Stakeholder Approach 3
**BUS 2500** Financial Accounting: Impact on Stakeholders 3
**BUS 3000** Mastering Self Leadership 3
**BUS 3008** Strategic Finance for Managers 3
**BUS 3040** Operations Management in the Services Economy 3
**BUS 3050** Business Law: The Ethical & Legal Environment of Organizations 3
**BUS 3500** Management & the Values-Based Firm 3
**BUS 3510** Communicating Effectively in the Digital Age 3
**BUS 3520** Marketing & Brand Management 3
**BUS 3530** Organizational Behavior: Human Capital Management 3
**BUS 4022** Values-Based Strategy & Competitive Advantage 3
**ECO 2003** Economics: Mainstream & Alternative Perspectives 3

Credits: 42

Choose one concentration:
- Entrepreneurship Concentration
- Sustainable Business Leadership Concentration

**Entrepreneurship Concentration**
**BUS 3545** Entrepreneurship: Developing New Ventures 3
**BUS 4045** Advanced Entrepreneurship: Launching & Growing New Ventures 3

**Sustainable Business Leadership Concentration**
**BUS 3540** Transformational Leadership 3
**BUS 4040** The New Strategic Manager 3

**Total credits for a Major in Business Administration:** 48

**Entrepreneurship Minor**

**REQUIREMENTS**

**BUS 1073** Managing for Sustainability 3
**BUS 1125** Sustainable Marketing 3
**BUS 2001** Accounting: A Multiple Stakeholder Approach 3
**BUS 3000** Mastering Self Leadership 3
**BUS 3008** Strategic Finance for Managers 3
**BUS 3040** Operations Management in the Services Economy 3
**BUS 2045** Entrepreneurship: New Venture Creation & Entrepreneurship 3
**BUS 4045** Advanced Entrepreneurship: Launching & Growing New Ventures 3

**Total for a Minor in Entrepreneurship:** 18

**THE ACADEMIC PROGRAM** 21
Managing for Sustainability Minor

The Managing for Sustainability Minor is designed to provide students who have majors outside the sustainable business program with a background in fundamentals of sustainable business and non-profit organization management. The minor is open to all Green Mountain College students other than those in the sustainable business degree program.

REQUIREMENTS

- BUS 1073  Managing for Sustainability  3
- BUS 1125  Sustainable Marketing  3
- BUS 2001  Accounting: A Multiple Stakeholder Approach  3
- BUS 3040  Operations Management in the Services Economy  3
- BUS/ECO  Elective at any level  3
- BUS/ECO  Elective at the 3000 level or above  3

Total for a Minor in Managing for Sustainability: 18

Chemistry Minor

The chemistry minor is offered to all students interested in adding depth to their knowledge of the natural sciences. Special emphasis is placed on topics that fit well with Green Mountain’s sustainability mission including special topics courses in green chemistry, the chemistry of energy, and the chemistry of the environment. This minor provides critical skills of data acquisition, analysis and interpretation, and technical expertise. Completion of the minor will increase preparedness positions in a variety of science related fields, graduate or medical school examinations, and graduate studies in biological or physical sciences.

The successful student with a chemistry minor will be able to:
- Explain the fundamentals of chemistry
- Demonstrate problem solving skills associated with chemistry and related disciplines
- Demonstrate skills in the communication of scientific information
- Apply chemistry to real world situations
- Serve the community

REQUIREMENTS

- CHE 1021  General Chemistry I  4
- CHE 2021  Organic Chemistry I  4
- CHE 1022  General Chemistry II  4
- CHE 2022  Organic Chemistry II  4
- CHE 3005  Advanced Environmental Chemistry  3
- CHE 3012/4012  Special Topics in Chemistry  1-4
- BIO/CHE 4015  Biochemistry  3

Choose one of the following:
- CHE 1021
- CHE 2021

Choose three courses from the following:
- CHE 3005
- CHE 3012/4012
- BIO/CHE 4015

Credits: 12

* If not used as a core requirement

Total credits for a Minor in Chemistry: 21-24

Communication Studies

Programs offered:
- B.A. in Communication Studies
- Minor in Communication Studies

Bachelor of Arts in Communication Studies

The Communication Studies Program at Green Mountain College provides graduates with a broadly applicable degree that allows for a professional career in a variety of industries and also provides grounding toward graduate study. Through diverse training and mentoring, students are equipped to succeed in the modern, ever-changing workforce. Communication Studies graduates possess a mastery of the latest software and technology, strong presentation skills, and a professional skill set that will keep graduates competitive in the modern work environment.

The Communication Studies course offerings allow students to gain the confidence to become effective leaders. Students gain experience in group communication, public presentations, media writing, new media trends, and have hands-on projects that include creating analytic reports, applying new media skills to projects and campaigns, and orchestrating in-depth service-learning projects to support local organizations.

Communication Studies majors are required to develop a professional portfolio that provides evidence of the experience gained through off-campus internships and media practicums with a campus publication or community-based project. Because of this, our majors graduate with work experience and a portfolio that will make an impact during job interviews or graduate school applications. Many of our graduates accept positions working with media corporations, create content for a variety of outlets, become communication specialists for government, business and non-profit sectors, work in video and media production, or work in strategic communications and media advocacy for the public and private sector.

Learning Outcomes for Communication Studies Majors

The successful student will:
- Demonstrate an understanding of the principles, laws, history, values, ethics, and civic role of communication.
- Be fluent in critical analysis, synthesis, and the dispersal of information for civic and public purpose.
- Possess an ability to integrate and publish text, images, audio, and video for a variety of audiences.
- Be able to construct and create a media directed campaign and strategy.

REQUIREMENTS FOR B.A. IN COMMUNICATION STUDIES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1011</td>
<td>Introduction to Media and the Information Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 1127</td>
<td>Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 2010</td>
<td>Group Communication and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>COM 2013</td>
<td>Writing for Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 2015</td>
<td>Social Media Analysis and Application</td>
<td>3</td>
</tr>
<tr>
<td>COM 3007</td>
<td>Persuasion and Ethics in Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 4010</td>
<td>Media Practicum</td>
<td>1</td>
</tr>
<tr>
<td>COM 4013</td>
<td>Senior Portfolio and Presentation</td>
<td>4</td>
</tr>
<tr>
<td>COM 4015</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>COM 4057</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1125</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2025</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>ART 2064</td>
<td>Documentary Photography</td>
<td>3</td>
</tr>
<tr>
<td>COM/ART 2055</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>COM 2030</td>
<td>Data Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 3011</td>
<td>Advanced Web Design</td>
<td>3</td>
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</tbody>
</table>

Credits: 26

Choose six of the following courses: 18
COM 3013 Communication Workshop
COM 3020 Media Advocacy and Campaigns
COM 3021 Video and Media Production
COM 3022 Video and Media Production II
COM 3031 Oral History: Storytelling Through Captured Voices
COM 3055 Visual Communication for Marketing & Advocacy
EDU 3012 Environmental Interpretation and Communication
ENG 3011 Environmental Writing Workshop
ENG 3017 Writing Workshop

TOTAL CREDITS FOR COMMUNICATIONS STUDIES: 120-121

Communications Minor
Available to all bachelor degree candidates.

REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1011</td>
<td>Introduction to Media and the Information Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 2010</td>
<td>Group Communication and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>COM 2015</td>
<td>Social Media Analysis and Application</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1125</td>
<td>Sustainable Marketing</td>
<td>3</td>
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<tr>
<td>COM 1127</td>
<td>Speech Communication</td>
<td>3</td>
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<tr>
<td>COM 2013</td>
<td>Writing for Media</td>
<td>3</td>
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<tr>
<td>COM 2030</td>
<td>Data Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM/ART 2055</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>COM 3007</td>
<td>Persuasion and Ethics in Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 3111</td>
<td>Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3012</td>
<td>Environmental Interpretation and Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 3021</td>
<td>Environmental Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>COM 3020</td>
<td>Media Advocacy &amp; Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS FOR A MINOR IN COMMUNICATIONS: 18

Documentary Studies

Program offered:
- Minor in Documentary Studies

Documentary Studies Minor
Documentary Studies at Green Mountain College is designed to give students a foundation in the field of documentary creation across genres and subject matters. In pursuing this minor, students will gain proficiency in understanding the nuances of video, film, and photography, and understand the cumulative relation to history and storytelling. The five-course minor provides an outlet for student’s academic explorations to better link to shareable media and social change.

REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1030</td>
<td>Introduction to Documentary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ART 2064</td>
<td>Documentary Photography</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS FOR A MINOR IN DOCUMENTARY STUDIES: 18

Education

Programs offered:
- B.S. in Elementary Education
- B.A. in Art with preK-12 Teacher Licensure
- B.A. in Art with preK-6 Teacher Licensure
- B.A. in Art with 7-12 Teacher Licensure
- B.A. in History with 7-12 Teacher Licensure
- B.A. in English with 7-12 Teacher Licensure
- Minor in Education (not a licensure program)
- Minor in Environmental Education (not a licensure program)

Green Mountain College’s Education endorsement areas lead to licensure in elementary education, preK-12/preK-6/7-12 Art Education, secondary English Education, or secondary Social Studies Education. All programs are accredited by the State of Vermont. Vermont licenses are automatically transferable to more than 40 other states through reciprocity agreements. Details on reciprocity may be found at http://education.vermont.gov/educator-quality/become-a-vermont-educator/reciprocity.

Green Mountain Education candidates spend a minimum of 100 hours in field experiences and methods courses working in area schools, plus 600 hours student teaching, with at least one faculty supervisor for every five student teachers. The Green Mountain College Education Program seeks to give its candidates as wide a variety as possible of field experiences and background knowledge and skills to prepare them for working with students in settings that include public schools, private schools, museums, parks, daycare centers, private tutoring, and more.

Learning Outcomes for Education Candidates:
Specific competencies can be found at the Vermont Department of Education’s website at http://education.vermont.gov/educator-quality/become-a-vermont-educator.

Areas that will be addressed through licensing include:
- The Learner & Learning
- Content Knowledge & Skills
- Instructional Practice
- Professional Responsibility

See http://education.vermont.gov/educator-quality/become-a-vermont-educator/traditional-route/ for more information on Vermont’s licensing standards.

The GMC Education Program draws from the Vermont Department of Education’s Core Teaching and Leadership Standards for Vermont Educators.

The GMC Education Candidate:

- Applies the knowledge in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in the Fields of Knowledge, the Core Teaching and Leadership Standards for Vermont Educators, and/or the Common Core Standards.
- Applies knowledge of how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.
- Is able to analyze how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.
- Evaluates and implements a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in Vermont’s Core Teaching and Leadership Standards for Vermont Educators creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.
• Creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.

• Implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.

• Applies multiple assessment strategies to evaluate student growth and modify instruction.

• Integrates students with disabilities into appropriate learning situations.

• Integrates current technologies in instruction, assessment, and professional productivity.

• Recognizes conditions and actions which would tend to discriminate against students on the basis of sex, race/ethnicity, color, creed, age, sexual orientation, gender affiliation, socioeconomic status, disability (hidden or visible), or national origin, and takes proactive steps to address discrimination.

• Works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students’ learning and well-being, and to implement the school’s goals and articulated curriculum.

• Recognizes the multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

• Identifies and explains laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.

• Demonstrates professional growth to improve professional practice and student learning.

• Assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.

• Maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

Dual Education Track System

Though most Green Mountain College Education candidates fulfill the requirements to be eligible for teaching licensure, some candidates choose to pursue a degree in Education but not licensure. To that end, our Department offers a choice of two different tracks that will allow candidates to choose the path that meets their needs:

• **Licensure Track**: These candidates fulfill all of the core requirements of the endorsement area in addition to the route to earning a degree in the Education endorsement area and a license to teach under Vermont state requirements. They must also meet all Praxis requirements for their endorsement area(s). Candidates must declare Licensure Track prior to application to student teaching, and meet GPA requirements before being placed in student teaching. A candidate who does not meet the State of Vermont requirements for licensure may still obtain a B.A. or B.S. in Education from Green Mountain College providing the candidate meets all requirements for the major except passing EDU 1200 and student teaching and makes up student teaching credits following the requirements for the Degree Track.

• **Degree Track**: These candidates fulfill all of the course requirements of the endorsement area except application to, and completion of, student teaching. These candidates are not on track to be recommended for teaching licensure, but instead graduate with a B.S. or B.A. degree in Education for their content area and fulfill the credits in lieu of student teaching with other courses to be determined with their advisors.

Grade Point Average (GPA) Requirements

**ELEMENTARY (K-6) EDUCATION**

In order to be recommended for licensure, a student must have achieved a GPA of 3.0 in Education courses and a 3.0 overall prior to student teaching, and must receive a grade of B or better for student teaching.
EDU 3032 Language and Literacy II  3
EDU 3071 Math Methods  3
EDU 3072 Science Methods  3
PSY 2041 Human Development I  3
EDU 4085 Student Teaching  9
EDU 4086 Student Teaching Seminar  3

Choose one of the following two courses:
EDU/PHI 3013 Philosophy of Education  3
EDU/HIS 3015 History of Education  3

Liberal Arts Concentration (LAC):
30 credits in one liberal arts area from the following categories (may draw from Core and Distribution; courses will be addressed on a semester-by-semester basis):
- Writing & English
- Art
- The Sciences (Biology, Chemistry, Geology)
- Psychology/Sociology/Anthropology
- History
- Philosophy

S.L.A. core courses that count toward LAC:
SLA 1500 VC Writing Seminar (Writing & English)  3
SLA 2000 Dimensions of Nature (Philosophy, The Sciences)  3

Total credits in LAC: 30
Total credits in S.L.A: 36

General Electives
Total electives vary depending on total of other credits.  Credits: 4

Total credits for B.S. in Elementary Education:  120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

Requirements for a B.S. in Elementary Education: Non-Licensure Track
This program prepares candidates for working in a variety of education settings (excluding public classroom teaching that requires licensure) including after school programs, alternative private education programs, non-formal education settings, etc. Each candidate works closely with a faculty advisor to develop a planned program of study that will focus on the individual goals for the candidate while meeting all requirements for graduation. Each candidate is required to complete methodology, and theory courses in a carefully planned sequence in preparation for teacher licensure.

EDU 1062 Teacher as Decision Maker  3
EDU 2019 The Exceptional Child  3
EDU 4031 The Dynamics of Classroom Behavior  3
EDU 2021 Language and Literacy I  3
EDU 3021 Curriculum & Instruction  3
EDU 3070 Social Studies Methods  3
EDU 3032 Language and Literacy II  3
EDU 3071 Math Methods  3
EDU 3072 Science Methods  3
EDU/PSY 2041 Human Development I  3
EDU 4100 Education Practicum  3

Choose one of the following two courses:
EDU/PHI 3013 Philosophy of Education  3
EDU/HIS 3015 History of Education  3

Credits: 36

Total credits in SLA: 36
General Electives
Total electives vary depending on total of other credits.  Credits: 48

Total credits for B.S. in Elementary Education (non-Licensure):  120

Secondary Education
Green Mountain College offers programs leading to secondary licensure (grades 7-12) in English and Social Studies. Candidates in these programs complete a major in the relevant discipline (English and History) along with a sequence of Education courses and field experiences toward secondary licensure. Secondary Education is not a major by itself. More details about the requirements for each program area can be found under that program's listings in this catalog.

Requirements for Secondary Education
EDU 1062 Teacher As Decision Maker  3
EDU 2018 Human Development II: Adolescence  3
EDU 2019 The Exceptional Child  3
EDU 2000 Field Experience  1
EDU 3021 Curriculum & Instruction  3
EDU 3100 Observation Practicum  4
EDU 2031 Secondary Education Methods I  3
EDU/PSY 4031 The Dynamics of Classroom Behavior  3
EDU 4085 Student Teaching  9
EDU 4086 Student Teaching Seminar  3

Total Credits in Education:  39-43

PreK-12 Art Education: Licensure Track
Green Mountain College offers a program leading to licensure in Art preK-12, Art preK-6 and Art 7-12. Students in this program complete a major in Art along with a sequence of Education courses and field experiences appropriate to the endorsement levels sought. More detail about all of the requirements for Art preK-12 can be found under that program's listings in this catalog.

Requirements for Art PreK-12 Education Licensure
Education Core
EDU 1062 Teacher As Decision Maker  3
EDU 2018 Human Development II: Adolescence  3
EDU 2019 The Exceptional Child  3
EDU 2000 Field Experience  1
EDU 3012 Curriculum & Instruction  3
EDU 3100 Observation Practicum  4
EDU 2031 Secondary Methods I  3
EDU 4072 Elementary Art Methods  3
EDU 4073 Secondary Art Methods  3
EDU/PSY 4031 The Dynamics of Classroom Behavior  3
EDU 4085 Student Teaching  9
EDU 4086 Student Teaching Seminar  3

Credits: 36
In addition, due to the demand for first aid skills in many environmental education jobs, we urge students to take the following if they anticipate working with the public in outdoor settings.

ADE 2015 Outdoor Emergency Care OR
ADE 3315 Wilderness First Responder

**Education Minor**

The Education minor is available to all GMC students. It provides a broad orientation to the discipline with the opportunity of pursuing a variety of required and elective courses to deepen the student’s interest and background in the field. Students who wish to minor in Education should contact the Program Director.

**REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1062 Teacher As Decision-Maker</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2018 Developmental Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2019 The Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2000 Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3013 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3015 History of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU/PHI 3013 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU/HIS 3015 History of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits for a Minor in Education:** 18

**English**

Programs offered:

- B.A. in English
- B.A. in English with Secondary School Teacher Certification
- B.F.A. in Writing
- Minor in English
- Minor in Writing

The English Program offers two degrees devoted to the theory and practice of written communication: the Bachelor of Arts in English and the Bachelor of Fine Arts in Writing. Courses in British, American, and World literatures, and in literary, journalistic, and expository writing offer all students a greater fluency in expression and an appreciation of our literary heritage. Graduates in these majors go on to graduate study, professional schools, specialized training programs, and a variety of occupations where verbal excellence, strong interpersonal skills, and disciplined thinking are essential.

**Learning Outcomes for English Majors**

The successful student will:

- Demonstrate proficiency in the use of Standard Written English, learning to express themselves in a clear and cogent manner through exams and essays.
- Demonstrate with a thorough understanding of English-language literature and its patterns of development through exams and essays.
- Demonstrate sophisticated reading skills that make possible the critical analysis and interpretation of written texts via examinations and essays.
- Demonstrate research skills that enable them to access relevant scholarly materials, as well as the historical contexts within which literary works are embedded, via the writing of substantial research essays.
- Demonstrate how the skills gained as an English major can be put to use after graduation via an informal exit interview to assess the major's post-GMC plans.

**Environmental Education Minor**

The Environmental Education minor is available to all GMC students. To fulfill the requirements, students must take a total of 18 credits including nine credits of required fundamental courses and nine credits of electives chosen from the list below. **NOTE**: Environmental Education is NOT a licensure program.

**REQUIREMENTS**

Choose three of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1000 Intro to Environmental Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3014 Environmental Education: Place-based Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3012 Environmental Interpretation &amp; Communication</td>
<td>3</td>
</tr>
<tr>
<td>EDU/SFS 3016 Food, Agriculture and Environmental Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three additional courses that complement and provide content for the kind of education the student will pursue. At least one of these must be at the 3000 level. The courses must be approved by the director of the ES program in consultation with the Environmental Education faculty.

**Total credits for a Minor in Environmental Education:** 18

---

Choose one of the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU/PHI 3013 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU/HIS 3015 History of Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Arts in English

The English program at Green Mountain College offers students the opportunity to see the world through the eyes of authors who represent literary traditions from Great Britain, North America, and around the world. While most students major in English because of their fondness for a good story and their love of language that is potent and memorable, the study of literature also provides dramatic lessons in history, philosophy, psychology, and cultural studies. From survey courses to seminars in authors, genres, and literary movements, and interdisciplinary approaches to literature, our English program strikes a balance between breadth of knowledge and depth of understanding.

The training students receive in critical reading and analytical writing is ideal preparation for graduate studies in a variety of liberal arts majors. Those students who understand the importance of literature in revealing how cultures and individuals make sense of the world will find this field of study practical, no matter what their plans for the future may be.

REQUIREMENTS FOR B.A. IN ENGLISH

English Core

- ENG 1010 Introduction to Literary Studies 3
- ENG 2011 Topics in Early British Literature 3
- ENG 2012 Topics in Later British Literature 3
- ENG 2015 Introduction to Critical Writing 3
- ENG 2020 Politics of the English Language 3
- ENG 2021 Topics in Early American Literature 3
- ENG 2022 Topics in Later American Literature 3

Choose one of the following workshops:
- ENG 3011 Environmental Writing Workshop 3
- ENG 3017 Writing Workshop 3
- COM 3013 Communications Workshop 3

Choose one of the following diversity courses:
- SLA 2034 Chinese Nature Poetry 3
- ENG 3007 World Literature 3
- ENG 4015 Literature of Diversity 3

Choose one of the following senior capstone experiences:
- ENG 4000 Senior Thesis 4
- ENG 4001 Internship 4

Credits: 31

Seminars

The following three seminar categories are offered with various subtitles, and may be repeated when taken as a different subtitle. Please choose two seminars (3 credits each) from at least two of the following categories.

- ENG 4016 Seminar in Literary Genres 3
- ENG 4017 Seminar in Literary Figures and Movements 3
- ENG 4018 Seminar in Interdisciplinary Approaches to Literature 3
- ENG 4019 Seminar in Film 3

Credits: 9

General Electives

Total electives vary depending on total of other credits. Credits: 43-45

S.L.A. Requirements

See S.L.A. section of this catalog for details. Credits: 36-37

Total credits for B.A. in English: 120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

Bachelor of Arts in English with Secondary School Teacher Licensure

This degree prepares students to be licensed to teach English in grades 7-12. In addition to completing the B.A. in English, students must complete a sequence of study and field experiences in Education. During senior year students complete fifteen weeks of full-time student teaching at the 7-12 level. All student teaching must be done in the immediate area of the College.

REQUIREMENTS FOR B.A. IN ENGLISH WITH SECONDARY SCHOOL TEACHER LICENSURE

English Core

- ENG 1010 Introduction to Literary Studies 3
- ENG 2011 Topics in Early American Literature 3
- ENG 2012 Topics in Later British Literature 3
- ENG 2015 Introduction to Creative Writing 3
- ENG 2020 Politics of the English Language 3
- ENG 2021 Topics in Early American Literature 3
- ENG 2022 Topics in Later American Literature 3
- ENG 3019 Teaching Writing and Grammar 3

Choose one of the following workshops:
- ENG 3011 Writing About the Environment 3
- ENG 3017 Writing Workshop 3
- COM 3013 Communications Workshop 3

Choose one of the following diversity courses:
- SLA 2034 Chinese Nature Poetry 3
- ENG 3007 World Literature 3
- ENG 4015 The Literature of Diversity 3

Credits: 30

Seminars

The following three seminar categories are offered with various subtitles, and may be repeated when taken as a different subtitle. Please choose two seminars (3 credits each) from at least two of the following categories.

- ENG 4016 Seminar in Literary Genres 3
- ENG 4017 Seminar in Literary Figures and Movements 3
- ENG 4018 Seminar in Interdisciplinary Approaches to Literature 3
- ENG 4019 Seminar in Film 3

Credits: 6

Education Core

- EDU 1062 Teacher as Decision Maker 3
- EDU 2018 Human Development II: Adolescence 3
- EDU 2019 The Exceptional Child 3
- EDU 2000 Field Experience 1
- EDU 3021 Curriculum & Instruction for Mild-Moderate Disabilities 3
- EDU 3100 Observation Practicum 4
- EDU 2031 Secondary Education Methods I 3
- EDU/PSY 4031 The Dynamics of Classroom Behavior 3
- EDU 4081* Secondary Education Methods, History and English 4
- EDU 4085 Student Teaching 9
- EDU 4086 Student Teaching Seminar 3

Choose one of the following two courses:
- EDU/PHI 3013 Philosophy of Education OR
- EDU/HIS 3015 History of Education

Credits: 42

General Electives

Total electives vary depending on total of other credits. Credits: 5-6
S.L.A. Requirements
See S.L.A. section of this catalog for details

**Total credits of B.A. in English with Secondary School Licensure:** 120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

### Bachelor of Fine Arts in Writing

The Writing program at Green Mountain College encourages students to hone their skills in creative writing workshops on their way to earning a Bachelor of Fine Arts degree in Writing. Our faculty consists of widely published authors, with novels, poems, plays, and creative essays to their credit. Each semester they direct workshops in their field of expertise, helping students produce polished portfolios of their writing. Along the way, students also learn how to identify potential markets for their work, and how to submit their work in a professional manner.

As a capstone project, all Writing majors complete a Senior Writing Project, which is a full-length, original work in any genre. Projects may include a collection of poetry or short stories, a novella, a play, a work of creative nonfiction, or other original work a student may wish to propose. Each student works closely with a faculty mentor in developing a manuscript of original work. As part of this experience, students also present a public reading or performance of their work.

The greater part of student work focuses on writing and presentation, with an underpinning in literary backgrounds. This program serves students with educational goals such as creative writing, copywriting, journalism, corporate writing, and graduate school. The program serves as well for those interested mainly in self-development without specific career goals. Students are encouraged to consider a minor in a complementary field.

#### Learning Outcomes for Writing Majors

The successful student will:
- Gain proficiency in the use of Standard Written English, learning to express themselves in a clear and cogent manner.
- Demonstrate familiarity with the major literary movements in English and American literature, especially as they relate to poetry and fiction.
- Cultivate the ability to create a sustained piece of creative writing in at least one genre, and the skills necessary to share their own writing publicly.
- Demonstrate familiarity with the basics of publishing, including cover letters, professionalism of finished product, and marketing strategies.
- Demonstrate how the skills gained as a writing major can be put to use after graduation via an informal exit interview to assess the major’s post-Green Mountain College plans.

#### REQUIREMENTS FOR B.F.A. IN WRITING

**Literary Backgrounds Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1010</td>
<td>Introduction to Literary Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three of the following survey courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2011</td>
<td>Topics in Early British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2012</td>
<td>Topics in Later British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2021</td>
<td>Topics in Early American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2022</td>
<td>Topics in Later American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following three seminars:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 4016</td>
<td>Seminar in Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4017</td>
<td>Seminar in Literary Figures and Movements</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4018</td>
<td>Seminar in Interdisciplinary Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4019</td>
<td>Seminar in Film</td>
<td>3</td>
</tr>
</tbody>
</table>

**Writing Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3015</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3011</td>
<td>Environmental Writing Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3017</td>
<td>Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4009</td>
<td>Senior Writing Project (includes public reading)</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three additional workshops from the following writing courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3011</td>
<td>Environmental Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3017</td>
<td>Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>COM 3013</td>
<td>Communications Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits:** 22

#### General Electives

Total electives vary depending on total of other credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.L.A. Requirements</td>
<td>See S.L.A. section of this catalog for details</td>
<td>36-37</td>
</tr>
</tbody>
</table>

**Total credits for a B.F.A. in Writing:** 120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

### English Minor

Available to all bachelor degree candidates.

**REQUIREMENTS**

Choose three of the following survey courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2011</td>
<td>Topics in Early British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2012</td>
<td>Topics in Later British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2021</td>
<td>Topics in Early American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2022</td>
<td>Topics in Later American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3007</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4015</td>
<td>Literature of Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4016</td>
<td>Seminar in Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4017</td>
<td>Seminar in Literary Figures and Movements</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4018</td>
<td>Seminar in Interdisciplinary Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4019</td>
<td>Seminar in Film</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following writing electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3011</td>
<td>Environmental Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3017</td>
<td>Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>COM 3013</td>
<td>Communications Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits for a Minor in English:** 18

### Writing Minor

Available to all bachelor degree candidates.

**REQUIREMENTS**

Choose one of the following survey courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2011</td>
<td>Topics in Early British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2012</td>
<td>Topics in Later British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2021</td>
<td>Topics in Early American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2022</td>
<td>Topics in Later American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following upper-division literature courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3007</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4015</td>
<td>Literature of Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4016</td>
<td>Seminar in Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4017</td>
<td>Seminar in Literary Figures and Movements</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4018</td>
<td>Seminar in Interdisciplinary Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4019</td>
<td>Seminar in Film</td>
<td>3</td>
</tr>
</tbody>
</table>
Environmental Studies

Programs offered:
- B.A. in Environmental Studies
- Minor in Environmental Studies
- Minor in Environmental Policy

Dual degree: B.A. in Environmental Studies and M.S. in Environmental Studies

The Bachelor of Arts in Environmental Studies

Environmental Studies at Green Mountain provides students with a solid understanding of ecological processes and a broad background in disciplines, which study human interactions with the environment. The major provides all students with basic knowledge and skills from the natural sciences, environmental policy, and economics, and it enables students to acquire academic depth and career skills in one of four concentration areas. Students may pursue a self-designed concentration; they should seek guidance from their advisor about the application process. Students interested in this option need to develop a proposal prior to the end of their sophomore year.

Learning Outcomes for Environmental Studies Core Curriculum

The successful student will:
- Students will demonstrate the ability to integrate science, economics and policy when solving social and environmental problems creatively in a professional setting.
- Students will understand and be able to articulate different perspectives regarding the origins and solutions to social and environmental problems, and develop appropriate processes to resolve differences and bring about positive change.
- Our strong emphasis on regional issues and our deep commitment to interdisciplinary studies prepares students to effectively address the complexities of environmental problems. Vermont's rich environment provides laboratories for the natural science courses, and local issues engage students in ethics and policy classes. With diverse ecosystems close to campus, rich opportunities exist for field study and outdoor adventure. Off-campus field courses broaden students' perspectives and a variety of courses address the global dimensions of environmental problems, including climate change, loss of biodiversity, and habitat degradation.

Environmental Studies students pursue an internship as part of their capstone experience; it is usually completed during the summer following their junior year. Internship proposal guidelines are available from their faculty advisor. Proposals must be approved by faculty advisors and then submitted for review to the Environmental Studies Program Chair by April 24 for summer or fall internships, and by November 24 for winter or spring internships.

During the freshman year, students take an introductory ES course, Field Studies in Sustainability, which introduces students to various opportunities within the major and helps students chart their academic path. During the junior year students take a one-credit course, The Environmental Professional in which they assess their strengths and areas for development in anticipation of their final year of undergraduate education during this retreat. During this year assessment, all Environmental Studies majors will submit a portfolio of their academic work.

Departmental Honors

To graduate with honors in the Environmental Studies major, students must have a cumulative GPA of at least 3.3 in all courses and have a GPA of at least 3.5 in the major. Candidates must successfully petition to the Environmental Studies Committee to be considered for honors. Petitions will be considered only from students who have completed 75 credits. Candidates must form a three-person honors committee to evaluate an honors research project. The committee should include two faculty members who teach in the Environmental Studies concentration in which the research takes place and one person from outside the department. Candidates must also do a substantive honors research project in the major, write up the project in an honors thesis, and defend the thesis in a public forum. Candidates must take 21 credits in the major at the upper level.

Block Courses

Environmental Studies periodically offers special interdisciplinary block courses, from six to fifteen credits that focus on complex environmental issues in the region and often involve overnight field trips. These have recently included The Northern Forest, The Lake Champlain Basin, The Hudson River, The Adirondacks, Renewing Civil Society, The Promise and Peril of Biotechnology, The Vermont Wilderness Debate, Soil Ecology, Food, Agriculture, and Community Development in the Northeast.

Requirements for the B.A. in Environmental Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 1001</td>
<td>Field Studies in Sustainability*</td>
<td>3</td>
</tr>
<tr>
<td>BIO 1031</td>
<td>Biology I: Ecology</td>
<td>4</td>
</tr>
<tr>
<td>ECO 2023</td>
<td>Economics of the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 2011</td>
<td>Public Policy and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 3093</td>
<td>The Environmental Professional</td>
<td>1</td>
</tr>
<tr>
<td>ENV 4070</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENV 4090</td>
<td>Internship in Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>CHE 1021</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>SLA 1017</td>
<td>Introduction to Environmental Chemistry</td>
<td></td>
</tr>
<tr>
<td>GLG 1011</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
</tbody>
</table>

* Students who transfer into the environmental studies major do not need to complete Field Studies in Sustainability if they have 15 or more credits
** Students concentrating in the physical or earth sciences must take General Chemistry.

Environmental Chemistry is strongly recommended for all other concentrations.

Concentration

By fall of their junior year, students declare an area of primary concentration:
1. Law and Policy
2. Education
3. Natural Sciences
4. Justice and Advocacy
5. Self-Designed

Credits: 15-20

General Electives

Total General Electives may vary depending on credits taken in area of concentration.

Credits: 39-45

S.L.A. Requirements

See S.L.A. section of this catalog for details.

Credits: 36-37

Total Credits for B.A. in Environmental Studies:

120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).
Environmental Studies Concentrations

LAW AND POLICY CONCENTRATION
This concentration draws from our considerable strength in law, policy and land management courses. It prepares students to work in governmental and non-profit sectors as well as for advanced degrees in law and policy. It also dovetails with our accelerated degree programs with Vermont Law School.

ENV 3011 Environmental Law

Choose one of the following two courses:
- PHI 3007 Topics in Social and Political Philosophy
- PHI 4011 Philosophy of Law

Choose 9 additional credits, at least 6 of which are at the upper level:
- Any ENV course at the 2000 or 3000 level
- SLA 2023 Environmental Justice
- ENV/SLA 2045 International Negotiation & Environment
- HIS 3023 America Since 1960
- BUS 3050 Legal and Ethical Environment of Business
- BUS 3060 Transformational Leadership
- Or such other courses that are approved by the law and Policy faculty and the ES director.

EDUCATION CONCENTRATION
The concentration enables students to pursue careers in formal or informal environmental education by acquiring a solid background in education and interpretation technique and some depth in areas in which they wish to be an educator.

EDU 1000 Introduction to Environmental Education
EDU 3012 Environmental Interpretation & Communication
EDU 3014 Environmental Education: Place Based Education

Choose 2 additional courses that complement and provide content for the kind of education the student will pursue. At least one of these must be at the 3000 level. The courses must be approved by the director of the ES program in consultation with the Environmental Education faculty.

NATURAL SCIENCES CONCENTRATION
This concentration enables students to develop a range of skills/knowledge from our strong environmentally focused natural sciences curriculum, which includes biology, chemistry, GIS, and geology courses. Students in this concentration typically pursue environmental careers that require the blend of sciences with the policy and breadth provided by the ES core. Examples include field assessment of environmental impacts, consulting for towns and cities in sustainable land use and development, or laboratory testing of environmental parameters (water quality, wetlands assessment, etc). From CHE, BIO, GLG, or WFC select a set of 5 courses, 3 of which must be at the upper level that builds your scientific understanding in some depth. Typically 3 of the 5 courses would be in one disciplinary area. These courses must be approved by the director of the ES program and the student’s advisor with a student’s career goals in mind.

JUSTICE AND ADVOCACY CONCENTRATION
This concentration draws courses from across our strong offerings in the environmental humanities. It serves students who want to focus on advocacy work, non-profit work and a range of environmental communications fields. Students interested in environmental/social justice can choose from a range of ethics, history and literature courses that engage justice issues from multiple perspectives.

- From PHI, ENG, HIS or COM select a set of 5 courses, 3 of which must be at the upper level, that builds an understanding of justice and advocacy in some depth. Typically 3 of the 5 courses would be in one disciplinary area. These must be approved by the director of the ES program and the student's advisor with a student's career goals in mind.

B.A. in Environmental Studies to M.S. in Environmental Studies
This program is designed for strong students who wish to accelerate their progress towards a master’s degree in Environmental Studies. Students complete six courses for graduate credits, normally during their senior year (on campus) after which they would receive their undergraduate degree. Immediately following graduation, students embark on their graduate studies full-time in the online environment.

Students need to have a minimum 3.3 GPA to be eligible to apply to the MSES program; normally students apply to the MSES program at the end of the second semester of their junior year, though they typically plan for completing this accelerated program in their sophomore year. They normally complete all undergraduate ES core requirements except ENV 4070 Senior Seminar by the end of the junior year. All standard admissions requirements for the MSES program must also be met with the exception of the recommended work experience and completion of a Bachelor's degree.

Upon being admitted to the MSES program, students take ENV 5040 Bioregional Theory in the fall of their senior year and one other online MSES course in the spring. The following undergraduate courses may be taken for graduate credit pending MSES admission and/or approval by the instructor and MSES Program Director.

REQUIREMENTS
- BIO 3/4XXX Upper Division Ecology course
- ENV 3011 Environmental Law
- GLG 2010 Introduction to Geographic Information Systems
- BIO 3021 Conservation Biology

For more information about the Dual ES/MSES program, please see the Environmental Studies Program Director or the MSES Program Director.

Environmental Studies Minor
A minor in environmental studies is available to all Bachelor's degree candidates. To fulfill the requirements for this minor, students complete at least nineteen credits in the environmental studies area.

REQUIREMENTS
- BIO 1031 Biology I: Ecology
- ENV 2011 Public Policy and the Environment
- ENG 3011 Environmental Writing Workshop
- Environmental Studies Electives

Any course with an ENV prefix that is at the 3000-4000 level

Total credits for a Minor in Environmental Studies: 19

Environmental Policy Minor

REQUIREMENTS
- ENV 2011 Public Policy & the Environment*
- ENV 3011 Environmental Law
- Choose one of the following courses:
  - PHI 3007 Topics in Social and Political Philosophy
  - PHI 4011 Philosophy of Law
- Environmental Policy Electives
  - Choose 9 credits; at least 6 of the 9 credits must be upper level:
    - ENV 3XXX Any 3000-level ENV Course
    - SLA 2023 Environmental Justice
    - ENV/SLA 2045 International Negotiation & the Environment
    - HIS 3023 America Since 1960
    - BUS 3050 Legal & Ethical Environment of Business
    - BUS 3060 Transformational Leadership

Total credits for a Minor in Environmental Policy: 18
Equestrian Studies

Program offered:

• Minor in Equestrian Studies

Equestrian Studies Minor

The interdisciplinary Equestrian Studies Minor offers the opportunity for students interested in working with horses to gain knowledge, skills and credentials in the ethical and sustainable use of equine partners. With a mix of theoretical work on the history and ethics of the human/horse relationship, animal behavior and psychology, and the opportunity to learn and work at local equine centers, this minor will complement many courses of study on campus, including Animal Conservation and Care, Sustainable Agriculture, Adventure Education, and Wilderness and Outdoor Therapy. It will help to prepare students aimed at careers related to camps, agriculture, equine therapy, as well as other careers with horses.

REQUIREMENTS

ADE 0073   Horseback Riding  1
ANS 2010   The Art of Horsemanship  3
ANS 2073   Animal Behavior  3
ENV 3026   Animal Ethics  3
ANS 3010   Horsemanship and Barn Management  3
ANS 4090   Internship in Equine Studies  3

Choose two from the following list:

ANS/SLA/ENV 3024 Animal Law & Policy  3
ANS 3XXX Independent Study  1-3
SFS 3040 Composting & Organic Waste Management  3
SFS 2067 Animal Husbandry  3
SFS 1075 Skills Intensive: Draft Animal  1
BUS 1125 Sustainable Marketing  1
BUS 2001 Accounting: A Multiple Stakeholder Approach  3
BUS 2045 Entrepreneurship: New Venture Creation  3
PSY 1003 Introduction to Psychology  3
BIO 3012 Topics in Organismal Biology  3
BIO 3019 Genetics  3

Total credits for a Minor in Equestrian Studies: 20

Geology

Program offered:

• Minor in Geology

Geology Minor

The geology minor provides students an opportunity for interdisciplinary studies within the field of geology and is open to all majors, but is particularly well suited for environmental studies, biology, and environmental and secondary education majors. The minor will prepare students considering graduate school for geology, especially those disciplines related to geomorphology and surficial processes. The minor will also provide students with the necessary field skills needed for employment with environmental consulting and geotechnical firms.

It is recommended, but not required, that students pursuing geology minor take a field geology course.

REQUIREMENTS

GLG 1011 Introduction to Geology  4
GLG 2041 Geomorphology  4

Electives

Must take at least three courses (one must be at the 3000 level and two must be a lab course).

Any course with a GLG prefix  3-4
ENV 2010 Introduction to Geographic Information Systems  4
WFC 2015 Natural Resources Management Field Studies  3

Total credits for a Minor in Geology: 18-19

History

Programs Offered:

• B.A. in History
• B.A. in History w/ Secondary School Teacher Licensure in Social Studies
• Minor in History

Bachelor of Arts in History

The Bachelor of Arts degree in history involves a wide range of classes in American, European and World history that broaden our student’s knowledge of human society and culture. Learning goals in individual history courses are listed in more detail in their respective syllabi. More generally, in lower division courses the learning goals are focused on content. Students are introduced to some basic concepts of historical study; among these are an awareness that patterns of change and continuity occur over time and are rooted in specific contexts; and that history is interpretive and there may be a variety of ways of seeing and understanding the past. They will also be introduced to the various dimensions of history-political, social, economic and cultural. The learning outcomes in individual courses are assessed by a student’s performance on tests, in classroom discussions, and in written work. The senior seminar, requiring original research as well as professional writing and presentation, is designed to assess the overall program goals.

Learning Outcomes for History Majors

After completing a lower division course, the successful student will be able:

• To read, comprehend, recall and discuss historical interpretation and data
• To place events and the interpretation of those events in their appropriate time and place
• To compare historical developments across cultural/geographical boundaries
• Students also will be expected to have a grasp of the relevant geography

Upper division courses in the history major seek not only to develop a fairly complex understanding of the content of each course, but also to provide an awareness of history as a discipline. Generally, upper division courses will focus much more than lower division courses on reading, researching, and writing skills essential to the discipline of history. After completing an upper division course, the successful student will be able:

• To effectively utilize library and electronic research resources
• To be able to gauge the quality and appropriateness of source material.
• To evaluate and critique different historical perspectives and explanations
• To organize information and ideas in support of their written arguments.
• To properly document sources and effectively use them in support of interpretations and arguments

The critical thinking and communication skills developed in the study of history translate into success in a wide variety of venues, and several professions recognize the value of historical training. Consequently, a history degree provides excellent preparation for those pursuing careers in museum and archival work, law, government/politics, international service, journalism, public relations, and business. The history major is an important foundation for those in training for a teaching career, and especially for those pursuing a secondary education teaching certificate in social studies. It is also valuable for those who intend to enroll in a Master of Arts in Teaching (MAT) degree after graduation, and in general for those who are seeking a career in higher education.
Departmental Honors
The history faculty may invite qualified and interested majors during their junior year to consider writing an honors thesis in history. Successful completion of the thesis will result in graduation with departmental honors in history. Candidates for honors must have a 3.0 or above overall grade point average with a 3.3 grade point average at the end of the first semester of the junior year in the major. Candidates for honors must form a committee of three faculty, one of whom must be drawn from the History program who shall chair the Honors Committee.

The name of each thesis candidate and the working title of the thesis must be submitted to the Program Chair by September 15 for May graduates and April 15 for seniors completing in December. If honors candidates are to graduate in the semester they are enrolled in Honors Seminar (HIS 4002), all requirements for the completion of HIS 4002 must be completed one week before the deadline for the submission of graduating senior grades. Honors theses in history must conform to the Turabian/Chicago Manual of Style.

REQUIREMENTS FOR A.B.A. IN HISTORY

History Core
Choose one from the following three courses:

- HIS 1021 United States History to 1877: 3
- HIS 1022 United States History since 1877: 3
- SLA 1058 American Views of the Environment: 3

SLA 1057 World History and the Environment: 3
HIS 4001 History Seminar (taken junior or senior year): 3
HIS* Four courses at any level: 12
HIS** Five courses at 3000-4000 level: 15

Credits: 36

* May include SLA 1058 if not used above
**Does not include HIS 4001

General Electives
Total electives vary depending on total of other credits.

Credits: 47-49

S.L.A. Requirements
See S.L.A. section of this catalog for details.

Credits: 36-37

Total credits for B.A. in History: 120-121

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

Bachelor of Arts in History with Secondary School Teacher Certification in Social Studies
This degree allows students to get licensed to teach Social Studies in grades 7-12. Students complete the B.A. in History with the modifications described below. In addition, they complete a sequence of study and field experiences in Education. For details on the Education component of the program, refer to the Secondary Education Program in the Education section of this catalog.

Bachelor of Arts in History with Secondary School Teacher Licensure
This degree prepares students to be licensed to teach Social Studies in grades 7-12. In addition to completing the B.A. in History, students must complete a sequence of study and field experiences in Education. During senior year students complete fifteen weeks of full-time student teaching at the 7-12 level. All student teaching must be done in the immediate area of the College.

Requirements for B.A. in History with Secondary School Teacher Licensure in Social Studies

History Core
- SLA 1057 World History and the Environment: 3
- HIS 1021 United States History to 1877: 3
- HIS 1022 United States History since 1877: 3
- HIS 3023 America Since 1960: 3
- HIS 4001 History Seminar (taken junior or senior year): 3
- GOV 1013 American Government: 3
- ECO Elective: 3
- HIS Two courses at any level: 6
- HIS* Four courses at 3000-4000 level: 12

History Credits: 39

*Does not include HIS 4001

Education Core
- EDU 1062 Teacher As Decision-Maker: 3
- EDU 2018 Human Development II: Adulthood: 3
- EDU 2019 The Exceptional Child: 3
- EDU 2000 Field Experience: 1
- EDU 3021 Curriculum & Instruction for Mild-Moderate Disabilities: 3
- EDU 3100 Observation Practicum: 4
- EDU 2031 Secondary Education Methods I: 3
- EDU/PSY 4031 The Dynamics of Classroom Behavior: 3
- EDU 4081* Secondary Education Methods, History and English: 4
- EDU 4085 Student Teaching: 9
- EDU 4086 Student Teaching Seminar: 3

Total SLA Credits: 33-34
General Electives: 5-6

Total for B.A. in Secondary Education with Teacher Licensure in Social Studies: 120-121

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

History Minor
The history minor is available to all bachelor’s degree candidates. Students must complete 18 to 19 credits in history. SLA 1057 and SLA 1058 can be counted for the minor requirements. Nine credits must be at the 3000 level or above. Three credits may be selected from the courses designated above as cross-listed. The program strongly recommends taking the senior seminar in history.

Total credits for a Minor in History: 18-19

Interdisciplinary Studies
Program offered:
- B.A. in Interdisciplinary Studies

The concept of an Interdisciplinary Studies major is rooted in Liberal Studies, which in turn relies upon the ancient Greek concept of the free individual. According to this ideal, the education of the free human being demanded a harmonious development involving the broadest mental training, the cultivation of the analytical mind, an understanding of civilization and the processes of the physical universe,
and a sensibility and appreciation of human nature and ideals. The Bachelor of Arts in Interdisciplinary Studies continues this tradition on the premise that focused studies across interconnected disciplines, when coupled with critical analysis and reflection, will prepare a student to confront personal and professional goals beyond college.

To this end, the student will carefully plan and complete a major in Interdisciplinary Studies that integrates one primary and one secondary area of concentration, and will complete a senior-year capstone experience consisting of a thesis, major project, or internship. This senior capstone should demonstrate a depth of study in both areas of concentration. A student in this major should acquire a broad but deep foundation in both areas, which will prepare the student for graduate study or employment in a range of fields centered on the disciplines linked within the Interdisciplinary Studies major. When declaring a major in Interdisciplinary Studies, the student will identify and propose a primary and a secondary advisor from the disciplines of the two concentrations.

**REQUIREMENTS**

**Primary Concentration**

Choose from any major or minor offered by the college. At least 9 credits must be at the 3000-4000 level.

**Secondary Concentration**

Choose from any major or minor offered by the college. At least 6 credits must be at the 3000-4000 level.

- IDS 4005 Interdisciplinary Studies Senior Capstone
- General Electives
- Total electives vary depending on total of other credits. Credits: 44-46
- S.L.A. Requirements
- See S.L.A. section of this catalog for details. Credits: 36-37

**Total credits for B.A. in Interdisciplinary Studies:** 120

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

**Mathematics**

**Program offered:**
- Minor in Mathematics

**Mathematics Minor**

The mathematics minor is open to all students who wish to pursue a broad-based development of their mathematical knowledge and reasoning skills whether in pursuit of professional objectives or for personal interest. Advancement in many fields of study, especially at the graduate level, is abetted by training in mathematics. Students who achieve the mathematics minor will have demonstrated basic proficiency in applied mathematics, specifically with regard to data analysis and calculus, as well as the capability of mastering more advanced concepts from a variety of fields including analysis, number theory, and mathematical modeling. Students seeking specific skill sets such as advanced data analysis methods may work with the program director to develop appropriate course opportunities.

**REQUIREMENTS**

- MAT 1031 Calculus I: 3
- MAT 1032 Calculus II: 3
- Choose one of the following:
  - SLAWF 2020 Data Analysis and Modeling
  - MAT 1015 Introduction to Statistics
- Choose nine credits from the following:
  - MAT Any MAT course at the 3000 or 4000 level
  - SLA Any SLA Quantitative Analysis Course at the 2000 level or above

**Total credits for a Minor in Mathematics:** 18

**Music**

**Program Offered:**
- Minor in Music

This course of study toward the Minor in Music offers students an array of preparatory work within voice or instrumental music, and in music literature and theory. The Music Minor is available to all degree candidates.

**REQUIREMENTS FOR A MINOR IN PERFORMANCE**

- MUS 1001 Elements of Music
- MUS 1003 College Choir OR
- MUS 2061 Concert Band
- MUS 1011 Music Appreciation
- MUS 2053 Special Topics: History/Music Literature
- MUS 3001 Theory and Composition
- MUS 4001 Senior Recital
- Applied Major Instrument or Voice 1 (4 semesters)

**Total credits for a Performance Minor in Music:** 20

**REQUIREMENTS FOR A MINOR IN MUSIC LITERATURE AND HISTORY OR COMPOSITION**

- MUS 1001 Elements of Music
- MUS 1003 College Choir OR
- MUS 2061 Concert Band
- MUS 1011 Music Appreciation
- MUS 2053 Special Topics: History/Music Literature
- MUS 3001 Theory and Composition
- MUS 4001 Senior Recital/Research Project

**Total credits for a Literature & History or Composition Minor in Music:** 19

**Public Philosophy**

**Programs offered:**
- B.A. in Public Philosophy
- Minor in Philosophy
- Certificate in Ethics and Social Sustainability

**The Bachelor of Arts in Philosophy**

The Philosophy program at Green Mountain College develops students' critical thinking skills while exploring vital problems of human existence affecting how we understand ourselves and nature, how we act in relation to others, and what has significance for our lives. Green Mountain's philosophy program is distinctive in its focus on applied philosophy, that is, on issues related to how we should live, how we should govern ourselves, and how we should come to understand the world. It emphasizes connections
between basic philosophical questions and the relation of humans to their cultural and natural environments. In this way, students learn to think critically about beliefs, values, and prejudices. It also provides students with a broad background in the history of philosophy and a solid understanding of major areas in contemporary philosophy. In addition to standard catalog offerings, the curriculum includes frequent seminars on current issues, such as Peace, War, and Justice; Education for a Sustainable Society; The Problem of Evil, Liberty, Fraternity, Equality: Our Social-Political Culture War, and a series of courses on popular culture and philosophy.

The major is excellent training for careers, including law, government service, and business. Philosophy is consistently ranked as a top major for performance on the GRE, LSAT, and GMAT exams. Green Mountain Philosophy majors are regularly accepted into strong graduate programs in Philosophy and law schools. The communication, problem solving, and critical thinking skills that students develop are in high demand. Students are afforded the opportunity in their coursework to consider how to translate their academic work into careers, and to hone career building skills such as writing cover letters and interviewing for academic and professional positions. Beyond preparation for good careers, the major attempts to enhance intellectual curiosity and to encourage a careful, balanced approach to life decisions.

Outside of the classroom, students in philosophy courses contribute to the vibrant intellectual culture of the campus and community. The Agora Philosophy Club sponsors a Friday night discussion series, film discussions at our local movie theater, and campus meetings. Program students and faculty end each year with an annual "Friends of Wisdom" croquet tournament and senior celebration at a faculty member's home.

Green Mountain students tend to be enthusiastic about opportunities to reflect on their values and commitments. Central to Green Mountain's identity as an environmental liberal arts college is a realization that a liberal arts education must evolve to meet the challenges of our own situation. Philosophy, through its role of interpreting, evaluating, criticizing, and redirecting our culture, is a vital discipline for liberal education.

**Learning Outcomes for Public Philosophy Majors**

The successful student will:
- Demonstrate strong analytical, critical thinking, reading, and writing skills at a level appropriate for professions or graduate school.
- Demonstrate critical comprehension of alternative cultural perspectives and frameworks, and they will have the reflective and communication skills to listen and respond to diverse perspectives.
- Demonstrate the ability to reflect on multiple perspectives regarding the relationship between humans and nonhuman nature.
- Demonstrate a general literacy in the history of philosophy and in major areas in twentieth and twenty-first century philosophy.
- Demonstrate an expanded base of knowledge of and care for ethical concerns and an active interest in potential responses to moral problems in academic, political, professional, and everyday local and global contexts.

Our program uses a required capstone seminar to assess these outcomes, as well as a required course in Logic (including exams) and a S.L.A. required course in moral reasoning (including papers and exams).

**REQUIREMENTS FOR B.A. IN PUBLIC PHILOSOPHY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHI 2021</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 3XXX</td>
<td>Topics in Intellectual History*</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following*:
- PHI/SLA 1045 Environmental Ethics
- PHI/SLA 1049 Ethics and Character: Flourishing in Community
- PHI 3026/ENV 3025 Animal Ethics
- PHI/SLA 3041 Ethical Theory

Electives
Choose nine credits from philosophy, history, religion, English, or other programs that are approved by the Program Director as assisting the student in meeting program learning outcomes.

**CONCENTRATIONS**

Choose one of the following concentrations: 12

1. Ethics and Social Justice
2. Wisdom Traditions

Credits: 30

**Public Philosophy Concentrations**

**ETHICS AND SOCIAL JUSTICE CONCENTRATION**

The core skills for this concentration include:
- The ability to apply alternative theories of justice to solve social problems
- The ability to develop and motivate creative win/win solutions to moral conflicts and to defend any necessary moral tradeoffs
- The ability to reason carefully, listen humbly, empathize with others, and build the group understanding and trust necessary for organization and communities to approach sustainability

**REQUIREMENTS**

Choose twelve credits either from the following list, from PHI or REL special topics courses, or from allied disciplines as approved by the Program Director. These courses cannot include courses that have been taken for the core requirements.

- PHI/SLA 1045 Environmental Ethics 3
- PHI/SLA 1049 Ethics and Character: Flourishing in Community 3
- PHI 2000/3000 Topics in Philosophy 1-3
- PHI 3007 Topics in Social and Political Philosophy 3
- PHI 3025/ENV 3026 Animal Ethics 3
- PHI/SLA 3041 Ethical Theory 3
- PHI/RSC 3050 Sustainability and Resilience: Theory and Practice 3
- PHI 4011 Philosophy of Law 3

**WISDOM TRADITIONS CONCENTRATION**

The core skills for this concentration include:

- The ability to reflect deeply and productively on life challenges both personally and culturally and to find meaning and strength through reflection
- The ability to interpret alternative cultural frameworks with sensitivity and awareness and to find common ground between frameworks
- The ability to engage in and analytically investigate contemplative practices and traditional spiritual arts, joining personal experience with academic study

**REQUIREMENTS**

Choose twelve credits either from the following list, from PHI or REL special topics courses, or from allied disciplines as approved by the Program Director. These courses cannot include courses that have been taken for the core requirements.

- REL 1005 Meditation Practices 1
- REL 2000/3000 Special Topics in Religious Studies 3
- REL 2005 World Religions 3
- REL 2009/SLA 2069 Stories of the Spirit 3
- REL/SLA 2025 This Sacred Earth: Spirituality & the Natural World 3
- REL/SLA 2068 On Being Human 3
- REL/PHI 3023 Asian Philosophy 3

General Electives

Total electives vary depending on total of other credits. Credits: 54

S.L.A. Requirements

See S.L.A. section of this catalog for details. Credits: 36-37

**Total credits for B.A. in Public Philosophy:** 120-121

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).
HONORS IN PHILOSOPHY
To qualify for departmental honors in philosophy, candidates must:
• Have a cumulative GPA of at least 3.3 in all courses.
• Have a GPA of at least 3.5 in the major.
• Successfully petition to the Philosophy program faculty to be considered for honors. Petitions will be considered only from students who have completed 75 credits.
• Form a three-person honors committee to evaluate an honors research project. The committee should include two faculty who teach in philosophy and one person from outside the program.
• Do a substantive honors research project in the major, write up the project in an honors thesis, and defend the thesis in a public forum.

Philosophy Minor
A Philosophy minor provides students with a background in the ethical, conceptual, metaphysical and historical dimensions of central issues about how we should live and how we should think about the world. It also enhances students’ critical thinking skills.

REQUIREMENTS
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHI 2021 Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI Two electives at any level*</td>
<td>6</td>
</tr>
<tr>
<td>PHI Three electives at 3000-4000 level*</td>
<td>9</td>
</tr>
</tbody>
</table>

Total credits for a Minor in Philosophy: 18

*Or courses from an allied discipline as approved by the Program Director

Certificate in Ethics and Social Sustainability
The Ethics and Social Sustainability (ESS) certificate will add value to any major. It complements Green Mountain College’s sustainability-focused liberal arts mission and curriculum. The ESS certificate may be of interest to students aiming at graduate programs with an ethics emphasis, or students aimed at careers as teachers, attorneys, physicians, business leaders, policy makers and analysts, organizers, activists, religious leaders, and community developers. It will also be of interest to employers and admissions committees.

Philosophy courses have a reputation for rigor and intellectual discipline, and the ESS certificate accordingly provides valuable skills to students in any major or degree program. These skills include: critical thinking and effective communication when discussing controversial issues, patience with the suspension of reflection critical reading and writing creative and collaborative problem-solving anticipating problems, forecasting outcomes, and reviewing and evaluating decisions applying theories to clarify issues clearly expressing, debating, and listening to ideas without tunnel-vision.

REQUIREMENTS
Choose 15 credits from the following list, from PHI or REL special topics courses, or from allied disciplines as approved by the program director:

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHI/SLA 1045 Environmental Ethics</td>
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</tr>
<tr>
<td>PHI/SLA 1049 Ethics and Character: Flourishing in Community</td>
<td>3</td>
</tr>
<tr>
<td>PHI 3007 Topics in Social and Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI/SLA 3041 Ethical Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHI 3025/ENV3026 Animal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 2000/3000 Topics in Philosophy</td>
<td>1-3</td>
</tr>
<tr>
<td>PHI XXXX Independent Study in Philosophy</td>
<td>1-3</td>
</tr>
<tr>
<td>PHI 4090 Senior Thesis in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 4091 Internship in Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits for a certificate in Ethics and Social Sustainability: 15

Pre-Law
Program offered:
• Certificate in Pre-Law

Pre-law Certificate Program
Law and policy graduate schools are interested in students with a variety of academic backgrounds. Undergraduates are not required to take any specific set of prerequisite courses in order to apply for these graduate programs. While the pre-law certificate program constitutes a directed course of action to prepare students for law and policy graduate programs, schools are always attracted to any student with a well-rounded liberal arts education, no matter what your major might be. Pre-law advising is available and encouraged for all GMC students interested in law or policy-related careers, regardless of whether or not a student chooses to participate in the pre-law certificate program described below.

The pre-law certificate program is designed to provide the essential skills and background knowledge to excel in a career in law or policy. This rigorous certificate program is designed for strong students and is a companion to any major. Students in the certificate program can expect encouragement and guidance from members of the pre-law committee as they explore career opportunities, identify internships, negotiate, prepare for the LSAT, and submit applications to law or policy graduate schools.

REQUIREMENTS
Core Background
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 3023 America Since 1960</td>
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<tr>
<td>ECO 2003 Mainstream &amp; Alternative Perspectives</td>
<td></td>
</tr>
<tr>
<td>GOV 1013 American Government</td>
<td></td>
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<tr>
<td>PHI 2021 Logic</td>
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</table>

Knowledge Base
At least one upper division course (3-4000 level) in law or policy. (Law Thesis does not count in this distribution category.)

Skills Base
Communications:
<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>ENV/SLA 2045 International Negotiation</td>
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Research and Writing Skills:
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAW 4000 Law Thesis OR Disciplinary Honors Thesis OR ENV 4015 Seminar</td>
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</tbody>
</table>

Total credits for a Certificate in Pre-Law: 21

Note: To be eligible for acceptance into the certificate program, students must have a 3.3 GPA and have been enrolled at GMC for at least 1 semester.

Progressive Program
Programs offered:
• B.A. in Self-Designed Major
• B.F.A. / B.A. / B.S. in any GMC Major

The Progressive Program at Green Mountain is an alternative, innovative, and intensive educational program within the college that allows exceptional and highly motivated students to work closely with faculty and peers to craft personalized programs of study. Every semester, students work with advisors to clarify their educational goals and program of study, regularly produce narrative self-evaluations that reflect on their progress toward these goals, and receive narrative assessments of their performance in all courses from their instructors.
The Progressive Program draws much of its pedagogic inspiration from educational pioneers like John Dewey, who believed that education "is a process of living and not a preparation for future living." Participants in the program recognize passionately, therefore, that learning is an inherently social process that connects us with our community and environment, that significant learning occurs outside of the classroom as well as within it, and that the individual learner may best fulfill his or her potential when given the power to design the educational journey.

The Progressive Program has many unique requirements. Progressive Students are required to take the four core courses at Green Mountain College, but they are not required to take the general education, or S.L.A., distributive requirements. Instead, once during their sophomore year and once during their junior year, students undergo an intensive Level Review process. During these Level Review semesters, students produce a portfolio demonstrating competency in twelve areas (including scholarship, writing ability, community engagement, quantitative and scientific reasoning, and historical awareness) and write an essay reflecting on their past educational growth and future learning goals. A Level Review Team of the student's choosing evaluates the portfolio at a meeting with the student at the end of the semester.

The Progressive Program experience culminates in a substantive Senior Study Project that is worth 12 credits. The project allows students to integrate their coursework, interests, skills and passions into a single, focused project that is shared with the college community. Previous senior projects have included art exhibits, musical and dramatic performances, extensive writing projects, environmental design and planning projects, a forest management plan, and film projects.

Students in the program often take Independent and Group Independent Studies, with a maximum of 42 independent study credits allowed during the student's career, not including the Senior Study Project.

Students may elect to earn a Self-Designed Major or any of the majors already offered at GMC. Students may elect to receive all grades or earn all Pass/Fail designations, although in all cases they will receive narrative evaluations of all coursework from instructors.

Learning Outcomes for the Progressive Program

The successful student will:
- Demonstrate holistic, cooperative, and value-driven learning.
- Be sensitive and engaged members of their community.
- Demonstrate the ability to cultivate their own educational goals, and work with professors to bring them to fruition.
- Demonstrate competencies in a variety of areas critical to academic success, such as research, writing, environmental and cultural awareness, critical thinking, and quantitative and scientific reasoning.

Our program assesses these outcomes with two portfolio level reviews and a major senior capstone project.

Competencies for Level III Review

I. Students will demonstrate the following:

II. Writing & Communication Skills
   a. Ability to articulate ideas and information clearly in writing.
   b. Ability to use and document a variety of sources.

III. Progressive Learning Skills: Critical Thinking, Self-Awareness, & Self-Directedness
   a. Self-knowledge, ability to answer the question, "Who am I?" and reflect it in one's work.
   b. Ability to take responsibility for one's own learning and initiate one's own learning activities.
   c. Ability to plan, enact, and evaluate learning goals/objectives.

IV. Community Awareness & Integration
   a. Critical academic and experiential awareness of the interconnections and interdependencies of humans and the natural world.
   b. Ability to work in society beyond campus in preparation for field semesters and professional life.
   c. Demonstrated awareness of one's own and other cultures.
   d. Ability to contribute to the GMC community.

V. Development of Academic Perspectives & Abilities
   a. Ability to understand and integrate a historical perspective into one's academic work and understanding of the world.
   b. Ability to understand and integrate a scientific perspective into one's academic work and understanding of the world.
   c. Ability to understand and integrate quantitative-based reasoning into one's academic work and understanding of the world.

Competencies for Level VI Review

Students will demonstrate the following:

I. Writing & Communication Skills
   a. Ability to articulate ideas clearly in writing.
   b. Ability to research and present findings; ability to undertake a creative project of professional caliber; ability to write in a prescribed format.

II. Progressive Learning Skills: Critical Thinking, Self-Awareness, and Self-Directedness
   a. Preparation relevant to the student's planned senior study, including acquaintance with theoretical, historical, and philosophical objectives.
   b. Ability to approach topics and problems critically and integratively from different perspectives.
   c. Ability to organize inquiry independently in preparation for the senior study.
   d. Ability to use varied experiences for significant learning.

III. Community Awareness & Integration
   a. Ability to collaborate with others while developing a sense of leadership within groups.
   b. Continued awareness of one's own and other cultures.
   c. Continued critical academic and experiential awareness of the interconnections and interdependencies of human and the natural world.

IV. Development of Academic Perspectives & Abilities
   a. Ability to understand and integrate a historical perspective into one's academic work and understanding of the world.
   b. Ability to understand and integrate a scientific perspective into one's academic work and understanding of the world.
   c. Ability to understand and integrate quantitative-based reasoning into one's academic work and understanding of the world.

Requirements for a B.A., Self-Designed Major

33 hours coursework at the 3000/4000 level
Four SLA Core Classes (Images of Nature, Voices of Community, Dimensions of Nature, Delicate Balance)
Successful completion of the Level III and Level VI Reviews
SDE 200G/201G (3 credits total)
SDE 300G/301G (3 credits total)
Successful completion of the Senior Project
SDE 400G/401G (12 credits total)

120 CREDITS

Requirements for a B.A./B.S. in a Traditional Major Within the Progressive Program

33 hours coursework at the 3000/4000 level
Four SLA Core Classes (Images of Nature, Voices of Community, Dimensions of Nature, Delicate Balance)
Successful completion of the Level III and Level VI Reviews
SDE 200G/201G (3 credits total)
SDE 300G/301G (3 credits total)
Successful completion of the Senior Project
SDE 400G/401G (12 credits total)
Successful completion of all classes required by the elected major

120 CREDITS

Note: Students who are admitted to the program who have already completed at least 60 credits may not be required to complete SDE 200G/201G.
Psychology

Programs offered:
- B.A. in Psychology
- Minor in Psychology
- Minor in Biopsychology (see listing under Biology)

Bachelor of Arts in Psychology

Students who graduate with a degree in psychology will have discovered the interdisciplinary character of the field. Understanding human behavior requires curiosity, the capacity for self-reflection, and a basic grasp of the tools of quantitative and qualitative research. It requires an appreciation of biology and evolutionary theory, as well as an analysis of the complex environmental factors facing humans in modern society. The perspectives of other social science disciplines (e.g. anthropology, economics, history, and sociology) are also important to any understanding of individuals in society. The program is structured to provide a strong grounding in contemporary psychological theory and practice, while at the same time, permitting ample exploration of these other important contributing disciplines.

The sequence of coursework in the psychology major prepares students for continuing graduate coursework in the mental health profession and research oriented psychology programs. Students with a bachelor’s degree in psychology are also well prepared for careers in the social services sectors and research laboratories. While lower-division courses focus on the broad theories found within psychology and acquaint students with the research process, upper division courses serve as opportunities for students to begin conducting their own independent research.

Learning Outcomes for Psychology Majors

The successful student will:
- Study both classical and contemporary theories in psychology and be acquainted with original research in the topic area of all courses
- Utilize empirical literature to support their written arguments
- Develop expertise in the design of research proposals and projects
- Design and conduct original research projects
- Find opportunities for practical applications of their learning

Requirements for a B.A. in Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1003</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2034</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY/EDU 2041</td>
<td>Human Development I</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following two courses:
- PSY 2063 Biological Bases of Behavior
- PSY/BIO 3018 Genetics of Human Behavior
- PSY 3011 Social Research I
- PSY 3014 Social Research II
- PSY 4021 Senior Seminar
- PSY 4007 Advanced Research Methods & Statistics OR
- PSY 4011 Field Placement in Psychology

Psychology Electives

Credits: 26

General Electives

Total electives vary depending on total of other credits.

Credits: 39-40

S.L.A. Requirements

See S.L.A. section of this catalog for details.

Credits: 36-37

Total Credits for a B.A. in Psychology: 120-121

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

Psychology Minor

The psychology minor is available to all bachelor degree candidates. The minor provides a broad orientation to the discipline with the opportunity for upper-level electives to deepen the student’s background according to her or his interests.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
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<tr>
<td>PSY/EDU 2041</td>
<td>Human Development I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3023</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY</td>
<td>Elective at any level</td>
<td>3</td>
</tr>
<tr>
<td>PSY</td>
<td>Elective at 3000-4000 level</td>
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</tr>
</tbody>
</table>

Total Credits for a Minor in Psychology: 18

Religious Studies

Minor offered:
- Religious Studies Minor

Religious Studies Minor

In the changing and global nature of the contemporary world, a knowledge of world religions, fluency in religious discourse, and a critical understanding of the foundations and components of faith commitments is essential to understanding human culture, politics, and values. A student minoring in religious studies has the opportunity to explore the philosophy and history of religion, contemporary debates, mythology, and how religious beliefs fit into individual lives and communities.

While students in this minor can choose from the following list of regularly offered courses, they may also request that independent studies and courses in other programs with significant religious studies content be approved by the Religious Studies Program Director.

Requirements for a Minor in Religious Studies

The Religious Studies minor is available to all bachelor’s degree candidates. Students must complete 18 credits in Religious Studies by taking courses listed below, any REL course, or courses approved by the Religious Studies Program Director and Dean of Faculty upon request. Nine credits must be at the 3000-4000 level.

Choose from:
- REL 2000/3000 Special Topics in Religious Studies
- PHI/REL 2003 Philosophy of Religion
- REL 2005 World Religions
- REL 2009/SLA 2069 Stories of the Spirit
- PHI 2009/REL 2015 Religious Beliefs & Atheism
- PHI/REL 2013 Philosophies of Being Human
- PHI/REL 3023 Asian Philosophies

Total Credits for a Minor in Religious Studies: 18

Renewable Energy & Ecological Design (REED)

Program offered:
- B.A. in Renewable Energy & Ecological Design
- Certificate in Renewable Energy & Ecological Design

The B.A. in Renewable Energy & Ecological Design is a unique, innovative program that integrates the study of energy and design in conjunction with the College’s award winning Sustainable Liberal Arts experience. Students in this major learn...
about and apply ecological design strategies using both mind and hands, and
develop a comprehensive understanding of energy use and the pathways to a clean
energy future. The program’s interdisciplinary curriculum provides a high degree of
flexibility, allowing students to develop a concentration in their area of interest.
Skills-focused classes in the well-equipped fabrication facility, design
exploration in the dedicated studio, engaging internships, numerous field trips, and
participation in real-world hands-on community projects are critical components
of this major. As a graduate of the program, students are equipped to employ
ecological design strategies, analyze renewable energy opportunities, and the skills
to realize appropriate and meaningful solutions. Potential career paths included
product design, residential design/build, small-scale renewable energy, utility-scale
renewable energy, energy policy, as well as further study in related areas.

**Learning Goals**

1. Students will describe personal, national, and global energy use patterns and
evaluate the social and environmental challenges of current energy systems.
2. Students will define a sustainable energy future and describe the technologies
and policies necessary to move toward a sustainable energy future.
3. Students will identify ecological design principles and apply them to the built
environment through both conceptual exercises and applied hands-on projects.
4. Students will analyze sustainable design and energy challenges within
a broad interdisciplinary context and create innovative solutions.

**REQUIREMENTS FOR A B.A. IN RENEWABLE ENERGY & ECOLOGICAL DESIGN**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>RED 1000</td>
<td>Ecological Design Studio I</td>
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</tr>
<tr>
<td>RED 1005</td>
<td>Woodshop Safety Certification</td>
<td>1</td>
</tr>
<tr>
<td>SLA 1123</td>
<td>Energy &amp; Society</td>
<td>3</td>
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</table>

Choose one:

- RED 1085 REED Skills Intensives
- RED 1100 Internship in REED

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit(s)</th>
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<tbody>
<tr>
<td>COM 3055</td>
<td>Visual Communication for Marketing &amp; Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>RED 2022</td>
<td>Ecological Design Thinking</td>
<td>3</td>
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<tr>
<td>RED 2190</td>
<td>Mandatory Portfolio Review Spring Sophomore Year</td>
<td>0</td>
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<tr>
<td>RED 3000</td>
<td>Ecological Design Studio II</td>
<td>3</td>
</tr>
<tr>
<td>RED 3100</td>
<td>Renewable Energy Technology &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>RED 3125</td>
<td>Design with Climate</td>
<td>3</td>
</tr>
<tr>
<td>RED 4090</td>
<td>Internship in REED</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits: 27

Concentration

By fall of their junior year, students declare an area of primary concentration.

- S.L.A. Requirements: 36-37 credits
- Total Electives: 39 credits

**Total credits for B.A. in Renewable Energy & Ecological Design:** 120-121

Note: All students are required to complete 33 credits of upper division work (3000-
4000 level courses).

**CONCENTRATION REQUIREMENTS**

By fall of their junior year, students declare an area of primary concentration.

1. Art & Architecture
2. Sustainable Business & Entrepreneurship
3. Sustainable Agriculture
4. Policy & Land Use

**ART & ARCHITECTURE CONCENTRATION**

The Art & Architecture concentration provides students with depth in aesthetic
appreciation, the design process and the discipline of architecture. Students
anticipating working in design firm or pursuing an advanced degree in architecture
are strongly encouraged to select this concentration area.

- ART 1015 Foundations in Studio Art: 3
- ART/COM 2055 Introduction to Computer Graphics: 3
- RED 4025 Environmental Design/Build: 6

Choose 6 additional credits:
- ENV 3016 Land Use Planning: 3
- PSY 3012 Perception: 3
- SOC 1002 Cultural Anthropology: 3
- ART 1001 Introduction to Drawing: 3
- ART 2001 Art History I: Paleolithic through Romanesque: 3
- ART 2002 Art History II: Gothic through Dada: 3
- SOC 1011 Introduction to Sociology: 3
- ENV 3023/SOC 3001 Human Ecology: 3

Total Credits: 18

**SUSTAINABLE BUSINESS & ENTREPRENEURSHIP CONCENTRATION**

The Sustainable Business & Entrepreneurship concentration allows students the
opportunity to integrate sustainable business practices and entrepreneurial skills to
build a business or become a leader in an existing business focused on sustainable
design and renewable energy services.

- BUS 1073 Managing for Sustainability: 3
- BUS 1125 Sustainable Marketing: 3
- BUS 2001 Accounting: A Multiple Stakeholder Approach: 3
- BUS 2045 Entrepreneurship: New Venture Creation & Entrepreneurship: 3

Choose 6 additional credits:
- BUS 3008 Strategic Finance for Managers: 3
- BUS 3040 Operations Management in the Services Economy: 3
- BUS 3050 Business Law: The Ethical & Legal Environment of Organizations: 3
- ECO 2003 Economics: Mainstream & Alternative Perspectives: 3
- BUS 4045 Advanced Entrepreneurship: Launching & Growing New Ventures: 3

Total Credits: 18

**SUSTAINABLE AGRICULTURE CONCENTRATION**

The Sustainable Agriculture concentration allows students to integrate their
REED training in energy and design with sustainable agriculture practices. This
concentration is for student with an interest in designing and building sustainable
farm infrastructure and systems.

- SFS 1211 Introduction to Cerriidwen Farm: 1
- SFS 1011 Fundamentals of Organic Agriculture: 3
- SFS 1075 Farm Skills Intensives (1 credit each): 2
- SFS 3054 Sustainable Farming Systems: 3

Choose 9 additional credits:
- SLA 1124 Unraveling Food Systems: 3
- SFS 2070 Sustainable Regional Food Systems: 3
- SFS 3020 Food and Agriculture Policy: 3
- SFS 2054 Agroecology: 3
- WFC 3075 Silviculture: 3
- GLG 2031 Soils: 4
- BIO 3013 Botany: 4

Total Credits: 18
POLICY & LAND USE CONCENTRATION
The Policy & Land Use concentration equips students to join government agencies or nonprofit organization seeking to craft progressive policies design to encourage sustainable design practices and renewable energy use.

ECO 2023 Economics of the Environment 3
ENV 2011 Public Policy and the Environment 3
ENV 3016 Land Use Planning 3

Choose 9 additional credits:
PHI 3007 Topics in Social and Political Philosophy 3
PHI 4011 Philosophy of Law 3
ENV 3011 Environmental Law 3
SLA 2023 Environmental Justice 3
ENV/SLA 2045 International Negotiation & Environment 3
ENV 2010 Introduction to Geographic Information Systems 3
ENV 3014 Watershed Management & Policy 3

Total Credits: 18

Certificate in Renewable Energy & Ecological Design
The Renewable Energy and Ecological Design (REED) certificate provides students with a solid foundation in the fundamentals of renewable energy and sustainable design. It is becoming increasingly important for members of society to understand the complex relationships between culture, energy use, and the built environment. All too often people do not consider where their energy comes from or how the way we design our buildings and communities is linked to excessive energy use and resource consumption.

The REED certificate is designed to complement Green Mountain College's environmental liberal arts education by empowering students with the hands-on skills and knowledge to become leaders in their communities and professions working toward a sustainable future. Furthermore, for students interested in a career in the renewable energy or sustainable design fields, the REED certificate provides excellent training and preparation for advanced study in these areas. In part, the certificate is a response to the workforce development needs of these dynamic and growing industries, positioning our students for successful careers in the emerging green economy.

REQUIREMENTS
RED 1000 Ecological Design Studio I 3
SLA 1123 Energy & Society 3
RED 3120 Renewable Energy Technology & Applications 3
RED 3125 Design with Climate 3

Choose one:
RED 1085 REED Skills Intensive 3
RED 1100 REED External Practicum 3

Credits: 15

Electives (choose a minimum of 7 credits)
ART 1001 Drawing from the Environment 3
ART 1015 Foundations in Studio Art 3
RED 1100 REED External Practicum (3 credit max)** 1
ENV 2010 Geographic Information Systems 4
BUS 2045 Entrepreneurship I: New Venture Creation & Entrepreneurship 3
SLA 2024 Introduction to Systems Thinking 3
ENV 3016 Land Use Planning 3
ENV 3021 Sustainable Development: Theory & Practice 3
RED 2100 Physical Sciences for Energy & Design 3
RED 4000 Topics in Design and Fabrication 3

Total credits for a certificate in Renewable Energy & Ecological Design: 22

Resilient & Sustainable Communities

Programs offered:
- Minor in Resilient & Sustainable Communities

Minor in Resilient & Sustainable Communities
Global ecological and social changes resulting from climate disruption, human population growth, and recourse depletion create unprecedented challenges for communities around the world. Understanding how communities can adapt to these challenges has become crucial for leaders in many fields, including community development, natural resource management, regional planning, education, and business. Students who minor in resilient and sustainable communities will learn how to assess community assets and challenges, how to leverage change in a system, and how to mobilize community members around issues of justice, sustainability and resilience. The minor provides practical skills for those who major in liberal arts fields and is an excellent supplement for majors in environmental studies, REED and sustainable agriculture.

The successful student will:
- Demonstrate the ability to evaluate the environmental, social and economic challenges that a community faces in becoming more sustainable and resilient, and to research and develop effective approaches for addressing these challenges.
- Demonstrate the ability to help create more sustainable, resilient and socially just communities, using their skills in leadership and group organization.

The minor consists of 18 credits at least 9 of which are taken at the upper level. It has a core of 12 credits with two areas from which students can choose 6 credits of additional courses to fill out the minor. At least one of these additional courses must be at the 3000 level. Students will be encouraged, but not required, to take related one credit skills courses to increase the value of the minor.

REQUIREMENTS
RSC/PHI 3050 Sustainability and Resilience 3
COM 2010 Group Communication and Leadership 3
ECO 2023 Economics of the Environment 3
ENV 3023/SOC 3001 Human Ecology 3

Credits: 12

Other courses as approved by the Program Director and Dean of Faculty

Field Methods Electives: Choose one of the following:
ENV 3016 Land Use Planning 3
COM 3020 Media Advocacy and Campaigns 3
ENV 2010 Introduction to Geographic Information Systems 4
SLA/WFC 2020 Data Analysis and Modeling 3
SOC 3014 Community Research Methods 4

Other courses as approved by the Program Director and Dean of Faculty

Total credits for a Minor in Resilient & Sustainable Communities: 18

THE ACADEMIC PROGRAM 39
Resort & Hospitality Management

Programs offered:
• B.S. in Resort & Hospitality Management

Bachelor of Science in Resort & Hospitality Management

Resort & Hospitality Management students can earn a bachelor’s degree in three years. The B.S. in Resort & Hospitality Management prepares students to think critically in preparation for exciting career opportunities that will allow them to live, work and enjoy some of the most desirable environments around the world.

Green Mountain College and the senior management of the Killington/Pico Ski Resort Partners LLC collaborate on this innovative program, which combines the College’s nationally recognized environmental liberal arts curriculum with delivery of cooperative-based management education at the Killington Resort and with hospitality properties in the Killington area. Students have paid field experiences each year.

Learning Outcomes for Resort & Hospitality Management Majors
The successful student will:
• Develop skills in problem solving, critical thought and clear expression in a variety of situations within the resort and hospitality setting.
• Fully understand and demonstrate knowledge of management theory and its application to the destination hospitality and resort operation.
• Heighten his/her knowledge and awareness of his/her environmental responsibility, understanding of the global community, and obligation for lifelong education.

Trimester Academic Calendar
The College has structured this program to enable students to earn their degree in 3 years or less. Students should recognize, however, that this is an accelerated program with a distinctly different academic calendar from the programs on the Poultney campus.

The Killington Partnership
A true academic partner in the student’s education is the Killington Resort—specifically, its management team. The Killington management team contributes to the Resort Management Program by:
• Involving the student in behind the scenes decision-making.
• Providing senior management as adjunct faculty and mentors.
• Involving students in special (ongoing) projects for multiple courses.
• Providing quality “extra” experiences in the student’s co-op at Killington.

Environmental Focus
The College’s signature Sustainable Liberal Arts Program (S.L.A.) is critical to the overall education of resort and hospitality management graduates and adds great value to the degree. All hospitality properties and destination resorts have a major stake in their immediate social and natural environments. Whether a student is employed in a warm weather resort on the Great Barrier Reef, or the cold mountain snows of a ski destination, or an inner city full service lodging property, hospitality and resort managers must have a thorough understanding of their operation’s impact on the social and natural environment in both a local and global sense. The economic relationship of the property to its surrounding community is also critical in the long-term success of this symbiotic relationship.

Living and Classroom Facilities
Students in the Resort & Hospitality Management Program live at The Lodge at Killington. Located on the access road, just a mile from the heart of Killington operations, The Lodge is a full service residence, including foodservice, dining room, laundry facilities, recreation room and fireplace/lounge. Classroom space is located just a mile away at the High Ridge Conference Center, in one of the five condominium villages that are managed by Killington.

RHM Review Board
Every student goes through a review process at the end of her/his first and second winter term co-op experience. The RHM Review Board is designed to help the student develop and progress towards a successful career in the resort and hospitality industry. Towards this end, each student will be reviewed based on his/her academic performance, professionalism and personal behavior.

Data and input is gathered from a variety of sources: the student’s GPA in major and S.L.A. courses, GMC faculty and staff, peer evaluations, the Killington co-op coordinator’s office, co-op properties, supervisors, and resident life staff at The Lodge.

The review board will be comprised of the RHM faculty, industry co-op coordinators, and General Manager from The Lodge. The Board will review each student, outlining the student’s strengths, areas for development, as well as an action plan for the upcoming academic year.

The following criteria will be used for the review process:
• Academic: Overall GPA, major GPA, S.L.A. coursework
• Co-Ops: Supervisor evaluations, special projects, academic work
• Professionalism: Team projects and peer evaluations, organization skills, leadership roles, field evaluations
• Personal: The Lodge, GMC incident reports, RA input, Co-Op coordinator input

The possible outcomes of the review board are:
• Pass
• Probation OR
• Dismissal from the Killington School of Resort Management Students who receive a finding of “Pass” need take no further action.

In the case where a student receives a “probation” finding, the faculty will outline specific goals and outcomes needed to show reasonable progress towards a “passing” status, usually by the completion of the following term. If the student does not make satisfactory progress, the Program reserves the right to dismiss the student from the major.

Should the review result in a “dismissal” finding, the student will need to meet with the Program faculty to discuss exit strategies from the Resort & Hospitality Management program and options within the College.

Requirements (3-Year)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RHM 1125</td>
<td>Sustainable Marketing</td>
<td>3</td>
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<tr>
<td>RHM 1375</td>
<td>Human Resource Issues</td>
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<tr>
<td>RHM 1425</td>
<td>MIS &amp; Data Management</td>
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<td>RHM 1475</td>
<td>Financial &amp; Budget Management</td>
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<td>RHM 1525</td>
<td>Introduction to Resort &amp; Hospitality Management</td>
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<tr>
<td>RHM 1550</td>
<td>Food &amp; Beverage Operations</td>
<td>3</td>
</tr>
<tr>
<td>RHM 2125</td>
<td>Retail &amp; Consumer Behavior</td>
<td>3</td>
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<tr>
<td>RHM 2150</td>
<td>Marketing Research</td>
<td>3</td>
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<td>RHM 2175</td>
<td>Events Planning</td>
<td>3</td>
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<td>RHM 3225</td>
<td>Hospitality/Resort Law</td>
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<td>RHM 3275</td>
<td>Green Development</td>
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<td>RHM 3295</td>
<td>Strategy &amp; Policy</td>
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<td>RHM 3575</td>
<td>Lodging Operations</td>
<td>3</td>
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<td>BUS 2045</td>
<td>Entrepreneurship I: New Venture Creation &amp; Entrepreneurship</td>
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<td>COM 2025</td>
<td>Professional Communications</td>
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<td>RHM 3050</td>
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<td>SOC/PSY</td>
<td>One Sociology or Psychology</td>
<td>3</td>
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<tr>
<td></td>
<td>General Electives</td>
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</tr>
<tr>
<td></td>
<td>Total electives varying on total of other credits.</td>
<td>69 Credits: 69</td>
</tr>
</tbody>
</table>

40 THE ACADEMIC PROGRAM
S.L.A. Requirements
Credits: 36-37

Total credits for B.S. in Resort & Hospitality Management: 120-121

Note: All students are required to complete 33 credits of upper division work (2000-4000 level courses).

Self-Designed Major

Program offered:
• B.A. in Self-Designed

Bachelor of Arts in Self-Designed

Students with special academic interests not met by the College’s existing departmental programs may develop a Self-Designed Major organized around broad themes that link courses from two or more academic programs, or a single focus in an area of study in which we have no major.

A student interested in pursuing a Self-Designed Major is responsible for developing a proposal using a standard application form, under the direction of a principal and an alternate faculty member selected by the student. The alternate faculty member may be a Green Mountain College faculty or staff member, or an off-campus professional in the proposed field of study. The proposal/application will be submitted for review and approval to the Curriculum Committee.

The proposal for a Self-Designed Major may be submitted at any time after a student reaches sophomore status, but before he/she reaches senior status. Proposals should be submitted with the advisor’s signed approval to the Chair of the Curriculum Committee in the semester prior to the one in which the student plans to begin the program.

A Self-Designed Major will consist of 36 to 48 credits of college work, with generally no more than 21 credits in one department. The majority of courses will be upper-level courses. A final project will be completed in the student’s last semester to demonstrate accomplishment and will generally be pursued as an independent study course (SDE 4000). Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

Sociology/Anthropology

Programs offered:
• B.A. in Sociology/Anthropology
• Minor in Sociology/Anthropology

Bachelor of Arts in Sociology/Anthropology

The Sociology/Anthropology program, leading to a Bachelor of Arts degree, provides a broad background in the understanding and analysis of the role of culture and social interaction and institutions in human behavior and experience. Students in the major are exposed to bio-cultural as well cross-cultural perspectives on human-environment interaction. They acquire research skills in both sociology and anthropology. In addition, the program provides students the opportunity for practical experience in institutional setting or human service organizations. Graduates of the program will have a solid foundation to pursue graduate studies in anthropology and sociology or careers in social work, law, public administration, and other human service professions.

Learning Outcomes for Sociology/Anthropology Majors
The successful student will:
• Become acquainted with the major theoretical approaches in sociology and anthropology.
• Be aware of the causes and consequences of human inequalities in social class, gender, and race/ethnicity.
• Integrate the study of biology and culture, thus forming a biocultural perspective, for the broadest patterns of human experience.
• Develop a comparative perspective across space and time on human culture, i.e., one that is comparative cross-culturally (across space) and examines physical and social evolution (through time).
• Apply critical concepts in sociology and anthropology to contemporary national and global issues and problems.
• Gain working familiarity with research methods in sociology and anthropology.
• Understand the role of ethics in sociological and anthropological research.
• Conduct self-designed research and communicate results clearly in written products and oral presentations.
• Participate in a field placement involving service to other people, applying experiences and skills learned in the classroom.

REQUIREMENTS FOR B.A. IN SOCIOLOGY/ANTHROPOLOGY
Choose one of the following two courses:
SOC 1001 Human Origins 3
SOC 1002 Cultural Anthropology 3

Choose one of the following two courses:
SOC 1011 Introduction to Sociology 3
SOC 3001/ENV 3023 Human Ecology 3
SOC 3014 Community Research Methods 4
SOC 4013 Senior Seminar 1

Choose a total of 15 credits from any combination of the following 9 credits of which must be at the 3000/4000 level:
Any course with a SOC prefix
One SLA Human Systems Course (optional)

Credits: 17

General Electives
Total electives vary depending on total of other credits.

S.L.A. Requirements
See S.L.A. section of this catalog for details.

Credits: 36-37

Total credits for B.A. in Sociology/Anthropology: 120-121

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

Sociology/Anthropology Minor

The 18 credits sociology/anthropology minor is available to all bachelor degree candidates. It enables students in other majors to demonstrate coursework and competencies in sociology/anthropology to potential future employers without double majoring. For those applying to interdisciplinary graduate school programs, a sociology/anthropology minor provides an attractive complement to other majors. In particular, the minor could exhibit familiarity with human dimensions of environmental issues.

REQUIREMENTS FOR A MINOR IN SOCIOLOGY/ANTHROPOLOGY
SOC 1011 Introduction to Sociology 3

Choose one of the following two courses:
SOC 1001 Human Origins 3
SOC 1002 Cultural Anthropology

Credits: 6
Sustainable Agriculture & Food Systems

Program Offered:
- B.A. in Sustainable Agriculture & Food Systems

Sustainable Agriculture & Food Systems is not a discipline; rather, it is a culmination of disciplines that encompasses thousands of years, an enormous array of ecosystems, and arguably every contemporary culture on earth. Few areas of study are so well-suited to interdisciplinary inquiry and the integration of academic theory and hands-on praxis, and few liberal arts colleges offer a sustainable agriculture major backed by an on-campus farm and research facility, extensive library resources related to food and farming, a center dedicated to building regional food systems; a 12 credit/10 week summer farm intensive program; a teaching commercial kitchen; and ongoing agricultural study opportunities at Brunnenburg Castle in the Italian Alps. Furthermore, GMC’s masters program in Sustainable Food Systems is indicative of the college’s commitment to and expertise in the interdisciplinary exploration of food and agriculture issues. Students majoring in Sustainable Agriculture & Food Systems examine food and agriculture systems through the lenses of history, anthropology, the natural sciences, philosophy, business, economics, and art while learning firsthand the challenges of food production and other aspects of the food system in a dynamic marketplace, a world of increasingly constrained natural resources, and a complex policy arena. Work on the college’s Cerridwen Farm, numerous site visits to regional farms, and engaging internships are critical components of this major. Students pursuing this degree pursue careers in farming, food advocacy, agricultural policy, farm-based education, animal welfare, and natural resource conservation, as well as graduate school in related areas.

Learning Outcomes for Sustainable Agriculture & Food Systems Majors

The successful student will:
- Understand how to examine “sustainable agriculture” and “sustainable food systems” along a historical continuum and within multiple cultural contexts.
- Demonstrate a sophisticated understanding of the ecological principles and systems upon which “best practices” in sustainable agriculture and sustainable food production are created and utilized.
- Articulate how farm/food businesses and organizations are established, managed, and marketed in today’s dynamic economic and social contexts mindful of social, economic and ecological sustainability principles, including food justice issues.
- Develop skills both in specific farm/food enterprises and in the management of diversified farm/food operations or initiatives, utilizing the college farm, the community commercial kitchen, and regional farmers and food system professionals as critical components of their education.

REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>SFS 1211</td>
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<td>SFS 1011</td>
<td>Fundamentals of Organic Agriculture</td>
<td>4</td>
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<td>SFS 1075</td>
<td>Farm Skills Intensives (1 credit each)</td>
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<tr>
<td>SFS 3054</td>
<td>Sustainable Farming Systems</td>
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<td>SFS 4090</td>
<td>Internship in Sustainable Agriculture &amp; Food Production</td>
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<td>GLG 2031</td>
<td>Soils</td>
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<tr>
<td>SFS 4001</td>
<td>Junior/Senior Seminar</td>
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Choose one of the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1031</td>
<td>Biology I: Ecology</td>
<td>4</td>
</tr>
<tr>
<td>SFS 2054</td>
<td>Agroecology</td>
<td>1</td>
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</tbody>
</table>

Credits: 45

General Electives
Total electives vary depending on total of other credits. Credits: 38-39

S. L. A. Requirements
See S. L. A. section of this catalog for details. Credits: 36-37

Total credits for B.A. in Sustainable Agriculture & Food Systems: 120-121

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

Sustainability Skills

Program Offered:
- Certificate in Sustainability Skills

Any student who successfully completes six distinct sustainability skills courses will earn a sustainability skills certificate. A student may count up to nine sustainability skills courses towards the 120 credit graduation requirement. We understand sustainability skills broadly to include a wide range of social, artistic, environmental and economic skills that would help students to build sustainable communities and live productive lives. The skills involved vary widely, from building and gardening skills to finance and group facilitation skills. The one credit courses in this curriculum focus primarily on skill development, and involve relatively little theory. They may be offered across a whole semester or in a compressed format with an intensive weekend residency.

Courses eligible for inclusion in the sustainability skills certificate include all of the one credit courses approved by curriculum committee to be offered with ADE, ANS, RED, REL and SFS prefixes and any additional courses that may be proposed to the curriculum committee for inclusion and approved. The following list of sustainability skills courses indicates some of the opportunities that have been available for students; the courses that are offered vary from year to year depending on faculty/student interest and program needs.
The Theater Program

Any degree candidate may elect to graduate with a Theater Arts Minor, in either of two concentrations: Performance or Literature. Students will complete these areas of study with the opportunity for practical experience in the field, both on and off stage, as well as the study of plays as "living literature", with the objective that students will demonstrate the ability to understand and analyze dramatic literature and its important role in our culture and society. Through its courses, the program will enhance the general liberal arts education of students and build expertise in theater arts. Exposure to working opportunities with professionals in the field is a vital part of our program. For the degree candidate, learning outcomes are two-fold:

1. To demonstrate an appreciation and critical evaluation of the art form as part of a liberal arts education.
2. To provide knowledge and oversight for students to participate and demonstrate proficiency, in a hands-on manner, in the process of creating a work of dramatic art—whether it be a newly conceived play (playwriting), a believable performance (acting), or an insightful directorial interpretation (directing). To achieve these goals the students will be actively engaged in:
   • Developing critical thinking skills to examine/experience plays.
   • Strengthening tools for self examination, reflection, and growth.
   • Learning the techniques and skill required to create and communicate effectively through the art form.
   • Fostering respect for the collaborative artistic process in oneself and others.
   • Establishing an arts centered process with the fall and spring term theater productions as the cornerstone of the program—both for what it offers the students involved as well as the GMC community attending the performances.

The program uses performance and production critiques, research papers and reflective journals to assess learning outcomes.

REQUIREMENTS FOR PERFORMANCE CONCENTRATION
SLA 1031 Theater: The Audience Environment 3
DRA 1003 Acting I 3
DRA 2013 Theater Workshop: Production & Performance 3
(Three semesters of 1-credit per semester = 3 credits total)

Choose one of the following: 3
DRA 2015 Acting II
DRA 3017 Playwriting
DRA 3020 Fundamentals of Directing

Electives: Students need to take a minimum of 6 DRA credits at the 2000 level or above in addition to the required core courses. These courses can be taken more than once for credit when a different subtitle is used.

Total credits for a Minor in Performance Theater Arts: 18

REQUIREMENTS FOR LITERATURE CONCENTRATION
SLA 1031 Theater: The Audience Environment 3
DRA 3001 History of Theater: The Subversive Art 3
DRA 2013 Theater Workshop: Production & Performance 3
(Three semesters of 1-credit per semester = 3 credits total)

Choose one of the following: 3
SLA 1039 Nature in Theater and Film
SLA 2032 Stage to Screen: Social Issues in Theater and Film

Electives 6
Students need to take a minimum of 6 DRA credits at the 2000 level or above in addition to the required core courses.

Total credits for a Minor in Literature Theater Arts: 18

Water Resource Management

Program offered:
• Certificate in Water Resource Management

The Eco League Water Resources Management Certificate program trains students to meet the water crisis head on through an integrated, solution-oriented, hands-on program that takes advantage of regional perspectives and local expertise at each of the Eco League colleges; students have access to faculty and field experiences in five distinct bioregions and broad opportunities to seek solutions from practitioners across the country. The course of study leading to Eco League Water Resource Management certification offers evidence of specific learning that adds value and employment advantages to the college degree.

The Water Resource Management Certificate is a cross-disciplinary, skill-based program that embeds learning about the physical properties and ecological processes related to water into study of the local and global social, cultural, and political contexts of water resources and their management. The Water Resources Management Certificate program is structured as follows:

1. Students in the Water Resources Management Certificate program choose at least six courses (18 credits) from those identified as relevant by faculty at the participating institutions. Note that many of these courses have prerequisites and plan accordingly. The six courses must include at least one course in each of the following four core areas:
   • Geographic Information Systems
   • Physical Properties of Water
   • Ecological Relationships Associated with Water
   • Management of Water Resources
2. The Water Resources Management Certificate candidate must include relevant courses from at least two Eco League institutions.
3. Learning must be applied in a professional context; for example, through an internship or independent study. The professional experience need not be credit bearing.
4. Each student's program is approved by the Eco League Steering Committee in consultation with faculty at the student's home school.

Learning Outcomes
1. Students will have a working knowledge of Geographical information Systems with potential application to water resources.
2. Students will have a working knowledge of the physical, chemical, and biological processes that shape water resources and the management of water resources.
3. Students will have a working knowledge of social, political, and cultural factors as applied to water resource management.
4. Students will choose and articulate an emphasis within water resources (e.g., amphibians, cultural studies and water resource management) and will take courses that support that specialization.

* The courses that are considered applicable to the Water Resources Management Certificate are identified at each school by its members in the Water Resources Management Certificate Planning Group and approved by the Eco League Water Resources Management Certificate Coordinating Committee. For a complete list of courses available at other Eco League institutions, please make an appointment with your Eco League Steering Committee Member.

COURSES AVAILABLE AT GREEN MOUNTAIN COLLEGE
Geographic Information Systems:
- ENV 2010 Introduction to Geographic Information Systems 4

Physical Properties of Water:
- GLG 2041 Geomorphology 4

Ecological Relationships Associated with Water:
- BIO 2025 Ecology 4
- BIO 3025 Advanced Topics in Ecology: Limnology 4
- BIO 3021 Conservation Biology 3

Management of Water Resources:
- ENV 3014 Watershed Management and Policy 3
- WFC 1001 Field Studies in Sustainability 3
- WFC 4025 Resource Impacts and Management 3

Wilderness & Outdoor Therapy

Program offered:
- B.A. in Wilderness and Outdoor Therapy
- Minor in Wilderness and Outdoor Therapy

The outdoors is an ideal setting to help patients cope with mental health or behavioral challenges. Outdoor wilderness therapy is one of the fastest growing alternative venues for delivering mental health care because it allows therapists to remove patients from their everyday environment as they work on improving their mental health and well-being. The new major in Wilderness and Outdoor Therapy at Green Mountain College borrows from the fields of psychology and outdoor education. It provides students with the theory that underlies counseling programs while giving them the necessary outdoor skills to successfully lead patients and keep them safe in the wilderness. After completing the requirements for this degree, graduates will be well qualified to work with certified mental health practitioners in the delivery of an outdoor or wilderness therapy program.

REQUIREMENTS
- PSY 1003 Introduction to Psychology 3
- ADE 1041 Outdoor Living Skills 3
- WOT 2025 Introduction to Therapeutic Adventure 3
- PSY 2034 Theories of Personality 3
- WOT 3071 Theories and Foundations of Therapeutic Adventure 3
- EDU/PSY 4031 Dynamics of Classroom Behavior 3

Choose two of the following:
- PSY/EDU 2041 Human Development I 6
- PSY 3013 Abnormal Psychology 6
- PSY 4005 Counseling & Psychotherapy 6

Choose two of the following:
- WOT 3072 Practical Applications of Therapeutic Adventure 6
- ADE 3008 Essentials of Challenge Course Technology 6
- PSY/WOT 4011 Field Placement in Psychology 6

Additional Electives: Choose 12 credits of additional Psychology and Adventure Education Electives. 12

Credits: 42

Wilderness & Outdoor Therapy Minor

The Wilderness and Outdoor Therapy minor is available to all bachelor degree candidates. It is particularly well suited to those students in Adventure Education, Education and Psychology. To fulfill the requirements for the minor, the student must complete the following required courses:

REQUIREMENTS
- PSY 1003 Introduction to Psychology 3
- ADE 1000 Introduction to Recreation & Outdoor Studies 3
- ADE 2025 Introduction to Therapeutic Adventure 3
- WOT 3071 Theories and Foundations of Therapeutic Adventure 3
- WOT 3072 Practical Application of Therapeutic Adventure 3

Choose one of the following:
- ADE 3002 Essentials of Mountain Biking 3
- ADE 3004 Essentials of International Mountaineering 3
- ADE 3006 Essentials of Rock & Ice Climbing 3
- ADE 3007 Essentials of Winter Mountain Travel 3
- ADE 3008 Essentials of Challenge Course Technology 3
- ADE 3009 Essentials of Paddling 3
- ADE 3010 Essentials of SCUBA I, II, III, IV, or V 3

Total credits for a Minor in Wilderness and Outdoor Therapy: 18

Wildlife & Forestry Conservation

Program offered:
- B.S. in Wildlife and Forestry Conservation
- Minor in Wildlife and Forestry Conservation

Green Mountain College offers an integrated degree in Wildlife and Forestry Conservation. This degree is designed to prepare students for the challenging responsibilities required of land managers in public agencies, resource specialists in non-governmental organizations, and consultants working in the private sector. Students interested in pursuing professions in forestry, wildlife, fisheries, conservation law enforcement, and park management will benefit from this degree.

Total credits for a B.A. in Wilderness and Outdoor Therapy: 120-121

Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).
Graduates of this program will meet the requirements for government employment at the GS-5 level in one of the main federal land management agencies: National Park Service, U.S. Forest Service, Bureau of Land Management, U.S. Fish and Wildlife Service. Graduates of this degree will also be able to pursue state employment, or graduate study in fields such as natural resources, forestry, wildlife biology, fisheries, recreation management, or public policy. Graduates will gain special skills in conducting forest and wildlife inventories, working with geographic information systems (GIS), and developing resource plans. Students will learn how to manage natural resources for multiple values including timber, wildlife, fisheries, wilderness, recreation, energy production, and others.

Learning Outcomes for Wildlife and Forestry Conservation Majors

The successful student will:
- Understand the scope and relationship of the federal land management system.
- Be fluent in the pertinent environmental and natural resources legislation guiding public land management.
- Be able to collect, manipulate, and work with spatial data, including GIS.
- Understand basic biological and ecological functions (e.g., taxonomy, forest succession, predator-prey relationships, etc.).
- Measure and mathematically analyze natural resource data.
- Acquire skills to successfully conduct field inventories.
- Be attuned to the current issues in wildlife, fisheries, and forestry management and sciences.
- Appreciate the complexity of multiple-use, resource management.

The fundamental components of truly effective wildlife and forestry management are those skills found at the intersection of the natural and social sciences. An integrated degree in wildlife and forestry conservation demands a solid understanding of our natural environment and our dependence upon that environment for a host of amenities. To this end, natural resource managers must be prepared to weigh the consequences of many different options affecting both the natural environment and the people who depend on that environment for their livelihood, their recreation, or their physical well-being.

REQUIREMENTS FOR A B.S. IN WILDLIFE AND FORESTRY CONSERVATION

Professional Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WFC 1001</td>
<td>Field Studies in Sustainability and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>BIO 1031</td>
<td>Biology I: Ecology</td>
<td>4</td>
</tr>
<tr>
<td>ENV 2010</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ENV 2011</td>
<td>Public Policy and the Environment</td>
<td>3</td>
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<tr>
<td>WFC 2015</td>
<td>Natural Resources Field Experiences</td>
<td>3</td>
</tr>
<tr>
<td>WFC/SLA 2020</td>
<td>Data Analysis and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>WFC 4052</td>
<td>Natural Resources Mgmt Capstone and Exam</td>
<td>1</td>
</tr>
<tr>
<td>WFC 4053</td>
<td>Natural Resources Mgmt. Internship*</td>
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Credits: 21

* 50% of the required major coursework (core plus distribution) must be completed prior to internship.

Students must complete each of the distributions.

Wildlife Distribution*

Choose two courses

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>WFC 3063</td>
<td>Fish and Wildlife Techniques</td>
</tr>
<tr>
<td>ANS 3031</td>
<td>Captive Wildlife Management</td>
</tr>
<tr>
<td>BIO/ANS 2073</td>
<td>Animal Behavior</td>
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<td>BIO 3019</td>
<td>Genetics</td>
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<td>BIO 2021</td>
<td>Field Biology</td>
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<td>BIO 3021</td>
<td>Conservation Biology</td>
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<td>BIO 3012</td>
<td>Topics in Organismal Biology</td>
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<tr>
<td>BIO 3025</td>
<td>Advanced Topics in Ecology</td>
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Forestry Distribution*

Choose two courses

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<tr>
<td>SLA 1110</td>
<td>Local Flora</td>
</tr>
<tr>
<td>WFC 3075</td>
<td>Silviculture</td>
</tr>
<tr>
<td>BIO 3027</td>
<td>Forest Ecology and Management</td>
</tr>
<tr>
<td>BIO 3013</td>
<td>Botany</td>
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<tr>
<td>BIO 2021</td>
<td>Field Biology</td>
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<td>BIO 3021</td>
<td>Conservation Biology</td>
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<tr>
<td>BIO 3025</td>
<td>Advanced Topics in Ecology</td>
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Social Science/Policy Distribution

Choose two courses

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENV 3011</td>
<td>Environmental Law</td>
</tr>
<tr>
<td>ENV 3014</td>
<td>Watershed Management &amp; Policy</td>
</tr>
<tr>
<td>ENV 3016</td>
<td>Land Use Planning</td>
</tr>
<tr>
<td>ENV 3023/3001</td>
<td>Human Ecology</td>
</tr>
<tr>
<td>ENV 3025/SLA 3046</td>
<td>Animal Ethics</td>
</tr>
<tr>
<td>ENV/ANS 3028</td>
<td>Wildlife Law &amp; Policy</td>
</tr>
<tr>
<td>WFC 3063</td>
<td>Fish and Wildlife Management</td>
</tr>
<tr>
<td>WFC 3065</td>
<td>Hunting: History, Ethics &amp; Management</td>
</tr>
<tr>
<td>WFC 3082</td>
<td>Forest Policy and Management</td>
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<tr>
<td>WFC 4025</td>
<td>Resource Impacts and Management</td>
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<tr>
<td>ADE 3161</td>
<td>Philosophy of Recreation on Public Lands</td>
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<td>ADE 4010</td>
<td>Mgmt. of Outdoor and Adventure Programs</td>
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Physical Science Distribution

Choose one course

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<tr>
<td>GLG/CHE/PHY</td>
<td>Any GLG/CHE/PHY course</td>
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<tr>
<td>SLA 1017</td>
<td>Introduction to Environmental Chemistry</td>
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*Upper-level BIO courses may be petitioned for the Wildlife and/or Forestry distributions pending relevance of topic with permission from the Program Director. Credits: 45-47

General Electives

Total electives vary depending on total of other credits. Credits: 37-38

S.L.A. Requirements: See S.L.A. section of this catalog for details. Credits: 36

Total credits for a B.S. in Wildlife and Forestry Conservation: 120-121

Wildlife and Forestry Conservation Minor

Students choosing to minor in natural resources management will take four core courses and then select from a range of 2000, 3000, and 4000-level courses to round out their curricular experience. The intent of the minor is to develop basic competencies in a range of wildlife and forestry conservation related fields including GIS, Public Policy, Forest Measurements, in addition to upper-level coursework in both the natural sciences and the social/policy sciences. Ultimately this minor will allow students to pair an interest in natural resources management with any other major at GUMC.

REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>WFC 1001</td>
<td>Field Studies in Sustainability and the Environment</td>
</tr>
<tr>
<td>BIO 2025</td>
<td>Ecology</td>
</tr>
<tr>
<td>ENV 2010</td>
<td>Introduction to Geographic Information Systems</td>
</tr>
<tr>
<td>ENV 2011</td>
<td>Public Policy &amp; the Environment</td>
</tr>
</tbody>
</table>
Choose one of the following:

- WFC 2015  Natural Resources Field Experience
- WFC/SLA 2020  Data Analysis & Modeling

Electives:

Must take 9 credits of electives from the distribution lists in the Wildlife and Forestry Conservation major, with at least three credits being from each concentration.

**Total credits for a Minor in Wildlife and Forestry Conservation:** 18

### Women's and Gender Studies

**Program offered:**

- Minor in Women's and Gender Studies

The Women's Studies program offers an interdisciplinary minor which is designed to assess and address women's experience, needs, and achievements. Historically, the significant contributions and experiences of women in Western societies have been unacknowledged, under-represented or assumed to be the same as men's. In recent decades, a reassessment of women's roles, achievements, and potential has occurred, coinciding with actual and perceived changes of the place of women in society. The objective of the Women's Studies minor is to provide students an opportunity to explore and analyze different dimensions of women's experience and place in society using a feminist perspective. The minor in Women's Studies is open to all bachelor degree candidates. It requires a total of 18 credit hours, consisting of one core course and five electives. Students should consult course descriptions for prerequisites and cross-listing information.

### REQUIREMENTS

<table>
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<tr>
<td>WST/SOC 2005</td>
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Choose five of the following:

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<tbody>
<tr>
<td>ENG 4015</td>
<td>Literature of Diversity (may count towards minor when topic relates to women's literature)</td>
<td>3</td>
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<tr>
<td>WST 2013</td>
<td>Women Across Cultures</td>
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<tr>
<td>WST 3015</td>
<td>Special Topics in Women's Studies</td>
<td></td>
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<tr>
<td>WST/PHI 3030</td>
<td>Feminist Philosophy</td>
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<tr>
<td>WST 4000</td>
<td>Independent Study in Women's Studies</td>
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<tr>
<td>WST/PSY 4022</td>
<td>Psychology and Gender</td>
<td></td>
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<tr>
<td></td>
<td><strong>Credits:</strong> 15</td>
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</tr>
</tbody>
</table>

**Total credits for a Minor in Women's Studies:** 18
From the moment students enroll at Green Mountain College a rich array of academic resources and learning support services are available to enhance the learning experience. Griswold Library, the Jose Calhoun Learning Center, and IT/Computer Services partner together to provide students with the skills and the knowledge needed to grow into mature critical thinkers and working professionals.

**GRISWOLD LIBRARY**

The heart of the academic community is Griswold Library. Renovated in 1999, the library offers a variety of services to students, faculty, staff and community members. The library actively collects both print and non-print materials. In addition to books, print periodicals, indices, DVDs and micro-reproductions, the library provides access to a vast and ever-growing array of on-line research services such as electronic journals, books, newspapers, legal documents, and research documents. Other collections include the Welsh Collection, Special Collections, and the College archives. The College's participation in interlibrary loan programs assures that all students and faculty have access to the collections of libraries from around New England and the world.

Throughout the academic year the library, often in joint sponsorship with the Jose Calhoun Learning Center and IT Services, presents a variety of brief workshops designed to improve student research and information literacy skills and computing skills.

Griswold Library is also home to The Calhoun Learning Center located on the 3rd floor while Career Services is located on the 2nd floor. Two computer labs equipped with specialized software applications are also located on the 2nd floor. The ground floor houses Computer Services, a Mac Lab, and two additional classrooms providing Internet and multi-media access. When the library computer labs are not in use for classroom instruction they are open and available for student use.

Each academic year Griswold Library and IT Services employ student workers to assist in providing routine assistance to patrons using the library collection and the computer labs. These jobs are part of the college's work-study program.

**JOSE CALHOUN LEARNING CENTER**

The Calhoun Learning Center, located on the 3rd floor of Griswold Library, offers academic support services to all students of the College. These services are provided free of charge to GMC students. The Center organizes academic skills workshops, strategy and skills instruction, provides tutoring, organizes study-tables, and provides a quiet environment conducive to studying and learning.

**ACADEMIC ACCOMMODATIONS AND SERVICES**

Green Mountain College is committed to providing equal access and reasonable accommodations to students with disabilities as defined under section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990. The Calhoun Learning Center works closely with students and faculty to provide services and academic assistance to students with documented disabilities. Students seeking academic accommodations are required to forward to the Learning Center a copy of their most recent evaluation, preferably within the last three years, documenting the existence of a specific disability. This documentation should be compiled by an appropriate licensed professional.

Specific accommodations are determined on a case-by-case basis by the Learning Center staff utilizing the required documentation and after individual consultation with the student. It is the student's responsibility to both discuss and activate specific accommodation needs with faculty at the beginning of each semester. Additional information may be located at www.greenmtn.edu/learning-center/.

**LEARNING SUPPORT**

The Calhoun Learning Center offers academic support services for all students in a variety of areas. Workshops designed to improve writing organization, style, and creativity are offered during the academic year. The Learning Center also actively collaborates with departments such as Admissions, Athletics, First-Year Programs, International Students, and Student Life to promote academic success.

**PEER TUTORING PROGRAM**

The Calhoun Learning Center employs peer tutors to assist students with their academic coursework. Students with outstanding qualifications, including a minimum 3.0 GPA, may be selected and trained to be peer tutors. All students can access the services of peer tutors by direct appointment or by signing up for scheduled study tables.
CENTER FOR CAREERS, ADVISING AND TEACHING (CAT)

The College’s “Strategies for Student Success” project, funded by a $2 million grant from the U.S. Department of Education, substantially enhances the educational experience and success of GMC students. The new Center for Careers, Advising, and Teaching (or CAT), centrally located on campus in Withey Hall, includes two major initiatives: a curriculum designed to help students excel and an integrated advising program designed to help students develop and meet their academic and career goals. The Center for Excellence in Teaching and Learning and the Office of Career and Personal Development are both housed in the Withey CAT Center.

OFFICE OF CAREER AND PERSONAL DEVELOPMENT

The Office of Career and Personal Development provides support for career exploration, preparation and educational opportunities to all current students and alumni. Through a range of services and resources, the office helps students apply their education in situations compatible with their training, personality, interests and experience as they develop fulfilling and rewarding careers that sustain themselves and the environment. Staff assists students in choosing a major, exploring internship, career and graduate school opportunities, developing a resume and cover letter and honing interviewing skills. Alumni serve as mentors to assist students in their career exploration. The office provides career workshops throughout the year, including graduate school testing support.

Assistance is also provided with on-line career and internship searches, resume writing, effective interview techniques and establishing a placement credential file. The office maintains a Resource Room that provides information on employment opportunities, internships, company literature, graduate school catalogs, literature, and test information. The office hosts representatives from a variety of organizations throughout the year, and a graduate school fair is hosted on campus during the fall semester. Career Services sponsors off campus career oriented trips for students each year.

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)

In the spirit of the College’s mission of developing and sustaining healthy social and ecological relationships, CETL supports the ideal that good teaching is essential to the wellbeing of human and natural systems. The Center collaborates with faculty to create conditions in which all GMC students have the opportunity to achieve their potential as highly engaged learners who grow substantially in skills, knowledge, and intellectual dispositions during their time at GMC, recognize that growth, and take pride in it. The Center works to ensure that all Green Mountain students receive the best post-secondary education available, including building the capacity of faculty to offer mastery-based and differentiated instruction for students whose learning needs range from developmental skill work to accelerated challenge.
**Student Life**

**DIVISION OF STUDENT LIFE**

Green Mountain College students are members of a vibrant academic and social community. The Division of Student Life supports students in their growth and development as learners and individuals by developing vibrant opportunities for engagement and personal growth outside of the classroom. Our goal is to support a living and learning community that fosters active citizenship, personal responsibility, social and community engagement, and a commitment to developing a sustainable world.

Student Life at Green Mountain College includes the following areas: Campus Security, Athletics, GreenMAP, Residence Life, Student Involvement and Leadership, Orientation, Student Conduct, the Center for Spirituality and Interfaith Understanding, and the Wellness Center.

**STUDENT INVOLVEMENT AND LEADERSHIP**

The Office of Student Involvement and Leadership provides leadership opportunities, supports student clubs and organizations, and coordinates student sponsored activities and events. Located on the lower level of Withey Student Center, the Office of Student Involvement and Leadership provides resources to student clubs and organizations to assist with publicity and promotion, student leadership, group dynamics, and programming ideas.

**RESIDENCE LIFE**

Green Mountain College is a residential campus where all students benefit from being part of a living and learning community. Residence Life is overseen by the Director of Residence Life and the Residence Life team. Residence Halls are staffed by Community Directors, full-time professional staff who reside on-campus, as well as Resident Assistants who live on each floor and support the development of community and enforce community standards. The Community Directors have offices on the first floor of Moses Hall, where they are able to provide convenient access for students. The Residence Life team provides support to students and referrals to appropriate campus services.

All campus residence halls are co-educational and equipped with study areas, lounges, kitchen hubs, free laundry facilities, and vending machines. Most residence halls on-campus offer both double and single rooms. Each room includes a desk, bed, bureau, and bookcase. Students may add curtains, rugs, reading lamps, and personal belongings according to individual tastes.

**SPECIALTY HOUSING OPTIONS**

Green Mountain College offers several special-interest housing options for students, including the Equity through Community floor, Honors floor, Sustainable Living floor, Adventure Recreation floor, Creative Arts Living floor, Substance Free floor, and SAGE Hall (Students for Academic and Green Engagement). Each special interest community determines their own floor rules and process for membership. Members of special interest communities are expected to program campus events each semester and participate in community service projects. For more information, please contact the Director of Residence Life.

**DINING SERVICES**

Green Mountain College offers a meal plan that caters to a variety of dietary preferences, including vegetarian, vegan, and gluten free options. Meal plans are developed with student input and are designed to meet changing student needs. Green Mountain Dining is the College’s food service provider, with offices on the lower level of Withey Student Center. Information about meal plans, hours of operation and daily menus are available on the dining service website at www.dineoncampus.com/greenmtn. Snacks, light refreshments, and snack foods may be purchased from The Buttery which is located on the first floor of Withey Hall.

**WILDERNESS CHALLENGE**

As part of orientation, new students have the opportunity to embark on a five-day outdoor exploration program known as the Wilderness Challenge. With programs including backpacking, rock climbing, canoeing, kayaking & yoga, there is a trip for everyone! Our trips are led by trained student and staff leaders from the Green Mountain Adventure Program (GreenMAP). No experience is necessary for any of the trips. The Wilderness Challenge is an excellent way to meet new friends and learn more about the Green Mountain community. Our trips take place in the mountains and waters that surround the college and make New England famous.

**CAMPUS ENVIRONMENTAL INITIATIVES**

GMC students are urged to make environmental sensitivity part of their daily lives, following the basic ideas of reducing, reusing, recycling, and re-thinking. There are many opportunities to become involved with environmental initiatives on campus, ranging from volunteering to collect compost in the residence halls to helping brainstorm strategies for the College to achieve authentic sustainability by 2020.

After building a biomass plant in 2010 that provides over 70% of the heat for central campus and attaining carbon neutrality in 2011, students, staff, and faculty continue to work on innovative campus based environmental initiatives. The student campus greening fund (SCGF), run by students and funded by students, offers major grants for projects that green the campus. Past projects include a $10,000 feasibility study that made the biomass plant possible, an outdoor classroom, weatherization of a residence hall to save energy, and a touch-screen energy dashboard in the student center. Other projects on campus include the 6.12 kW solar car charging station behind Dunton Hall and the launch of a carpooling program to complement the suite of existing sustainable transportation options.

**ATHLETICS**

Green Mountain College participates in eight sports within the Northeastern Association of Intercollegiate Athletics (NAIA). The College supports the following intercollegiate sports: men’s and women’s soccer, men’s and women’s cross country, women’s volleyball, men’s and women’s basketball and men’s lacrosse. As a NAIA program, GMC Athletics is committed to an environment that encourages and supports diversity, values fairness and equity, and places the highest priority on the overall educational experience of the student-athletes in the conduct of intercollegiate athletics.
ADVENTURE PROGRAMMING
Since 2001 Green Mountain College Adventure Programming (GreenMAP) has provided opportunities for adventure and outdoor education for the Green Mountain College Community. GreenMAP provides recreational and instructional adventure programs such as whitewater and sea kayaking, rock and ice climbing, backcountry skiing, surfing, backpacking, and canoeing. Low cost equipment rentals and trainings are also available for students looking to pursue their own outdoor adventures.

At the heart of the program are the GreenMAP Trip Leaders. The trip leader program is a leadership commitment combining structured experience development, activity specific training, wilderness medicine, mentoring, reflection, and evaluation. Many GMC graduates cite their GreenMap experiences as some of their most rewarding.

STUDENT GOVERNMENT
The Green Mountain College Student Government is elected from and by the student body. Student Government is the voice of the student body at Green Mountain College and their weekly meetings are open to the student body. Green Mountain has a long-standing tradition of including students on College committees and giving them a voice in many decision-making processes. These experiences play an important role in offering students opportunities to contribute to the improvement of academic and co-curricular life.

COLLEGE PROGRAMMING BOARD (CPB)
This student-led group provides campus wide programming in social, cultural, recreational, and educational areas for all members of the College community. Membership is open to any member of the student body wishing to assist in reviewing, selecting and producing events. Traditional events include the Spring Festival, Battles of the Bands, open mics, movies, musicians, and comedians.

PERFORMING ARTS AT GMC
All performing arts opportunities are open to any student enrolled at Green Mountain College. Performing arts may be either credit- or non-credit, at the discretion of the student. Some performance options require an audition, but no student is excluded from participating.

Opportunities within the Music Program include the College Choir, College and Community Concert Band, Jazz Band, and private lessons in either instrumental or vocal studies. The College Choir has a well-earned reputation as an outstanding performance group; it has gained distinction for its Welsh language repertoire.

The Theater Program invites students to audition for two main stage productions each year, in addition to frequent student-directed or produced shows. Both on- and off-stage participants are encouraged to participate.

COMMUNITY OUTREACH AND SERVICE-LEARNING
Green Mountain College recognizes the importance of a strong and meaningful relationship with the local community. Service-Learning serves as a liaison between the local community and the college and helps students and faculty become more engaged citizens. GMC works to identify community needs and coordinate campus and community resources in ways that respond to a particular problem or idea for positive change. Often community needs can be addressed through service-learning, giving students an opportunity to apply theory learned in the classroom to real-life problem solving, and to critically reflect upon this experience. Past projects have included recording the food histories of local food shelf recipients, GIS mapping of local farms and food producers, and the design of environmental education programming for state parks in the area.

STUDENT MEDIA
The Mountaineer, Green Mountain College’s student newspaper, is published by a student staff that collects and reports campus and community-based news. Leadership positions on the newspaper are available and all students are encouraged to assist in production of the newspaper.

Reverie, Green Mountain College’s student literary magazine, is published annually by a student staff and provides a forum for the publication of students’ creative writing and art. Leadership positions on the literary magazine are also available and all students are encouraged to assist in development and production of the magazine.

SPIRITUAL AND RELIGIOUS LIFE
Green Mountain College is a non-denominational institution but retains an affiliation with the United Methodist Church. This relationship reflects the conviction that spiritual and humanistic questions and values are essential elements of a liberal arts education. Additionally, the College supports broad ecumenical ideals and engages with all religious faiths represented in the college community. The Center for Spirituality and Interfaith Dialogue serves the needs of all students and provides opportunities for students to find a spiritual home on campus. Our campus chapel and meditation room in Ackley Hall is set up to serve the religious and spiritual needs of the entire campus community.

HEALTH & WELLNESS ACTIVITIES
Green Mountain College community members are encouraged to participate in the fun and healthy wellness initiatives offered each semester. Opportunities include yoga, tai chi, massage therapy, reiki, Brennan Energy Healing, meditation, mixed martial arts, belly dancing and African dance. These offerings are provided at little or no cost for our students.
COUNSELING SERVICES

Short-term counseling services provided by the Wellness Center are free, confidential and focused on providing students with support, guidance, and assistance in developing and accomplishing personal and academic goals. Counselors offer individual and group therapy to students experiencing difficulties in their personal and/or academic lives. Referrals to other mental health resources in the community are provided as needed. The Wellness Center also offers educational programming and information focused on the developmental needs of students.

The Wellness Center is located on the second floor of Richardson Hall, and is open from 8:30 a.m. to 5 p.m. Monday through Friday. Appointments are recommended, and may be arranged by calling the office at (802) 287-8376, or on a walk-in-basis, depending on the availability of the counseling staff. Counselors are available after hours by contacting the Residence Life staff or through Campus Security in the event of an emergency. Counseling services are funded by student tuition and fees and therefore are provided to students at no additional cost.

HEALTH SERVICES

Green Mountain College offers campus based telemedicine services that enable students to see a health care provider without leaving campus. Telemedicine provides a confidential, live visit with a doctor using secure video and audio is available to students in the Wellness Center through BeWell.md. Care includes the diagnosis and treatment for common conditions. Lab tests can be ordered, prescriptions can be obtained and referrals can be made. Appointments are made through the Wellness Center.

Students also have access to medical services provided by Castleton Family Health Center (CFHC).

CFHC is part of the Community Health Centers of the Rutland Region (CHCRR) which is a 20 provider network that operates three primary care medical facilities: CFHC, Mettowee Valley Family Health Center in West Pawlet, and Brandon Medical Center in Brandon. CFHC has 12 primary care providers on staff and provides a wide variety of options for care. The CHCRR physician network is available 24 hours a day, seven days a week, so there is always a physician in the office or on call. CFHC utilizes an integrated electronic medical record system and can facilitate the exchange of medical records electronically to your regular family physician or specialist.

Students can drop in or call CFHC directly at (802) 468-5641 to make an appointment. CFHC can provide same day appointments for non-routine health issues. CFHC is currently open Monday through Friday from 8:30 a.m. to 7:00 p.m. and on Saturday from 8:00 a.m. to 4:00 p.m. CFHC is a fully equipped medical facility with onsite x-ray and lab services and provides a full range of primary care and preventive services.

All students are required to provide proof of immunizations as well as be enrolled in a health insurance program or be enrolled automatically in the program provided by the College at a designated rate.

All International Students are required to enroll in the student health insurance program offered through the college.
Academic Policies

GRADUATION REQUIREMENTS

To qualify for a degree, a student shall meet the following conditions:

1. Must be enrolled in a specific program of study and be committed to such a program on the last day of drop/add in the final semester of study during which the degree will be awarded.
2. To receive a degree in May or June a student must declare his or her candidacy no later than the last day of drop/add in the spring semester.
3. Students enrolled in degree programs that operate on a semester schedule will receive May diplomas. Students enrolled in degree programs that operate on a trimester calendar will receive June diplomas. If a student enrolled in a semester program opts to enroll in a course in a trimester program during their last term prior to graduation, the student will receive a June diploma.
4. Only bona fide candidates, as certified by the Registrar prior to graduation, may receive degrees at commencement exercises. Students who complete their degree requirements in the summer or after the fall semester will qualify for degrees at the next scheduled commencement.*
5. Must earn a minimum of 30 semester hours of credit at Green Mountain College. The last 30 credits must be taken at Green Mountain College. On petition, the Academic Standards Committee will consider exceptions to this policy.
6. Register for courses, which satisfy the degree requirements as printed in the catalog. The College will honor the commitments made in the Catalog issue of the year a student is first matriculated. If a student’s matriculation is interrupted voluntarily or involuntarily, the student is required to meet the requirements of the Catalog current at the time of readmission.
7. Register properly for any course for which credit is expected.
8. Earn a minimum of 120 semester hours of credit. All students are required to complete 33 credits of upper-division work (3000-4000 level courses).
9. Successful completion of all general requirements and an approved program of study.
10. Achieve a minimum cumulative grade point average of 2.00.
11. Fulfillment of all financial obligations due to the College.

ENROLLMENT STATUS

Full-Time Matriculant
Defined as carrying 12 credits or more and seeking a degree. Resort Management and Hospitality Management students are considered full time during their co-op term when taking 9 or more credits.

Part-Time Matriculant
Defined as carrying fewer than 12 credits and seeking a degree.

Part-Time Enrollment Status Guidelines
1. A part-time student may live in a residence hall with the approval of the Dean of Student Life.
2. A part-time student may not participate in intercollegiate athletics.
3. A part-time student may not hold office under student government nor office in residence halls governance. He/she may, however, vote in student elections, participate in intramural athletics, and in every other way be involved in student activities.

LEAVE OF ABSENCE

Mid-Semester
A student may request a leave of absence mid-semester through the Registrar’s Office if extenuating circumstances arise. These circumstances include, but are not limited to, a death in the family, medical reasons, and personal well-being. If the leave of absence request is granted, the student has up to one year from the date of the leave to return to the college. Students must contact the Registrar’s Office when he/she intends to return. The student whose leave of absence is approved is automatically withdrawn from all courses. Tuition will only be refunded in accordance with the refund policy stated in the academic catalog. If the student exceeds the one-year limitation to return, the leave of absence will be administratively changed into a withdrawal. If the student chooses to return after the leave has changed into a withdrawal, then the student must reapply to the college.

End of Term
A student who intends to be away from the College for a semester or an academic year for academic or personal reasons after they complete the current semester may request a leave of absence. Students are required to request a leave of absence prior to the start of final exams. If the leave of absence request is granted, the student has up to one year from the date of the leave to return to the college. The student must contact the Registrar’s Office when he/she intends to return. If the student does not return within one-year, the leave of absence will be administratively changed into a withdrawal. If the student chooses to return after the leave has changed into a withdrawal, then the student must apply for readmission to the College.

The academic standing of all students granted a leave of absence remains subject to review by the Academic Standards Committee. The committee may still recommend dismissal for a student that has been approved for a leave of absence at the end of the term.
GRADING SYSTEM

Credits are granted in semester hours, each generally representing one 50-minute period per week, or longer period in studio, laboratory or practical courses. Grades of Pass (P) or Withdrawal (W) carry no negative quality point conditions, and such credits attempted are not used in calculating averages. A grade of Pass (P) indicates a grade of C- or better. A grade of No Pass (NP) indicates that the student has not passed the course, but is not used in calculating averages.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
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</table>

W (Withdrawal)

Recorded on the permanent record to indicate that the student withdrew from the course. This designation has no impact on the student’s grade point average.

Pass/Fail grades are only available to Progressive students or in select courses. A grade of Pass indicates a grade of C- or better. For work graded below a C-, the grade given will be a Fail. These grades are not used in calculating grade point averages.

Pass/No Pass grades only apply to courses that do not carry credit towards meeting graduation requirements. These grades are not used in calculating grade point averages.

I (Incomplete Work)

Given only at the end of the academic period (block, session, trimester, etc). The following are appropriate reasons for giving an incomplete:

1. The student is ill and this can be satisfactorily documented.
2. There is a death or illness in the student’s family and this can be satisfactorily documented.
3. The student had to participate in an internship and was unable to complete some course work.
4. Exenuating circumstances.

The Academic Standards Committee may consider a student’s appeal and recommend steps for resolution when a dispute arises in the process of granting an incomplete under the categories listed above. The steps below will be adhered to when granting an incomplete:

1. A student may request an incomplete no later than the last day of class. Any appropriate documentation must be supplied within five business days of the request.
2. Student must have completed a minimum of 50% of the required coursework.
3. Using the appropriate incomplete form, an instructor will contract with the student for a deadline to clear an incomplete which must be completed within the timeframe outlined below.
   • 3.5-Week Block = Within 2 weeks of the last day of class
   • 12-Week Session = Within 6 weeks of the last day of class
   • Online Courses = Within 3 weeks of the last day of class

If no grade is submitted by the given deadline, the Registrar’s Office will contact the instructor for a final grade. If no grade is submitted, the incomplete will be changed to an F.

4. If a faculty member becomes ill, dies, or leaves the institution, then any final decisions about grades will be determined by the Dean of Faculty.
5. When incomples are completed, the action appropriate for the student’s standing becomes effective as soon as possible: Academic Honors, Warning, Probation, etc.

NG (No Grade Submitted)

Used only on mid-semester grade reports when evidence was insufficient for establishing a letter grade.

Pass/Fail

Pass/Fail grades are only available to Progressive students or in select courses. A grade of Pass indicates a grade of C- or better. For work graded below a C-, the grade given will be a Fail. These grades are not used in calculating grade point averages.

Pass/No Pass grades only apply to courses that do not carry credit towards meeting graduation requirements. These grades are not used in calculating grade point averages.

R (Repeated Course)

Used on semester grade reports and permanent records to indicate that a course has been attempted. Students wishing/needing to repeat a course may do so only under the following conditions:

1. A student may repeat (at Green Mountain College) any course failed at Green Mountain College provided the course is offered during the student’s tenure.
2. A student may repeat (at Green Mountain College) any course passed at Green Mountain College one time only.
3. All grades a student receives at Green Mountain College will appear on the permanent record.
4. In computing the cumulative grade point average, the best grade received at Green Mountain College will be used.
5. If a course is repeated after receipt of a passing grade, no gain in total credit will occur.
6. Upon proper approval of the Registrar in advance, a student may repeat a course failed at Green Mountain College at another accredited college/university. If the student receives a grade of C- or better, the student may transfer in the credit to satisfy program/credit requirements. No transfer of quality points may occur unless the Academic Standards Committee approves such.
7. If a student chooses to repeat a course and withdraws from the course during the published drop period a grade of W will be entered on the student’s permanent record.

GRADE POINT AVERAGES

Grade point averages are computed by multiplying the number of credits attempted in each course by the number of quality points awarded for the letter grade. Total quality points are then divided by the total number of credits attempted minus those designated as Pass/Transfer.

MID-SEMESTER GRADE REPORTS

Mid-semester grade reports are issued for each student and provide information on the student’s academic progress. Such reports usually represent about one-third completion of course requirements and are
used primarily for academic counseling. Such grades do not become a part of a student’s permanent record.

**SEMESTER GRADE REPORTS**

Semester grade reports are officially recorded at the end of each semester and summary copies are sent to students, advisors, and parents with appropriate authorization by request (see “Release of Academic Information” below). A final grade may not be changed by reexamination or additional work. A student may appeal a semester grade through the procedure found in the current Student Handbook.

**DEFINITION OF A CREDIT HOUR**

Green Mountain College’s policy on credit hours follows that of the US Department of Education and the New England Association of Schools and Colleges. A credit hour represents academic work requiring the equivalent of (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

~NEASC/CIHE Pp 111, Policy on Credits and Degrees

**RELEASE OF ACADEMIC INFORMATION**

Green Mountain College releases information regarding a student’s academic record/performance to a student’s parents/guardians provided that the College has written authorization from the student or that the student is listed as a dependent for tax purposes. Academic information includes copies of grade reports, attendance reports, and any other information pertinent to an individual student’s academic record.

**ACADEMIC STANDING**

Continuance in good standing depends on the quality and quantity of work achieved. The following scale is used to determine minimum conditions for satisfactory academic progress. (See academic progress standards in the Financial Aid section of this catalog.)

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Cumulative Average</th>
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</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.70</td>
</tr>
<tr>
<td>16-30</td>
<td>1.80</td>
</tr>
<tr>
<td>31-45</td>
<td>1.90</td>
</tr>
<tr>
<td>46 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Failure to meet such standards will result in a student being placed on academic probation. Failure to maintain minimum conditions for good standing may result in dismissal. The College reserves the right to suspend or dismiss a student at any time when academic work is unsatisfactory or when conduct is deemed undesirable. In taking such action, the College need not assign further reasons and neither the College nor any of its officers shall be under liability whatsoever for any such action. Students dismissed for academic cause may apply to the Academic Standards Committee for readmission. Readmitted students will return to the College on academic probation and may be expected to meet requirements of the Catalog current at the time of readmission. Academic support and tutorial assistance are available to all students through The Calhoun Learning Center.

**ACADEMIC HONORS**

President’s List standing is given to full-time matriculated students who have achieved a grade point average of at least 3.70 on a minimum of 12 earned credits with no “F” grade designations for the semester.

Dean’s List recognizes the academic achievement of full-time matriculated students who have attained a grade point average of at least 3.30 on a minimum of 12 earned credits with no “F” grade designations for the semester.

Degree with Honors is awarded for high scholastic achievement. The cumulative grade point average requirements are: cum laude-3.30; magna cum laude-3.60; and summa cum laude-3.80.

Academic Awards are presented each year to certain students who have achieved distinction in their major fields. The recipients are nominated by the faculty and are given citations with appropriate awards.

College Honors Program is designed around the Sustainable Liberal Arts courses of the College and involves course work, projects, and activities throughout the student’s normal four years of matriculation. For details on the College Honors Program, please see full description in the Additional Academic Opportunities section of this catalog, or contact the Director of the College Honors Program directly.

**CREDITS FROM OTHER INSTITUTIONS**

**Transfer Students**

A student who has attended another accredited institution prior to entering Green Mountain College must provide official transcripts to the Office of Admissions for evaluation. Credits for acceptable course work must carry a grade of C- or better for the student who has a cumulative transfer GPA of 2.00 or higher. For those students whose cumulative GPA is less than a 2.00, all acceptable course work must carry a grade of C or better. Quality points are not transferable.

**Transfer Credit After Matriculation**

A student who elects to attend a session at another accredited institution with the object of clearing credit deficiencies from the record or for the purpose of accelerating an educational program must confer with the Registrar’s Office prior to session enrollment. If a student fails to seek such approval, the credits earned elsewhere may not be applied to a degree program at Green Mountain College. Credits for acceptable course work must carry a grade of C- or better and appear on an official transcript. Quality points are not transferable. The College may limit the number of credits a matriculated student may transfer from another institution. The last 30 credit hours must be taken at Green Mountain College. On petition, the Academic Standards Committee will consider exceptions to this policy.

**CREDIT BY EXAMINATION**

**Advanced Placement**

A student who has completed advanced work in one or more subjects in high school may be granted college credit on the basis of College Entrance Examination Board Advanced Placement Examination Scores (AP). This certified achievement may be recognized in three ways: through the awarding of academic credit, satisfaction of specific Sustainable Liberal Arts requirements, and equivalencies or placement in departmental major and minor programs of study.

Academic credit is awarded for scores of three or above earned under any of the programs and examinations of the Advanced Placement Program. Note that students may not repeat for additional credit college courses for which they have received Advanced Placement credit.
For advanced placement credits to be officially recognized and recorded by the College, it is necessary for the students to have the official Advanced Placement Score Report forwarded to Green Mountain College’s Registrar’s Office. Once this occurs, the credit will be awarded and the student will receive an evaluation notification from the Registrar. Any questions regarding this evaluation or other aspects of Advanced Placement examination and the awarding of Green Mountain College credit are to be addressed to the Registrar’s Office.

**College Level Examination Program (CLEP)**
College credit may be awarded to students scoring at appropriate levels on both the General Examination and on the Subject Matter Examinations. Contact the Registrar for specific information.

**International Baccalaureate**
Students entering Green Mountain College will receive 6-8 credits (equivalent of two semester courses) for each higher level examination completed with a score of 4-7. Students who receive the full IB diploma may qualify for sophomore standing. Inquiries may be directed to the Registrar’s Office.

**REGISTRATION PROCEDURES**
Students must register on the days and times designated for that purpose through the College’s Web Registration Module (MyGMC). All students are required to meet with their advisor and will obtain their registration start time during this meeting. Students will be blocked from registration until their start time. Students should be aware that the responsibility for meeting all degree requirements rests with the student. The academic advisement given by faculty and staff, acting as advisors, is offered to assist students in meeting this responsibility.

**Special Permissions**
Any sort of special permission to enter a course must be submitted to the Registrar’s Office in writing by the instructor of the course. Special permissions include, but are not limited to over-enrolling a course, a late addition of a course, and taking a course pass/fail. To ensure fairness in registration procedures, students who are waitlisted for a course will have priority over students wishing to add a course after it is full.

**Waitlists**
A student may add themselves to a waitlist for a course that is full during add/drop week via the web registration module. If a seat becomes available, the Registrar’s Office will contact the student in writing to offer the seat. The student will then have 24 hours to respond to the offer. If the student does not respond, the seat will then be offered to the next person on the waitlist. The Registrar’s Office will not automatically enroll a student on the waitlist without consulting with him/her in advance.

**Course Availability**
Certain courses required for degree completion are offered on a rotating basis. It is the student’s responsibility to know his/her degree requirements and take the necessary courses when offered. If a required course is not taken in the scheduled rotation, additional semesters may be required for degree completion.

**Course Changes**
During the first week of classes each semester, course changes may be made via the MyGMC. All changes are subject to space and availability and should be made in consultation with the student’s advisor. Courses dropped during add/drop week will not appear on a student’s transcript.

It is the student’s responsibility to carry out schedule changes in accordance with the proper procedures. A student who attends a course, but fails to officially add it during the allotted time, will receive no credit for the course. A student who has failed to add the course they are attending may request a late add of the course through the Registrar’s Office. If the request is granted, a late registration fee of $250 will apply. A late registration request must be submitted prior to the start of final exams in the semester which the course in question is being taught. A student who fails to properly drop a course will receive the grade he/she has earned in that course.

**Withdrawing From Courses**
A student may withdraw from a course up until approximately two weeks after mid-term grades are distributed. The exact deadlines for withdrawals will be set every year and published in the Academic Calendar. For those courses which do not meet for a full semester, the last day to drop the course will be approximately mid-session. The exact date will be included on the course syllabus. It is the student’s responsibility to follow procedures and deadlines for withdrawing from courses. Students must withdraw from courses through the Registrar’s Office. Under extenuating circumstances a student may petition the Academic Standards Committee for an exception to this policy. Courses a student withdraws from after add/drop will appear on the transcript with a grade of W. To be classified as full-time, a student must be enrolled in at least 12 hours of credit in any given semester. Failure to maintain full-time status may impact satisfactory academic progress, financial aid, athletic eligibility, insurance coverage, and veterans’ benefits.

**Additional Courses (Credit Load Per Semester)**
A matriculated, full-time student may enroll in 12-18 hours. Students who wish to enroll in more than 18 credits in a given semester must request for an overload in the Registrar’s Office and obtain approval. Where approval is granted, the student will be charged for each additional credit over 18 on a per credit basis.

**Internships**
The internship is a period of practical work experience and is a requirement in certain majors. Internship sites will be limited to a 250-mile radius of the College campus for the purpose of providing supervision by faculty personnel. Exceptions will be dealt with on an individual basis.

Charges for internships are based on the tuition rate for the academic year in which the internship is completed. Final confirmation will be made by the faculty member in charge of the program.

**Auditing**
A full-time student may, with the permission of the instructor, audit four credits per semester in addition to his/her normal course load. Forms are available in the Registrar’s Office. Non-matriculated students who either possess a college degree or meet standards for admission to Green Mountain College may audit a maximum of 6 credits per semester if space is available in the classes and if the instructor approves.

Applications for audit admissions are available in the Registrar’s Office. No credit will be awarded for any audited course. An audit must be declared prior to the end of the first week of classes.

**INDEPENDENT STUDY**
The primary purpose of an Independent Study is to take advantage of educational opportunities not normally available in regular course offerings, or to go beyond what is currently offered. Accommodation of individual schedules is not a sufficient reason for an independent study. Students are responsible for taking courses in a timely manner for graduation. Students pursuing an independent study for existing catalog courses will be assessed a $50 per credit administrative fee. Students who have a conflict of required courses may appeal the administrative fee to the Dean of the Faculty. Students are expected...
to have both demonstrated ability to succeed academically (normally a minimum GPA of 2.5), and sufficient background in coursework (normally junior and above standing) to apply towards independent work. Independent Study proposal forms are available in the Registrar’s Office and on MyGMC. The full proposal is due in the office of the Dean of Faculty by 5 p.m. of the last day of classes prior to the semester/term in which the Independent Study is to occur for Poultney campus students. Killington campus students must have proposals submitted by the last day of the fall trimester for spring enrollment, the first day of the fall trimester for winter enrollment, and the last day of the spring trimester for fall enrollment.

If this study is not part of a full-time load, the student may be required to pay for the credits and/or apply for an overload. If the independent study will create an overload, the student must first apply for approval through the Registrar’s Office.

If the independent study is for a course that operates on a previously designated grading system, that system is the same in which the student will operate under.

ATTENDANCE POLICY

Classes
Regular attendance is expected at all scheduled class sessions. Each faculty member is responsible for keeping a written record of attendance and for advising students of expectations or performance and participation in these courses.

Whenever it appears that a student’s attendance record is jeopardizing academic standing, an instructor may submit an academic warning to the student, Registrar, Director of the Center for Advising and Achievement, and the faculty advisor. If the student persists in missing the class, the instructor may reduce the student’s grade or may drop the student from the course and record a “Withdraw.”

ADMINISTRATIVE WITHDRAWALS

At the end of the first week of class, instructors may request that the Registrar’s Office administratively drop a student from their class if the student has: a) missed all class meetings during the week and b) has not contacted the instructor to confirm that he/she plans to remain in the class. If the drop does not jeopardize the student’s full time status, the registrar’s office will drop the student and contact students on the wait list to enable them to add the course.

After the first week of class, whenever it appears that absences are jeopardizing a student’s academic standing, the faculty member is encouraged to issue an Academic Warning to the student. Warnings are to be submitted electronically for distribution to the student, Director of the Center for Advising and Achievement, and advisor. Faculty may request that the registrar withdraw a student from a course after written warnings have been issued and the student has not rectified the problem.

Make-Ups
It is the policy of Green Mountain College to allow make-ups for students who miss exams while actively representing the College (e.g., choir, sports teams). Such students must individually discuss with faculty their impending absence and make alternative arrangements before they miss an exam (blanket notices of team schedules from coaches are not sufficient in this regard).

Semester Examinations
Students are required to be present at semester examinations on the dates and times designated. Each student is informed of the exam schedule and should make vacation and travel plans accordingly. Only under unusual circumstances may exceptions be made. Only the Dean of the Faculty may make such exceptions.

ACADEMIC INTEGRITY

Green Mountain College expects all members of its community to conduct themselves with honor and integrity. All members of the community are encouraged to assist the College by reporting suspected violations of academic integrity to appropriate administrators, faculty, or staff. Behavior that is detrimental to the College’s role as an educational institution is not acceptable and requires attention by all citizens of its community. To minimize academic dishonesty, both students and instructors should take all necessary measures to prevent its occurrence.

Students have an obligation to themselves and to their fellow students to uphold the integrity of their institution and of higher learning itself by:

1. Refusing to participate, either directly or indirectly, in acts of dishonesty, and
2. Discouraging such acts by others.

One who collaborates with another in an act of dishonesty shares the guilt of the offense.

The faculty have a responsibility to assist in protecting the integrity of the degrees which the College grants by:

1. Informing students of the cheating/plagiarism policy and of any specific interpretation of that policy particular to a given course, and
2. Making every effort to ensure that work submitted by students honestly represents their own efforts.

Cheating, in all of its manifestations, is a dishonest activity and contrary to the basic goals of learning. Students must be fully aware of what constitutes academic dishonesty; claims of ignorance, of unintentional error, or of academic or personal pressures cannot be used to justify or rationalize dishonest acts.

Sanctions
Each instructor has the authority and responsibility of determining the assessment of penalties for academic dishonesty within the context of their course. If a breach of conduct is particularly serious it may warrant action beyond the context of the course in which case an instructor may refer the case to the Student Judicial Board. In all cases, faculty should report the incident to the Dean of Faculty for recording and possible action.

The following is a list of the types of behaviors that are defined as examples of academic dishonesty and are therefore unacceptable. Attempts to commit such acts also fall under the term academic dishonesty and are also subject to penalty. No set of guidelines can, of course, define all possible types or degrees of academic dishonesty; thus, the following descriptions should be understood as examples of infractions rather than an exhaustive list.

THE FOLLOWING ACTS CONSTITUTE PROHIBITED CONDUCT:

Plagiarism
Presenting as one’s own work the work of another person (e.g., the words, ideas, information, data, evidence, organizing principles or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another’s work as one’s own, the purchase of prepared research or completed papers
or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the consequences for violating College regulations.

Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences or paragraphs; failure to acknowledge the source(s) (quoted, paraphrased or summarized) of major sections of passages in the paper or project; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper's or project's structure. In the preparation of research papers, reports, essays, compositions and speeches, students will generally utilize information gained from others. It is absolutely necessary to acknowledge these resources.

Cheating on examinations
Giving or receiving unauthorized help before, during, or after and examination. Examples of unauthorized help include collaboration of any sort during an examination (unless specifically approved by the instructor); collaboration before an examination (when such collaboration is specifically forbidden by the instructor); the use of notes, books, or other aids during an examination (unless permitted by the instructor); arranging for another person to take an examination in one's place; looking upon someone else's examination during the examination period; intentionally allowing another student to look upon one's exam; the unauthorized discussing of test items during the examination period; and the passing of any examination information to students who have not yet taken the examination. No conversation should occur while an examination is in progress unless specifically authorized by the instructor.

Multiple Submission
Submitting substantial portions of the same work for credit more than once, without prior explicit consent of the instructor(s) to whom the material is being (or has in the past been) submitted.

Forgery
Imitating another person's signature on academic or other official documents (e.g., the signing of an adviser's name to a registration form).

Sabotage
Destroying, damaging, or stealing another's work or working materials (including lab experiments, computer programs, term papers, or projects).

Unauthorized Collaboration
Collaborating on projects, papers, or other academic exercise if regarded as inappropriate by the instructor(s). Although the usual faculty assumption is that work submitted for credit is entirely one's own, standards on appropriate and inappropriate collaboration vary widely among individual faculty and different disciplines. Students who want to confer or collaborate with one another on work receiving academic credit should make certain of the instructor's expectations and standards.

Falsification
Misrepresenting material or fabricating information in an academic exercise or assignment (e.g., the false or misleading citation of courses, the falsification of experimental or computer data, etc.).

Bribery
Offering or giving any article of value or service to an instructor of College staff member in an attempt to receive a grade or other benefits not legitimately earned or not available to other students in the class.

Theft, Damage or Misuse of Library or Computer Resources
Removing uncharged library materials from the library, defacing or damaging materials, intentionally displacing or hoarding materials within the library for one's unauthorized private use, or other abuse of reserve-book privileges; using the College or another person's computer accounts, codes, passwords, or facilities without authorization; damaging computer equipment; or interfering with the College's computer operating system.

CONFIDENTIALITY OF RECORDS
The following Green Mountain College policy in regard to student records is established in conjunction with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).

I. Records of an Academic Nature
A file folder for each current student is maintained in the Registrar's Office. This record consists of the student's application for admission, secondary school transcript, transcripts of course work transferred from other colleges, and standardized test scores. In addition, current information such as grades, academic status, attendance, and Green Mountain College courses are included in the record. These file folders are retained for a period of approximately 10 years after the last date of attendance.

Members of the faculty and administrative officers have access to the above records as needed for the purpose of evaluation of student achievement and determining special needs of individual students for educational counseling.

II. Placement Records
The Career Counseling Office also maintains a file on each student who officially registers for the placement service. The file contains the registration form completed by the student, a completed copy of the student's resume, and references provided by persons at the request of the student. The Dean of the Faculty has access to the above records for the purpose of evaluation of student achievement as well as for determining special needs of individual students for educational counseling.

III. Access Rights to Other than Students, Faculty, and Administrative Staff
A. Authorized Federal officers auditing federally supported education programs and state officials to whom information from student records is required by statute to be disclosed.
B. College officers processing a student's financial aid application
C. Official accrediting organizations while carrying out their accrediting function.

IV. Procedure for Student Access to His/Her Records
A. Present as well as former students must submit a request in writing to the Registrar for access to their individual records described in Section I. This request with signed acknowledgment of compliance will become part of the student's record.
B. The Registrar or designated agent will inform the student when the requested records will be available. Forty-five days is the limit established by law. However, every effort will be made to make the records available within a few days of the request.
C. The placement records described in Section II are available to students upon request by appointment. Exception: References will not be exposed to those students who waived their rights legally by signature of the waiver on the reference form.

V. Records Not Accessible to Students
A. Financial records of parents.
B. Confidential material of record before January 1, 1975, if such material is not used for purposes other than for which it was specifically intended.
VI. Students Right to Waiver of Access
The student may waive his/her right of access to confidential academic statements (i.e., recommendations) by signing the appropriate waiver form. The waiver shall be valid only if:
A. Upon the student request, the names of all persons making confidential recommendations must be provided.
B. Such recommendations or statements are used only for the purpose for which they were specifically intended. The College may not demand such a waiver as a condition of admission, award of financial aid, or the receipt of any other services and/or benefits.

VII. Challenges to the Content of Educational Records
A hearing may be requested by students to challenge the content of educational records, in order to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate or misleading or otherwise inappropriate data contained therein and to insert in such records a written explanation of the student in regard to the content of such records. Such hearings would be conducted by the Provost on the content of educational records and by the Dean of Student Life on placement records.

VIII. Directory Information
A. Information including student's name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, most recent educational institution attended, and other similar information is classified as directory information at Green Mountain College and may be released to the public for specific purposes at the discretion of the College.
B. To prevent disclosure of any or all categories of directory information, the student must submit in writing a Request to Prevent Disclosure of Directory Information. A new form for nondisclosure must be completed for each academic year.

NOTE: The above guidelines are related to the Family educational Rights and Privacy Act of 1974. The complete document is available for use by all at the Griswold Library.

Transcripts
Two transcripts will be issued free of charge and upon request to matriculated students. Additional transcripts are $5.00 each. Requests for such transcripts must be made in writing to the Registrar and be signed by the student. Verbal requests cannot be accepted. No transcripts will be issued if the student has any outstanding financial obligations to the College.

Non-Discrimination Policy
Green Mountain College is committed to the idea of social sustainability and building an inclusive community of mutual respect that celebrates difference.

In accordance with our values and state and federal laws Green Mountain College does not discriminate on the basis of race, age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, religion, national origin, disability, previous military service or any other protected category in the admission of students, employment, access or treatment in its programs and activities or the administration of its educational and employment policies. Discrimination or harassment based on these factors is in direct conflict with the College's mission of social sustainability and is strictly prohibited.


Campus Computing Policy and Code of Ethics
In return for completing an annual registration form and signing the Computing Policy and Code of Ethics each user of the campus network is accorded the privilege of a fair share of computing resources, including a personal network folder, a GMC e-mail account, and a reasonable portion of shared Internet bandwidth.

• Use of computing resources is a privilege, not a right, and is granted with restrictions and responsibilities for their use. Misuse of College computer resources and violations of this Computing Code will result in revocation of this privilege.
• Every user of Green Mountain College's computing facilities has the fundamental right to network privacy. Each user code and associated password belongs to an individual. All use must be in accordance with the policies set forth in this document, and more explicitly with the policies found on the Information Technology website: http://campus.greenmtn.edu/it/policy.asp. Network logon and password information is confidential and is never to be shared.
• Electronically stored files are presumed to be private and confidential unless the owner has explicitly made them available to the public.
• Use of the network or electronic mail facilities for transmitting anonymous, rude, abusive, harassing, or malicious messages is unethical and will result in suspension of network access.
• While GMC's computing systems and network are vigorous and safe, they are not invulnerable to deliberate abuse. Knowledge of a special password or any weaknesses in the established security systems must not be used to deliberately degrade or impair GMC's computing systems, its network, its personal computers, nor deprive other users of any GMC computing resources.
• When necessary for the maintenance of a system or network, GMC Computer personnel may restrict availability of shared resources. It may also be necessary to enter a user's files to investigate and correct reported problems.
• Use of resources associated with College computer accounts for direct financial gain, for instance selling or commercial consulting, is unethical and not permitted.
Admissions

Green Mountain College operates on a “rolling admission” program and accepts applications throughout the year. Applicants are informed of the admission decision approximately three weeks after the College receives all of the required documents.

Students offered admission to Green Mountain College receive an Enrollment Form to be returned to the Admissions Office with a $400 non-refundable deposit. This deposit must be received by May 1 for fall enrollment and December 1 for spring enrollment in order to guarantee a place in the class. Deposits will be accepted after those dates as space allows. Payment of this fee serves as a tuition deposit and begins the housing process.

All admission decisions are based on a review of documents that reflect a candidate’s preparedness to undertake demanding college-level work. The college takes a holistic approach to evaluating each applicant, believing that numbers alone do not indicate which students can be successful at Green Mountain College. A visit to campus, which can include an interview with an admissions professional, is highly recommended.

An applicant’s file is complete when the Admissions Office has received the following documents. (Occasional exceptions are granted.)

**FRESHMAN APPLICATIONS FROM HIGH SCHOOL GRADUATES**

- Completion of an online application form (no fee required). The Common Application is also accepted at Green Mountain College.
- Official high school transcripts verifying high school graduation or GED certificate.
- Either SAT I or ACT scores, or a graded high school paper with the name of the teacher noted thereon.
- A completed personal statement.
- A letter of recommendation from a person who can attest to an applicant’s ability to handle college-level work.
- Optional - A resume including employment, extracurricular activities and volunteer experiences.

**FRESHMAN APPLICATIONS FROM HOME-SCHOoled STUDENTS**

- Completion of an online application form (no fee required). The Common Application is also accepted at Green Mountain College.
- Official SAT I or ACT scores. (These are not optional for homeschooled students.)
- A completed personal statement.
- A letter of recommendation from a person who can attest to an applicant’s ability to handle college-level work.
- A GED certificate, if available.
- Official transcripts of any previously completed high school or college level courses, if any have been taken.
- Scores from any AP or CLEP exams, if any have been taken.
- A resume including employment, extracurricular activities and volunteer experiences.

**TRANSFER STUDENT APPLICATIONS**

- Completion of an online application form (no fee required). The Common Application is also accepted at Green Mountain College.
- Official high school transcripts verifying high school graduation or GED certificate.
- Official transcripts from each college or university attended.

Course work completed at an accredited institution may be transferable provided that the course is comparable to academic courses offered at Green Mountain College. Credits for acceptable course work must carry a grade of C- or better for the student who has a cumulative transfer GPA of 2.00 or higher. For those students whose cumulative transfer GPA is less than a 2.00, all acceptable course work must carry a grade of C or better. Degree candidates must complete at least 30 semester hours in Green Mountain College programs. Transfer students are provided with a complete credit evaluation of previous academic work from the Registrar’s Office in order to determine the number of credits, which will transfer as well as the work remaining for graduation in a particular major.

Articulation agreements are in place between Green Mountain College and several two-year institutions. Candidates should contact the Transfer Counseling Office at their two-year institution or the Admissions Office to determine if a special agreement governs the transfer process.

**INTERNATIONAL APPLICANTS**

International applicants from non-English speaking countries and for whom English is a second-language must submit:

- Completed online application form (no fee required). The Common Application is also accepted at Green Mountain College.
- Official transcripts from high school and/or all colleges and universities attended. Transcripts must be accompanied by a certified English translation. Transcripts must be originals sent directly from the school. If an original cannot be sent, the transcript must be certified by the school as official and sent directly from the school.
- A letter of recommendation from a professional person who can attest to an applicant’s ability to handle college-level work.
- Official results of the Test of English as a Foreign Language (TOEFL) showing a minimum score of 500 on the paper based test and 173 on the computer based test. If English is the primary language of the student’s country, they may submit SAT or ACT scores in place of the TOEFL.
- A Certification of Finances Form with Supporting documentation showing a financial guarantee of sufficient funds available for at least one year of study (required for students planning to enroll on a F-1 visa only). All available funds must be listed in US dollars.

All fees, deposits and tuition payments must be remitted to the College in US dollars. Electronic transfer of funds is available.

Students who attend non-U.S. secondary schools may qualify for advanced placement credit. Transcripts must be evaluated by an
international credit evaluation service. The student will be responsible for the fee for this service. This evaluation should be done as soon as possible after acceptance to assure that the student does not register for courses that will be granted credit through the evaluation process. For more information, please contact the Registrar’s Office or the World Education Services at www.wes.org.

EARLY ENTRANCE

Students who have completed their junior year of high school and wish to accelerate their academic studies may choose to apply for early entrance. Candidates must submit a diploma agreement from the high school or school board, agreeing to grant a high school diploma based on successful completion of the first year of course work at Green Mountain College. Students must submit a completed application, official high school transcripts, official SAT I or ACT scores, a personal statement and a letter of recommendation from a high school guidance counselor. In addition, a personal interview with the candidate and parent(s)/guardian(s) is required.

HOME-SCHOOLED STUDENTS

Home-schooled students are welcome at Green Mountain College and their applications are reviewed based on the materials listed above. Home schooled candidates’ written work, personal statement, and letters of recommendation are considered along with standardized test scores and any additional evidence of academic success.

CAMPUS VISITS AND INTERVIEWS

Campus visits and interviews are certainly recommended for applicants. However, under certain circumstances an interview may be required. Students who are required to interview will be contacted to make the necessary arrangements.

In accordance with Vermont Statutes Annotated, Title 16, Statute 176, Sections I ©(1) (C), all colleges and universities in Vermont are required to inform candidates that credits earned at their respective former institutions are transferable to other programs only at the discretion of the receiving institution. Green Mountain College does not discriminate against qualified persons on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability, or veteran’s status in its recruitment, administrations, or employment activities.

The Vermont State Department of Education requires that each student who enrolls at any college in the state of Vermont indicate by their dated signature that the work they have submitted is their own, that we have the student’s permission to contact officials at his/her former school(s) for transcripts and recommendations and that the student understands that transfer of credits is determined by receiving institution.

Student Financial Services

Please note: For the most current information on financial aid awards, please call and speak with our Student Financial Services Office.

The Green Mountain College Financial Aid program empowers students to make a qualitative difference in the community while improving their financial aid opportunities through demonstrated excellence in any or all of the following areas: academic achievement, community service, leadership, environmental practices, or creative arts.

Typically, a GMC comprehensive aid package may include need-based dollars, as well as merit awards and self-help funding. All students must complete the Free Application for Federal Student Aid (FAFSA) in order for us to determine aid eligibility. The FAFSA is available for completion on October 1st. However the priority filing deadline is March 1 for incoming students beginning their studies in the Fall semester. April 15 is the filing deadline for returning students.

SATISFACTORY ACADEMIC PROGRESS

Students must receive credit for at least 66.67% of their total attempted credits in addition to other satisfactory academic progress requirements to remain in good standing for financial aid.

All students receiving federal Title IV and Green Mountain College financial aid funds must meet the Satisfactory Academic Progress (SAP) Standards outlined below. A student whose academic progress does not meet the standards will be notified of the deficiency and placed on financial aid warning, financial aid probation or financial aid denial.

I. Academic Requirements

Students must meet ALL of the following requirements before being considered for financial aid or reinstatement of financial aid:

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<th>Total Units Completed</th>
<th>Minimum Cumulative GPA</th>
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<td>1–15</td>
<td>1.7</td>
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<td>16–30</td>
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<td>31–45</td>
<td>1.9</td>
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D. Have attempted less than 180 cumulative credits.

II. Incoming Transfer Students

All transfer credits accepted by GMC towards a student’s program count towards total cumulative credits. However these credits will not be counted towards cumulative GPA. The Student Financial Services Office reserves the right to require official academic transcripts from all prior colleges attended before determining financial aid eligibility.
VII. Remedial Courses

Up to 12 credits of remedial course work may be excluded from a student’s cumulative credits attempted. The Student Financial Services Office will check satisfactory academic progress at the following intervals:

- Residential – Poultney and KSRM campus students will be reviewed at the end of each semester/trimester and again before the time of funding.
- Online Degree Completion – Online students will be reviewed at the end of term 2 and term 4.

Students may be eligible for financial aid again once they are no longer on financial aid disqualification.

INSTITUTIONAL FINANCIAL AID

Institutional financial aid is not available for students enrolled in the online degree completion program.

Please refer to www.greenmtn.edu/admissions/undergraduate-admissions/financial-aid/ for grant and scholarship availability and eligibility requirements.

GRANTS

Pell Grants

Eligibility for Pell Grants is determined by the federal government based on data reported on the Free Application for Federal Student Aid (FAFSA). Pell Grants range from $650 up to $6,095 for the 2018-2019 school year.

Supplemental Educational Opportunity Grants (SEOG)

The SEOG is a limited federal fund based on financial need determined by data reported on the Free Application for Federal Student Aid (FAFSA). SEOGs range from $100 to $4,000.

State Grants

Students may be eligible for grants issued by their state of residence to assist in studies at Green Mountain College. State Grants are estimated until the state agency authorizes payment. Green Mountain College will not replace State Grant funds if a student fails to meet the deadlines and procedures of the state of residence.

OUTSIDE SCHOLARSHIP AWARDS

Federal aid programs require that outside aid be taken into consideration when awards are made, even if we become aware of an outside award later in the award cycle. Contact the Student Financial Services Office if you are receiving an outside award.

EMPLOYMENT

Many offices on campus hire student workers to assist in daily operations and special projects. Students generally work up to 5.5 hours per week for 30 weeks, earning up to $1,700 (maximum) during the academic year. Eligible students may only work within ONE department at any given time. The Student Financial Services Office maintains a list of all available jobs. During the first two weeks of classes, employers will hold interviews for available work-study positions. Only students who received either federal work-study or campus employment within their financial aid package are eligible to apply and obtain jobs.

In order to create a real world work experience for students, employers will conduct performance reviews on all Work Study employees once each semester. Copies of performance reviews will be part of a permanent record. Students on Work Study are required to have favorable performance reviews to maintain their awards each semester.

LOANS

Federal Direct Lending Stafford Loans (Subsidized and Unsubsidized)

Many students are eligible to receive a Federal Direct Subsidized Stafford Loan. The amount you may receive for the academic year is based on need as determined by the FAFSA and the number of credits you have earned. You will not be charged any interest until after you leave school or fail to register for at least part-time status. There is a six-month grace period before repayment begins and as of July 1, 2018 the fixed interest rate was 5.05%.
The Federal Direct Unsubsidized Stafford Loan is not based on need. You will be charged interest from the time that funds are dispersed. You may choose to defer the interest, but if you do the interest will become capitalized (added to the principal amount). There is a six-month grace period before repayment begins and as of July 1, 2018 the fixed interest rate is 5.05%.

<table>
<thead>
<tr>
<th></th>
<th>Subsidized and/or Unsubsidized</th>
<th>Independent Student Additional Unsubsidized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman, 0-23 credits</td>
<td>$5,500</td>
<td>$4,000</td>
</tr>
<tr>
<td>Sophomore, 24-53 credits</td>
<td>$6,500</td>
<td>$4,000</td>
</tr>
<tr>
<td>Junior or Senior, 54+ credits</td>
<td>$7,500</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

Loans will be originated after July 1. Federal Regulations require that all first-time borrowers of DL Stafford Loans must complete a Master Promissory Note and an on-line Entrance Counseling session before the proceeds of their loan can be released. Students must go on-line to the website, https://studentloans.gov/ to complete both the Master Promissory Note and Entrance Counseling session. Also all DL Stafford Loan borrowers must complete an Exit Counseling Session upon leaving the college. The Exit Counseling Session is also completed on-line at https://studentloans.gov/.

**Federal Direct Lending Parent PLUS Loans (Plus Loans)**
The PLUS Loan enables parents with good credit histories to borrow up to the cost of attendance minus other financial aid for the current academic year. Interest rates for PLUS Loans are fixed for the lifetime of the loan. Current interest rate for Plus Loans for 2018-2019 academic year is 7.6%. Repayment begins after the loan has been fully disbursed, however payments can be deferred while their student is enrolled at least part-time.

**Private Student Loans**
Private Student Loans are available through a number of private lenders. Loans are issued to students who need additional funds for educational expenses. Usually a qualified co-signer is required. The Student Financial Services Office can recommend many different loan options.

**FINANCIAL AID APPLICATION PROCEDURE**
Complete the Free Application for Federal Student Aid (FAFSA) on-line at https://fafsa.ed.gov/. Remember to enter the Green Mountain College code of 003687.

Complete the FAFSA as soon as possible after October 1. Green Mountain College’s priority deadline for entering freshmen and transfers is March 1 of each year. The deadline for returning students is April 15 of each year.

GMC encourages students to apply for any private scholarships or grants for which they may qualify. Notify the Student Financial Services Office at Green Mountain College if you receive such an award.

**STUDENT ACCOUNTS**
Correspondence concerning student accounts should be addressed to the Student Financial Services Office. All financial commitments billed to date must be satisfied before a transcript will be released, registration for a subsequent term, or participation in graduation. The Green Mountain College Board of Trustees reserves the right, with reasonable notice, to adjust all fees and programs in accordance with changing costs of operation.

**New Students**
A $400 Enrollment deposit is required for first-time/transfer students. Enrollment deposits are non-refundable and can be paid by check, credit card or money order.

**Upperclass Students**
A registration deposit is not required for returning, upperclass students.
## Poultney Campus Student Charges

<table>
<thead>
<tr>
<th></th>
<th>YEAR</th>
<th>FALL '18</th>
<th>SPRING '19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$35,560.00</td>
<td>$17,780.00</td>
<td>$17,780.00</td>
</tr>
<tr>
<td>Housing</td>
<td>$6,960.00</td>
<td>$3,480.00</td>
<td>$3,480.00</td>
</tr>
<tr>
<td>Board</td>
<td>$4,762.00</td>
<td>$2,381.00</td>
<td>$2,381.00</td>
</tr>
<tr>
<td>Comprehensive Fee</td>
<td>$1,520.00</td>
<td>$760.00</td>
<td>$760.00</td>
</tr>
<tr>
<td>Total Charges</td>
<td>$48,802.00</td>
<td>$24,401.00</td>
<td>$24,401.00</td>
</tr>
</tbody>
</table>

- Key Deposit: $200.00 (new students only)
- Orientation Fee / Required: $250.00*
- Wilderness Challenge / Optional: $250.00* $250.00*
- Single Room Premium: $1,200.00 $600.00 $600.00**
- Senior Double Single Premium: $1,200.00 $600.00 $600.00***
- Double Single Room Premium: $1,600.00 $800.00 $800.00***

Per credit rate: $1,185.00

The per credit rate applies to part-time students (enrolled in 1-11 credits) and credit overloads.

* Indicates fee for new students only
** Applies to students with single occupancy only
*** Applies to students with single occupancy in double rooms only

Students who change their course load during the period of drop/add week will have an adjustment made to their tuition accounts, depending on whether they go above or below half-time/full-time status. Any changes may also affect a student's financial aid package. Following drop/add week, any courses dropped during the rest of the semester will not result in a change to the student's account.

Fall semester balances are due on or before July 15. Spring semester balances are due on or before January 3.

## KILLINGTON SCHOOL OF RESORT MANAGEMENT PROGRAM

A separate fee structure applies.

### B.S. in Resort & Hospitality Management

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (all students)</td>
<td>$17,780.00</td>
<td>$2,153.00</td>
<td>$17,780.00</td>
<td>$37,713.00</td>
</tr>
<tr>
<td>Room</td>
<td>$2,692.00</td>
<td>$2,692.00</td>
<td>$2,692.00</td>
<td>$8,076.00</td>
</tr>
<tr>
<td>Board</td>
<td>$2,142.00</td>
<td>$2,142.00</td>
<td>$2,142.00</td>
<td>$6,426.00</td>
</tr>
<tr>
<td>Comprehensive Fee</td>
<td>$760.00</td>
<td>$760.00</td>
<td>$1,520.00</td>
<td>$1,520.00</td>
</tr>
<tr>
<td>Total</td>
<td>$23,374.00</td>
<td>$6,987.00</td>
<td>$23,374.00</td>
<td>$53,735.00</td>
</tr>
</tbody>
</table>

- Orientation Fee / Required: 250.00* N/A N/A
- Wilderness Challenge / Optional: 250.00* N/A N/A
- Key Deposit (per yr.): $200.00 — — $200.00

* Indicates fee for new students only

- 120 credits (matriculated)
- 3 year Program
- Trimester schedule (13 weeks each)
- Meal Plan: Students living on Killington site must be on meal plan

Students who change their course load during the period of drop/add week will have an adjustment made to their tuition accounts, depending on whether they go above or below half-time/full-time status. Any changes may also affect a student's financial aid package. Following drop/add week, any courses dropped during the rest of the semester will not result in a change to the student's account.

First trimester charges are due on or before July 15. Second trimester charges are due on or before December 6. Third trimester charges are due on or before March 5.
ONLINE DEGREE COMPLETION PROGRAM
Tuition is charged at a rate of $350 per credit hour ($1,050 per 3 credit course). Students are billed each term. Billing schedule is as follows:

- Term 1 (Session 1 and Session 2)
- Term 2 (Session 3 and Session 4)
- Term 3 (Session 5 and Session 6)
- Term 4 (Session 7 and Session 8)

Payment must be paid in full for each term before access to a subsequent term will be granted. Student can add/drop a course during the first week of the course. Courses dropped during the add/drop period will not be billed. There is no adjustment to charged tuition if course is dropped after the add/drop period.

MEDICAL INSURANCE
Available to Poultney and Killington School of Resort Management campus students only. All domestic students are required to complete an online waiver via the MyGMC website if they have medical insurance and they do not wish to be enrolled in the College's medical plan. Student accounts will be charged for the premium and accounts will be adjusted when proof of insurance is provided. Proof of insurance must be received by September 2, 2018, after this date, the online waiver will close, students will be responsible for the medical insurance fee and no adjustments will be made.

All international students are required to purchase the College's insurance and the premium will be reflected on the student accounts. Students starting in the spring semester are required to provide proof of insurance by January 28, 2019.

PAYMENT OF CHARGES
All charges must be at a satisfactory status through the Student Financial Services Office before students will be admitted to residence halls or classrooms. All charges billed to date must be paid before a student can receive transcripts, register for the following term or participate in commencement.

OTHER FEES AND CHARGES
Part Time Credits
Students taking 1 – 11 credits will be billed $1,185.00 per credit.

Excess Credits
Students taking more than 18 credits will be billed the full tuition rate plus $1,185.00 per credit over 18.

Graduation
A fee of $50 is charged to each undergraduate student who is a candidate for graduation. If a student does not graduate due to academic deficiency, the fee will be refunded.

Internet Service
Internet service is provided free of charge to all Green Mountain College students living on campus.

Property Damage
Although there is no deposit required to cover property damage, students are held responsible for any damages incurred and will be assessed accordingly.

Transcripts
Transcript requests are usually processed in 5-7 business days. Transcripts needed within 2-3 business days may be requested for an additional fee. Issuance of transcripts may be slightly delayed during peak times of operation in the Registrar’s Office. Two free transcripts will be issued, upon request, to current matriculated students. Additional transcripts are $5.00 each. The fee for a rush transcript is $10.00 for each transcript requested. These fees apply to transcripts processed directly with the Registrar’s Office. Transcripts may also be ordered through www.iwantmytranscript.com. The College does not issue copies of transcripts on file from other institutions. Transcripts will not be issued to students who have outstanding financial obligations to the College.

Optional Fees
Music lessons on some instruments are offered by arrangement with local instructors. Rates are established yearly and charged to the student account. Horseback riding is offered at a local ranch, with a fee paid directly to the provider.

Scuba lessons are given by a certified instructor. Rates are established yearly with fee paid directly to the provider.

Students must provide their own transportation for the above listed activities. Activities selected by students as part of their Health and Well Being or Leisure Appreciation course may have fees attached.

Professional Certification Course Fees
Courses offering professional certification (such as Adventure Education certification tracks) or extensive field experiences may carry a course fee.

Withdrawals/Refunds – Poultney and Killington School of Resort Management Campuses
Students should either complete the College’s withdrawal form and return it to the Student Financial Services Office or provide verbal notice of their intent to withdraw. The date on which either of these is completed will be the student’s withdrawal date. For instances of unofficial withdrawals, the College will use the last documented recorded date of attendance in class as the student’s date of withdrawal.

The following refund schedule reflects the requirement that the College commit its resources to its faculty and services for the entire year. Notwithstanding any statement or representation, written or oral, made in any other College publications or otherwise, to the contrary hereof, the College refund policy as to College charges is a follows.

Institutional Charges and Institutional Financial Aid Students who withdraw will receive the following refund:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>By end of first week of classes</td>
<td>100 percent</td>
</tr>
<tr>
<td>By end of second week of classes</td>
<td>75 percent</td>
</tr>
<tr>
<td>By end of third week of classes</td>
<td>50 percent</td>
</tr>
<tr>
<td>By end of fourth week of class</td>
<td>25 percent</td>
</tr>
<tr>
<td>After fourth week of classes</td>
<td>0</td>
</tr>
</tbody>
</table>

Adjustments to institutional financial aid will follow the outline above. For example: If a student is charged 25% of institutional charges, then they will receive 25% of previously awarded institutional financial aid.

Adjustments to Federal Financial Aid will be calculated in accordance to the Federal Return of Title IV Funds policy. The Federal Return of Title IV Funds policy determines the amount of aid earned by dividing the number of calendar days in each semester up to the official withdrawal date by the total number of calendar days in each semester. The date of official withdrawal is determined by the last
date of attendance or the date determined by the appropriate college official. The "unearned" portion of aid is refunded to the appropriate programs in the following order:

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Federal PLUS Loan
- Federal PELL, Academic Competitiveness & SMART Grants
- Federal SEOG
- State/Institutional Funds
- Student

For example: If a student withdraws on the 8th day of a semester which contains 108 total days, then they would be eligible to maintain 7.4% of their federal financial aid (8 days divided by 108 days). All federal financial aid deemed eligible will be applied against tuition, room/board and fees, and the portion determined as not earned will be refunded to the appropriate programs in the above stated order.

**Administrative Withdrawal Refunds**

No refunds for tuition, room, board and fees are given for administrative withdrawals, including, but not limited to, disciplinary action that results in the suspension or dismissal of a student.

**Withdrawals/Refunds – Online Degree Completion**

Students who withdraw before the end of the first week of the course will not be charged tuition for that course. After the first week of the course will be no adjustment to tuition. Withdrawal calculation on all Federal Title IV aid will be completed as stated above. For Federal Financial Aid purposes, calculation is done on a term basis and not based on the session. Contact the Student Financial Services Office before withdrawing to get counseling on their account.

**Federal Financial Aid Recipient Refund Policy**

When students use financial aid to pay for tuition, fees, and on-campus housing and board, any refundable amount is returned to the appropriate Title IV program (i.e., Pell Grant, Federal Supplemental Educational Opportunity Grant; PLUS, and Stafford loans), based on the current policy specified by Title IV regulations. The full amount of a student’s refund will be used to restore funds to the Title IV federal account from which aid was received, regardless of any unpaid balance that may still be owed to the College. Students considering withdrawing from the College during a semester are encouraged to contact the Student Financial Services Office. Please note that any remaining balance on the account, after withdrawal adjustments, is due and payable.
Course Descriptions

Adventure Education (ADE)

Telemark Skiing ADE 0045
This activity-based course focuses on developing the skills associated with telemark skiing including technique, terrain assessment, equipment troubleshooting and basic avalanche assessment skills. Students will have the opportunity to enjoy both resort and backcountry environments and their associated risks. 1 credit

Bicycle Mechanics ADE 0061
This course teaches the basic mechanical skills needed for comfortable, efficient and safe bicycle use. It will cover "roadside" repair, basic tune-ups, fitting, and cleaning. These skills will help you to be self-reliant, save money and provide a solid foundation for any direction you chose to go in cycling. Additional repair skills may be introduced as time and interest are available. The majority of our class time will be "hands on." Familiarity with using mechanical tools is not a prerequisite. This course is pass/fail. 1 credit

Horseback Riding ADE 0073
Students in this experiential class will develop their skills, whether beginner or intermediate, in caring for and riding horses. Meeting at a local equine facility, students will learn about basic horse care, advance their riding skills, and consider ways working with horses might be integrated into their personal or professional lives. Students must provide own transportation to stable. 1 credit

Sailing ADE 0077
The intention of this course is to transform a participant with little or no former sailing experience into a safe and confident skipper of small sailing craft. The course is designed to provide a safe environment for students to experience sailing and see if it is something they would like to pursue further. Most of class time will be spent on the water using a variety of boats. The class is limited to ten students. The experience will definitely be challenging and hopefully fun. The place where wind meets water is powerful. You will learn to move in this place. 1 credit

Backcountry Cooking ADE 0078
Being able to enjoy backcountry travel means being able to eat like a gourmet under the most challenging of environmental conditions. This class will prepare students to do just that, from cooking pizza on a one-burner stove to baking cinnamon rolls over a campfire. The fundamentals of meal planning, backcountry nutrition and Leave-No-Trace cooking techniques will be covered. Students will be exposed to alcohol- and wood-based stoves, in addition to stoves that burn petroleum products. Students should leave this course knowing how to plan the menu for a backcountry experience and to cook all of the meals on it. 1 credit

Introduction to Recreation & Outdoor Studies ADE 1000
This is the introductory course to the professional field of recreation and outdoor studies. Particular attention will be given to historical foundations of leisure, recreation, and play, the emergence of outdoor recreation in American and global society; the roles of public (federal, state, and local) and private (for- and not-for-profit) providers of outdoor recreation; current issues and trends in the field; and career opportunities and professionalism. 3 credits

Essentials of Scuba – Level I ADE 1002
This course combines the Open Water and Advanced Open Water Certification programs of the Professional Association of Diving Instructors (PADI). The course content teaches the fundamental knowledge and skills needed to dive with a buddy, and upon completion, independent of supervision. The course combines classroom, pool, and open-water participation to successfully meet certification requirements. Other topics include diver safety, aquatic environment, health for diving, programming, teamwork, presentation skills, research projects, and career opportunities in the dive industry. Requires additional course fee. Prerequisites: Students must meet PADI medical requirements and successfully complete a watermanship assessment. 3 credits

Essentials of Scuba – Level II ADE 1003
This course combines the Rescue Diver, Enriched Air “Nitrox” Diver, and Emergency First Responder Certification programs of the Professional Association of Diving Instructors (PADI). Students learn to look beyond themselves to consider the safety and well being of other divers through problem prevention, observation skills, and management of emergencies. Other topics include scenarios, mock rescues, physics/physiology of diving, research, teamwork, presentation skills, research projects, and career development. Requires additional course fee. Prerequisites: Students must meet PADI medical requirements and have successfully completed PADI Advanced Open Water Diver or ADE 1002 Essentials of Scuba – Level I. 3 credits

Essentials of Scuba – Level III ADE 1005
This course follows the PADI curriculum for the Professional Scuba Diver. Upon successful completion, student will earn the Diver Propulsion Vehicle, Peak Performance Buoyancy Specialist, Deep Diver Specialist, and Dry Suit Diver certifications. Requires additional course fee. Prerequisites: Students must meet PADI medical and dive requirements and have successfully completed PADI Rescue Diver and PADI Advanced Open Water Diver or ADE 1003 Essentials of Scuba – Level II. 3 credits

Outdoor Living Skills ADE 1041
This course is designed to provide students with the fundamental skills necessary for living comfortably in the natural environment. Students will have the opportunity to develop safe and efficient camp management functions, trip planning, water treatment, navigation basics, food systems, knots, shelters, clothing and weather assessment, and have the chance to apply these skills during field experiences. 3 credits

Wilderness First Aid ADE 2013
This course will be designed to meet the needs of front country and backcountry citizen responders and trip leaders with the knowledge and skills necessary to care for minor injuries and medical emergencies until professional help arrives. Training includes CPR for Adult & Child. Certificates will be issued if all requirements are met. 3 credits

Outdoor Emergency Care ADE 2015
Outdoor Emergency Care is a performance-based emergency care educational program of the National Ski Patrol. The primary focus of the program reflects the individual’s need for training in the outdoor environment. It is the standard of training adopted to meet the emergency care requirements of an outdoor emergency care technician. The American Red Cross Professional Cardiopulmonary Resuscitation Program will be presented as part of the course content. Requires an additional course fee. 4 credits

Expedition Planning ADE 2027
This course provides a foundational understanding of expedition planning and leadership, including risk management, program design, permitting, land use management, and instructor team design. Students will learn the fundamentals of meal-planning, transportation, equipment use and care, and evacuation procedures. As a part of this course, students will design a field program that will be run as ADE 2062. Prerequisite: ADE 1000 Introduction to Recreation & Outdoor Studies and ADE 1041 Outdoor Living Skills. This course is a part of the Adventure Education Sophomore Fall Immersion Semester: a five-course, 18-credit block course with additional course fees. There is an additional charge for students who are not on the meal plan. 3 credits
Teaching Techniques for Adventure & Outdoor Education  ADE 2034
This course focuses on practical elements of lesson creation and specific teaching techniques relevant to the outdoor classroom. Related topics examined include: curriculum planning, group management, and evaluation techniques. Special attention will be given to experiential approaches to education and students will have opportunity to teach their peers. Through these practical and theoretical experiences, students will begin to identify their own philosophy of education. Prerequisite: ADE 1000 Introduction to Recreation & Outdoor Studies and ADE 1041 Outdoor Living Skills. This course is a part of the Adventure Education Sophomore Fall Immersion Semester: a five-course, 18-credit block course with additional course fees. There is an additional charge for students who are not on the meal plan. 4 credits

Outdoor Leadership Practicum  ADE 2062
Using both theory and direct experience, students will practice leadership skills common to the outdoor adventure education field. In doing so, they will develop an operational language useful to the design and implementation of individual and group leadership. Attention is given to situational leadership styles, decision-making, and the relationship between instructor positioning and hazard mitigation. Using activities that promote health and flourishing, students will lead their peers or others during field trips and systematically engage in reflective feedback processes. Prerequisite: ADE 1000 Introduction to Recreation & Outdoor Studies and ADE 1041 Outdoor Living Skills. This course is a part of the Adventure Education Sophomore Fall Immersion Semester: a five-course, 18-credit block course with additional course fees. There is an additional charge for students who are not on the meal plan. 4 credits

Adventure Group Processing and Facilitation  ADE 2063
This course addresses the need for the student and future practitioner to understand and demonstrate the ability to build effective working relationships with future participants. The course will emphasize the development of strategies and techniques to bring about participant change in field-based settings. Specifically, it will address conflict resolution, communication, managing student behavioral concerns, running effective briefings and debriefs, and group facilitation. Prerequisite: ADE 1000 Introduction to Recreation & Outdoor Studies and ADE 1041 Outdoor Living Skills. This course is a part of the Adventure Education Sophomore Fall Immersion Semester: a five-course, 18-credit block course with additional course fees. There is an additional charge for students who are not on the meal plan. 4 credits

Essentials of Scuba – Level IV  ADE 3000
This course follows the PADI curriculum for the Professional Scuba Diver. Upon successful completion and approved application to PADI, students will earn the Divemaster certification. Requires additional course fee. Prerequisites: Students must meet PADI medical and dive requirements and have successfully completed PADI Rescue Diver or ADE 1005 Essentials of Scuba – Level III. 3 credits

Essentials of Mountain Biking  ADE 3002
This course will isolate three primary learning domains: a) environment b) outdoor technique; and c) instructional/site management strategies. Environmental impact items include: ecological trail design, land use, permitting and agencies working towards the sustainable future of mountain biking participation. Developing strong outdoor skills is the foundation of being an effective instructor. This course will employ multiple labs to isolate multiple riding techniques and maintenance acumen. Further, students will be required to develop lessons incorporating effective instructional strategies among a variety of biking topics and group management techniques. Lastly, site management is the cornerstone of the Adventure Education degree program; mountain biking offers an instructor situation not offered by any other essentials. These dynamics will be isolated and investigated. 3 credits

Essentials of International Mountaineering  ADE 3004
Students will learn the fundamentals of running international mountaineering expeditions during this 20-day program in the Ishinca Valley of Peru. Curriculum related to technical mountaineering skills including rope-team travel, ice-axe and crampon use, glacier rescue, protection placement, movement skills, and camp craft. Students will gain substantial insight about mountaineering-related considerations, such as risk management, glaciology, geology, meteorology, nutrition, high-altitude physiology, and Leave-No-Trace techniques. In addition, students will learn about leadership, communication, and expedition behavior while interacting with locals, navigating the permit process, managing group dynamics, and working with peers to achieve group goals. The course will culminate with a student-led attempt on Tocllaraju (19,790), one of the most stunning peaks in the Cordillera Blanca. This course is graded on a pass/fail basis. 3 credits

Essentials of Rock & Ice Climbing  ADE 3006
This course covers a variety of climbing skills including but are not limited to: climbing safety, approaching climbs, anchors, belaying, escaping the belay, repelling, climbing techniques, and function/liabilities of climbing equipment. Further, students will learn the subtleties of site management as it pertains to climbing activities. In addition to field work, students will investigate trends in climbing, historical foundations of climbing and the ecological impacts of climbing participation Requires additional course fee. Prerequisites: ADE1041 Outdoor Living Skills or permission of instructor. 3 credits

Essentials of Winter Mountain Travel  ADE 3007
This course is designed to provide students with essential skills to participate in alpine and mountain-based activities leading up to winter expedition mountaineering. Students will be given opportunities for the application of the principles of responsible use of the environment for recreation and leisure including leadership, teamwork, decision making, and problem solving with the intent of minimizing human impact while maximizing safety and enjoyment. Course content will build on the ADE 1041 Outdoor Living Skills course to include the historical basis of mountaineering and a continuum of skill development necessary for winter camping, avalanche safety, snowshoeing, Nordic skiing, crampon technique, and mountain rescue. Requires an additional course fee. Prerequisite: ADE 1041 Outdoor Living Skills or permission of instructor. 3 credits

Essentials of Challenge Course Technology  ADE 3008
This course provides participants with a model for an integrated challenge course program that emphasizes the development of physical, intellectual, and social skills in a safe, supportive and challenging environment. Particular emphasis is placed on ropes course technician skills and the adventure learning process of experiential education following the standards of the Association for Challenge Course Technology. Requires additional course fee. 3 credits

Essentials of Padding  ADE 3009
This course is designed to provide students with essential skills to participate in human-powered paddle sports (e.g. canoeing, kayaking, rafting, etc.). In field experiences, students will be given opportunities to explore our local rivers and lakes, and practice decision making and problem solving with the intent of minimizing human impact while maximizing safety and enjoyment during paddling activities. Course content will also explore the historical basis of human-powered paddle sport, important paddle organizations, and instructor certification opportunities, particularly the American Canoe Association. Prerequisite: ADE 1041 Outdoor Living Skills. 3 credits

Essentials of Scuba – Level V  ADE 3012
This course follows the PADI curriculum for the Professional Scuba Diver. Upon successful completion and approved application to PADI, students will earn the Open Water Scuba Instructor certification. Requires additional course fee. Prerequisites: Students must meet PADI medical and dive requirements and have successfully completed PADI Divemaster or Assistant Instructor, or ADE 3000 Essentials of Scuba – Level IV. 3 credits

Adventure & Environmental Education Programming Lab  ADE 3040
The sophomore fall block is an immersive experience, which combines core
instructor skill set integration (human, outdoor, and educational skills), developing an appreciation for natural settings, and practicing activities that contribute to human health and flourishing. Working with other courses in the block, the Adventure & Environmental Education Programming Lab seeks to connect Fall Block students to the environment in which they’re travelling. Through a variety experiential activity, purposeful observation, and reflection, this course is designed to aid students in deepening their understanding of the land while developing the skills requisite for introducing others to it and living a healthy lifestyle. Prerequisite: ADE 1000 Introduction to Recreation & Outdoor Studies and ADE 1041 Outdoor Living Skills. This is a part of the Adventure Education Sophomore Fall Immersion Semester: a five-course, 18 credit block course with additional course fees. There is an additional charge for students who are not on the meal plan.

3 credits

Professional Training and Certification I
ADE 3051
This one-credit course provides students the opportunity to enroll in adventure education programs not offered at Green Mountain College, such as through the AMGA, the ACA, the PSIA, and other major providers. This course is appropriate for trainings that are about three days in duration. Prerequisites: Instructor approval and evidence of completion/certification. This course is pass/fail. 1 credit

Professional Training and Certification II
ADE 3052
This two-credit course provides students the opportunity to enroll in adventure education programs not offered at Green Mountain College, such as through the AMGA, the ACA, the PSIA, and other major providers. Prerequisites: Instructor approval and evidence of completion/certification. This course is pass/fail. 2 credits

Professional Training and Certification III
ADE 3053
This three-credit course provides students the opportunity to enroll in adventure education programs not offered at Green Mountain College, such as through the AMGA, the ACA, the PSIA, and other major providers. This course is appropriate for trainings that are around ten days in duration. Prerequisites: Instructor approval and evidence of completion/certification. This course is pass/fail. 3 credits

Practicum Experience
ADE 3054
Practicum experience can be attained through employment or volunteering with a wide range of agencies, such as Vermont Adaptive, Green Mountain Rock Climbing Center, the Vermont Youth Conservation Corps and many others. All students must complete at least 150 hours prior to their internship. Practicum experience must include two locations at a minimum, with at least 25 hours served at each organization. Only 50 hours of the practicum may occur on campus. Incoming freshmen must meet complete 150 hours; sophomore transfers must complete 100 hours; junior and senior transfers must complete 50 hours. The experience must be gained while enrolled in Green Mountain College, though transfer students may petition based on suitable prior completion. Prerequisites: Instructor approval and completion of the practicum experience log uploaded to online portfolio. This course is pass/fail. 0 credits

National Conference
ADE 3055
This zero-credit course acknowledges that the student has attended a national-level conference such as the Association of Outdoor Recreation and Education, the International Conference of the Association of Experiential Education, the Wilderness Education Association, the Wilderness Risk Manager’s Conference, or similar. The conference must be attended while enrolled in Green Mountain College, though transfer students may petition based on suitable prior completion. Prerequisites: Instructor approval and completion of conference participation form uploaded to online portfolio. This course is pass/fail. 0 credits

Instructor Level Certification
ADE 3056
This zero-credit course acknowledges that the student has completed an instructor certification or instructor-level education program. Skill area specialization is selected by the student and often include hiking, paddle sport, rock climbing, mountaineering, SCUBA, ropes course facilitation, outdoor leadership, and others.

The certification must be acquired while enrolled in Green Mountain College, though transfer students may petition based on suitable prior completion. Prerequisites: Instructor approval and evidence of completion uploaded to online portfolio. This course is pass/fail. 0 credits

Special Topics in Environmental Recreation
ADE 3061
This course focuses on specific themes revolving around the use of the natural environment for recreational pursuits. Students will be provided an opportunity to assess, analyze, and explore in depth, issues involving the recreational use of the environment. Students will be encouraged to develop and challenge their own ethics with respect to the recreational use of the environment. Emphasis will be placed on the use of critical thinking and improving communication skills, both written and oral. This course may also be taken as ENV 3061. 3 credits

Character-Based Leadership
ADE/SLA 3062
A premise of this course is that good leadership starts with self-leadership. The habits we form gradually establish our character, and it is from this moral foundation that we lead. It is therefore imperative that we examine ourselves and evaluate our current trajectories. Course readings and assignments, then, will help facilitate students in “knowing thyself.” Towards this aim, students will cultivate life truths they wish to live by, identify practices that create well-being, and determine an approach to time that privileges the virtues they hope to embody. To aid us in these contemplative exercises, we’ll examine several leadership philosophies: care-ethical, servant-led, and that of the stoic. 3 credits

Field Leadership Seminar
ADE 3066
This project-based course will apply and expand practical skills introduced in previous Adventure Education program coursework. In small group patrols, students will create micro and macro plans necessary to successful outdoor expeditions and related programs. These plans form the backbone necessary to implement a student-led Outward Bound or National Outdoor Leadership School-style outdoor leadership expedition/training. In class meetings provide a forum to vet project progress with the head instructor and peers, as well as to discuss and analyze issues influencing outdoor leadership and program management. The planning and assessment tools prescribed in this course provide a framework transferable to a variety of outdoor adventure settings. Pre-requisites: Instructor approval and GMC fall block. 3 credits

Philosophy of Recreation on Public Lands
ADE 3161
This class is designed to expose the student to the philosophical premises of allocating public land and tax dollars for recreation. Also to be discussed are the assumptions that we (members of the American society) hold concerning our commitment to public resources and the responsibilities of those entrusted with managing those resources. This course offers students a framework for how they may approach a job/career in natural resource-based recreation management working for a public agency. 3 credits

Eco-Tourism
RHM 3175
This course is designed as a detailed entry into the field of ecotourism. Students will learn about the history, main concepts and guiding principles of ecotourism, with attention paid to both the ecological and human aspects of this travel option. Consideration will be given to understanding the motivations and expectations of ecotourists and the public and private providers of ecotourism opportunities. Trends in policy, government legislation, and green marketing will also be discussed. 3 credits

Wilderness First Responder
ADE 3315
This course provides the opportunity to earn a Wilderness First Responder (WFR) certification on campus. Unlike Outdoor Emergency Care, which is the premier ski industry medical certification, WFRs are trained to provide medical assistance in backcountry situations that may require extended care, improvisation, and evacuation. Students anticipating careers that allow them to take participants beyond the “Golden Hour,” 60 minutes from definitive care, should consider this course a professional expectation. 4 credits
Animal Conservation & Care (ANS)

Introduction to Animal Conservation and Care

This course is for any student who might be interested in the Animal Conservation and Care Program or the Animal Studies minor. It introduces the main areas of study in the programs. These programs are interdisciplinary with the common goal to ensure that we have a positive influence on animal populations and individuals. Our attitudes toward animals are related to how we eat, how we live, and how we respect our natural or domestic environments. The world needs thoughtful advocates for animals in agriculture, policy, law, and wildlife conservation. This class will help you start down this path.

Animal Conservation & Care Skills Intensive

Preparing students for the world of sustainable design and renewable energy requires both knowledge and practical experience. The REED Skills Intensives are 2-3 day courses that immerse students in a specific, hands-on aspect of sustainable design and/or renewable energy systems. Students will work with GMC faculty, local design professionals and accomplished craftpeople to gain valuable skills that prepare students for careers in the design and energy fields. Generally, topics with sufficient depth and demand will be presented in a two-course series. Potential topics include photovoltaic/solar thermal design and installation, sustainable furniture design/build, wood turning, computer aided drafting/modeling, and home energy audits and weatherization.

The Art of Horsemanship

This course explores the history, culture, and science of the horse in industry and leisure, including equine psychology, anatomy, physiology, and basic health, and the history and development of the horse and the equine industry into the modern era. The course will provide a foundation for more detailed learning about equine science and industry, and provide information to help students find successful careers with horses.

Animal Behavior

An ethological approach to the study of animals, this course includes an examination of the physiological, developmental, and evolutionary bases of behavior. Topics include sensation, motivation, learning, instinct, communication, social behavior in an evolutionary context.

Animal Law & Policy

Humans and non-human animals have a complex relationship. "Some We Love, Some We Hate, Some We Eat" sums up many of the challenges in our relationship. What is humane? What does the law require? What should the law require? These are some of the questions we will address in this course. The course will examine the human systems of law that regulate nonhuman animals. First students will become familiar with the basics of the legal system with a focus on common law and cases. With this background we will turn to specific areas of the law. We will start with the evolution of rights in the law looking at slaves, women, children, mental incompetents, potential humans, then nonhumans. We will then cover the following substantive areas of law with a focus on nonhumans: criminal law, torts, Constitutional law, Commercial uses of animals including in agriculture, contracts, and then selected federal statutes including the endangered species act. There are no prerequisites for this class except an open mind. Students are expected to be willing to listen to and discuss various positions.

Wildlife Law & Policy

This is a course about the birds and the bees. –No not that kind of course, but one where we look at how we as a society protect wildlife through laws and policies. In the first part of the course we will examine the wildlife law and policy in the United States. We will look at the various actors and their roles in the system. In the second part of the course we will turn out focus beyond the domestic borders and look at how international law addresses wildlife protection. Students will get to select specific topics for case studies in the final portion of our course.

Captive Wildlife Management

This course is presented as an introduction to the management of captive domestic and wild animals. Students will be exposed to the range of captive animal programs, including zoos, aquariums, and rehabilitation centers. Students will also receive hands-on demonstrations outside of the classroom, as well as gain experience in captive animal collection planning.

Animal Ethics

What is the appropriate ethical relationship between humans and nonhuman animals? This course is a systematic study of animal ethics, a field that has emerged as a response to the profound impact of human practices on other species. Topics will include animal experimentation, hunting, bushmeat, livestock agriculture, landscape sustainability, biodiversity, companion animals, vegetarianism, activism, suffering, animal intelligence, animal cultures, animal emotions, animal rights law, and the tension between animal rights and environmental ethics.

Applied Environmental Science (AES)

Challenges of Applied Environmental Science

This course consists of seven, four-hour field trips and three or four one-hour meetings. Trips will include in-depth visits to and science-based analyses of such facilities as Blue Spruce farm (CowPower), the Casella Recycle Facility, the Vermont Department of Environmental Conservation (water, air, waste, policy) and State-Line Farm (biodiesel from sunflower plants). Meetings will cover introductions and reflections related to the trips and the challenges that they represent.

Risk and Administrative Management of Outdoor & Adventure Programs

This course considers the management of outdoor and adventure programs. Topics may include the use of public and private lands, basic understanding of the impact of use on the natural environment, review of biological and physical science concepts relative to land use, care of the environment, permits, staffing, supervision of staff, staff training, personnel issues, certification, scheduling, budgeting, risk management, insurance, marketing, logistical planning, strategic planning, public policy, access to outdoor resources, search and rescue. Prerequisite: Junior standing or permission of the instructor.

Recreation & Outdoor Studies Seminar

This course examines contemporary issues confronting the leisure service profession. Among the various topics to be discussed are professional philosophy, ethics, and development, as well as practical application of research. Students will be expected to utilize effectively the tools of communication, including technical writing, speech, and audiovisual techniques. Prerequisite: Senior standing or permission of the instructor.

Internship in Recreation & Outdoor Studies

The internship serves as the culmination of professional training and course work. A six-credit internship consists of a minimum of ten weeks and 400 hours of professional level work under direct supervision of a qualified recreation professional is required. Please consult the Internship Manual, available from the program faculty, for further details. Prerequisite: Junior standing, ADE 3054 Practicum Experience, ADE 3055 National Conference Requirement, and a minimum of 2.0 GPA within the major.

Course Descriptions
JUNIOR SEMINAR
A one credit course for the Junior cohort. The seminar will examine theories of impact and risk analysis as well as life cycle analysis using case studies. It will probably be taught as an independent study class for the first several years until a large cohort can be developed. 1 credit

PRACTICUM/INTERNSHIP
Under the direction of an advisor, a student may arrange a period of practical experience that will make substantive use of the knowledge and skills acquired in the Applied Environmental Science major. Evaluative reports will be expected from both student and off-campus supervisor. The internship itself will be monitored and evaluated by the advisor. Prerequisite: Junior or Senior standing. 3 credits

SCIENCE POLICY AND THE ENVIRONMENT
This course examines the policies that directly affect the environmental sciences. These include policies relevant to water, air, climate, waste, pollution, biodiversity, renewable and non-renewable natural resources and sustainability. It will emphasize the linkages between these environmental issues and social and economic issues such as production, transport, consumption, growth, demographic changes, well-being, and health. 3 credits

SeniOR CapStONE
Students in this course will learn how to plan and implement an extensive self-directed research project related to a topical area within the field of applied environmental science. Students will examine different approaches to applied environmental science research and learn how to integrate information from different disciplines to analyze environmental issues. Students will also focus on improving their professional writing and oral presentations skills, developing resumes, preparing graduate school applications and learning how to effectively communicate information to diverse audiences. 3 credits

Art (ART)

INTRODUCTION TO DRAWING
Drawing from the Environment is a field-based studio course introducing students to observational drawing. Landscape, constructed forms, and natural forms will form the basis for developing observational skills while providing a foundation for personal imagery. Studio fee established yearly. 4 studio hours/6-10 hours of independent work each week. 3 credits

FIGURE DRAWING
The basis for this beginning drawing course begins with an understanding of the human figure, its anatomy and underlying structure. Students will use the figure as a means to develop observational skills and personal imagery. Studio fee established yearly. 4 studio hours/6-10 hours of independent work each week. 3 credits

FOUNDATIONS IN STUDIO ART
Foundations in Studio Art is an introduction to the Elements of Design and Composition where students will explore creative possibilities in most of the media areas available at the college. The 2-D and 3-D design core will involve students in creative challenges geared toward understanding the elements of art and art making. This experience allows a student to explore concepts and build skills that apply to contemporary art practice in a variety of media. Media will be chosen to approximate an equal number of projects utilizing 2-D and 3-D concepts. 3 credits

INTRODUCTION TO PAINTING
This course introduces students to the basic elements of oil painting. We will first focus on the technical requirements necessary to create a painting. We will also investigate elements of color theory, composition, and conceptual content in reference to students’ work in addition to the work of classical and contemporary painters. Each student is held responsible for merging these basic painting elements, materials, and techniques with his or her emerging concept of self-expression. Studio fee established yearly. 4 studio hours/6-10 hours independent work each week. 3 credits

Ceramics I: Hand-building
Hand building provides technical and aesthetic skill development through clay working techniques such as pinch, coil, and slab. Local clay and glazes from indigenous sources may be used. Firing methods including the use of electric, gas, pit, and raku kilns may be explored. Through these tools and techniques students will gain familiarity with a variety of processes and produce a body of fired work, which demonstrates well-developed skills and concepts. Lectures, videos, demonstrations, and critiques support individual instruction, studio work, and a historical overview. Studio fee established yearly. 4 studio hours/6-10 hours independent work each week. 3 credits

INTRODUCTION TO COMPUTER GRAPHICS
This course provides an introduction to the computer as a tool for design, illustration, and layout for print and web. Students will gain proficiency in the use of Adobe creative software (Illustrator, Photoshop, and InDesign) while also addressing basic design challenges. An understanding of design principles and processes are developed through a series of creative projects. This course will serve as a prerequisite for upper-level courses in advanced web design and advanced graphic design. 3 credits

PHOTOGRAPHY: ANALOG MEDIA
Students will learn to use their own 35mm manually operated SLR camera, process black and white film, and use the enlarger to make their own custom prints. Emphasis will be on exploring the potential of the photograph as an expressive interpretive medium. A 35mm camera that can be manually operated with separate controls for aperture and shutter speed is required. Students will be responsible for some of their own film and paper. Studio fee established yearly. 4 studio hours/6-10 hours independent work. 3 credits

DOCUMENTARY PHOTOGRAPHY
Documentary Photography is a studio fine art and communications course that will be a hands-on course making documentary projects that utilize either digital or analog photography. There will be no pre-requisites. The course will explore the "personal narrative" and the "public document" sides of the storytelling photographic process. Students will have assignments ranging from diary/journal exploration of their private lives as well as photo journalistic documentary where the image captions are integrated into the story possibilities. The public documentary storytelling aspect of the course will take advantage of the richly textured reality that surrounds the GSC community geographically, and culturally. Students will work on both group collective projects as well as individual stories that encourage them to encounter the larger regional community. 3 credits

STONE AND WOOD CARVING
This course will introduce all the techniques and tools necessary for basic stone carving. Student will choose a marble block to carve, and will design their own form. Harmonious integration of materials will be incorporated. Instruction will include an introduction to geology and properties of carving stone, drilling and splitting stone, roughing out of forms using pitchfork tools and point chisels, refining the form using tooth and flat chisels, texturing and polishing. The course is conducted at the Carving Studio and Sculpture Center (CSSC) in West Rutland, VT. Use of all CSSC tools and equipment, and a moderate amount of marble are included in the studio fee for the course. Studio fee established yearly. 4 studio hours/6-10 hours independent work. 3 credits

ASIAN ART
The course represents an overview, across the ages, of how various oriental religions and cultures transformed their artistic impulses into distinctive forms of aesthetic expression. The course will explore not only painting, but also sculpture, architecture, and everyday (antique) objects. Historical, sociological, and
anthropological insights will be applied to interpret common and divergent styles of art. Prerequisites: at least one course in Sociology/Anthropology, Art, or Asian Studies, or permission of the instructor. 3 credits

**Seminars and critiques will be important evaluative tools and used to help cultivate a vocabulary for analyzing and understanding art. Note: This course may be taken more than once under different sub-headings. 4 studio hours. 3 credits**

**Studio Seminar in Painting**  
**ART 3027**  
Courses under this heading include all levels of painting and specialized painting courses beyond Introduction to Painting. Painting at the intermediate and advanced levels will develop the student’s understanding of the visual language of painting as well as a sense of their own individuality as expressed in their art. Advanced students will work closely with the instructor to develop an individualized program of study. Seminars and critiques will bring students together to help them assess the historical context of their work and evaluate their own progress. Additionally, specialized courses under this heading may include traditional and alternative methods such as Watercolor, Egg Tempera, Encaustic, Fresco, Synthetic Painting Media, and Airbrush. Prerequisite: ART 2021 Introduction to Painting or permission of the instructor. Note: This course may be taken more than once under different sub-headings. Studio fee established yearly. 4 studio hours/6-10 hours independent work each week. 3 credits

**Art & Activism**  
**ART/SLA 3031**  
Throughout history people have created art to explore human existence and our place in the world. It is an unparalleled means for communicating powerful ideas and emotions. More specifically, art is a powerful agent for change; this course will explore art and how it has been used historically, and is used today, to express a range of activist concepts. We will explore the intersection of art with political, social and environmental issues through reading writing and talking about art and artists working in these areas. In conjunction with these activities, hand-on studio work is also a part of this course. Through individual and group projects you will learn to to use modes of artistic expression to convey ideas you feel strongly about, so that you too, can be a powerful agent for change. 3 credits

**Studio Seminar in Photography**  
**ART 3061**  
Studio Seminar in Photography offers the student who has a basic understanding of photography the opportunity to take courses in specialized technical areas of interest such as digital photography, specialized darkroom techniques, large format photography, figure/portrait photography and studio lighting. Courses under this heading include all levels of photography beyond Analog Photography. Prerequisite: ART 2061: Photography: Analog Media or permission of the instructor. Note: This course may be taken more than once under different sub-headings. 4 studio hours/6-10 hours independent work each week. 3 credits

**Seminar in Teaching for Studio Arts**  
**ART 3072**  
In order to prepare for the business of teaching classroom art, the prospective teacher will examine humanities and liberal arts as they relate to curricular design that guides the student artist's development into a teaching artist. Students will explore concepts using a seminar format to define the goals and responsibilities of “student as teacher.” Concepts and exercises will be team-driven and focused toward increased awareness of the differences between successful strategies specific to instruction of students of varying age levels. Prerequisites: Completion of Third Semester Portfolio Review, ART 1015 Foundations in Studio Art, EDU1062 Teacher as Decision Maker, and EDU 2000 Early Field Experience or permission of instructor. 1 credit

**Studio Seminar in 2D Studies**  
**ART 3110**  
Studio Seminar in 2-D Studies includes all levels of work with 2-D art-making processes beyond Introduction to Drawing and Figure Drawing. A variety of topics will be addressed under this heading. Drawing courses will emphasize intermediate and advanced work in areas such as figure study, conceptual drawing, observational drawing, and experimental techniques. Beyond drawing additional media areas including printmaking, illustration, and design will be addressed. Students in this course will learn to use visual elements in a 2-D format to communicate their unique ideas in aesthetically interesting and creative ways. Advanced students will work closely with the instructor to develop an individualized program of study. 3 credits

**Studio Seminar in 3D Studies**  
**ART 3120**  
Studio Seminar in 3-D Studies includes all levels of work with 3-D art making processes besides Stone Carving. Courses in this area may address a particular material or subject area or both. Courses in specific media areas may address environmental sculpture, figure sculpture, portrait sculpture, mixed media sculpture, 3-D design, product design, landscape design, and further areas related to the creation of three dimensional art. Students in this course will learn to use three-dimensional design principles and media-specific techniques to create aesthetically interesting art that communicates their unique ideas. Advanced students will work closely with the instructor to develop an individualized program of study. Seminars and critiques will be important evaluative tools, and used to help cultivate a vocabulary for analyzing and understanding art. Note: This course may be taken more than once under different sub-headings. 4 studio hours. 3 credits

**Studio Seminar in Ceramics**  
**ART 3130**  
Courses under this heading include all levels of ceramics and specialized ceramics courses beyond Ceramics I. Intermediate and advanced work in clay may cover techniques including wheel throwing, hand building, mold making, glaze formulation and specialized firing techniques such as low-fire, high fire, pit and raku firings. In all areas of study, technique will be taught in conjunction with concept to foster the creation of work that conveys each student’s personal voice. Class and individual critiques will serve as important evaluative and self-reflective tools to students in these courses as they cultivate their ability to verbally analyze their work as that of their peers. Prerequisite: ART 2037 Ceramics I. Note: This course may be taken more than once under different sub-headings. 4 studio hours. 3 credits

**Internship**  
**ART 4013**  
The art department internship is a requirement for the B.F.A. degree. The Internship is an off-campus activity involving either the development of an independent body of studio work or a practical on-the-job work experience in a selected area of concentration. Commitment includes a negotiated number of hours per week and regular evaluation by a department internship advisor. Students should see their advisor at least two months in advance to receive approval to undertake the internship. The internship can be undertaken after the completion of the junior year unless otherwise arranged and requires that a contract be agreed to by the student, the faculty internship advisor, and the off-campus supervisor. If the student elects to do the internship outside of the normal semester calendar then the fees for the internship will be based upon the per credit rate in effect during that academic year. Prerequisite: Junior or Senior standing, a 2.0 minimum overall grade point average, and a 2.5 grade point average in the major. 240 hours 360 hours 6 credits 9 credits

**Senior Exhibition/Presentation & Portfolio**  
**ART 4015/4016/4017**  
This course prepares students to further their careers as working artists upon completion of their studies at GMC. Focus will be placed on the business aspects of a career as a practicing artist through the exploration of topics including:  
- **Graduate School** research and applications, photographic documentation of artwork, marketing, career opportunities, the gallery system, grant applications, taxes, contracts, and copyright. A major component of the course is the required senior exhibition/presentation.  
  During this phase of the course students will select from work completed during their study at Green Mountain College, then organize and display a refined body of work to the public in a professional manner. They will also be required to document their work photographically and prepare a portfolio, resume, cover letter and artist statement Students are also required to give a professional lecture/presentation about their work. Prerequisite: Senior standing, a 2.0 minimum overall GPA, and a 2.75 GPA in the major.
2 hour seminar each week (fall) and minimum 60 hours  
Senior Show preparation 3 credits  
Students who are scheduling their senior exhibition for spring semester will take:  
Senior Exhibition/Presentation & Portfolio as ART 4016 in the fall 3 credits  
OR  
Senior Exhibition/Presentation & Portfolio as ART 4017 in the spring 3 credits

### Art History (ART)

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Art History I: Paleolithic through Romanesque</strong></td>
<td>3 credits</td>
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<tr>
<td>ART 2001 A survey of world architecture, sculpture, painting and applied arts from Paleolithic through Romanesque. The course will address the major artistic achievements of early world civilizations as it explores the cultural values and beliefs in historic contexts.</td>
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<tr>
<td><strong>Art History II: Gothic through Dada</strong></td>
<td>3 credits</td>
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<tr>
<td>ART 2002 A survey of world architecture, sculpture, painting and applied arts from Gothic through Dada and into the 20th century. The course will address the major artistic achievements within individual cultures as it continues survey of historic contexts.</td>
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<tr>
<td><strong>Special Topics in History &amp; Theory</strong></td>
<td>3 credits</td>
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<tr>
<td>ART 4005 Special topic courses in History and Theory will afford students an opportunity to explore content areas outside traditional survey limits. Presentation may focus on areas such as Issues in Contemporary Art, Art and Women Artists, Art in Public Places, Nature in Art. Students may take this course more than once when a different subtitle is used. Prerequisites: ART 2001 Art History I or ART 2002 Art History II or permission of instructor. 3 class hours.</td>
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### Biology (BIO)

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>First Year Seminar</strong> BIO 1000 The first year seminar is a reading seminar that is offered each fall. Texts and topics change each year. All freshmen interested in the biology major should enroll in this course. 1 class hour.</td>
<td>1 credit</td>
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<tr>
<td><strong>Introduction to Native Plant Nursery</strong> BIO 1008 Course will focus on local ecology and restoration. Skills to be gained are: seed collection/stratification, species identification, fertilizing, over-wintering, site identification.</td>
<td>1 credit</td>
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<tr>
<td><strong>Biology I: Ecology</strong> BIO 1031 Ecology is the scientific study of the biotic and abiotic factors that determine the abundance, distribution, and function of species. During this course we will explore ecology at four fundamental levels of organization: organisms, populations, communities and ecosystems. You will learn how a change in the structure of an ecological community can impact species and ecological services that we depend on but often take for granted. During laboratories you will develop your skills of observation and analysis in a variety of ecosystems, learn how to collect and analyze ecological data in the field and lab, and communicate your findings in an oral scientific meeting format and in a scientific paper.</td>
<td>4 credits</td>
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<tr>
<td><strong>Biology II: Machinery of Life</strong> BIO 1035 This course travels through history, from the discovery of cells to the current age of genomics and proteomics, highlighting major discoveries while learning about diseases and disorders that have ravaged mankind. Pressure to search for the molecular basis of disease has taught us much of what we know about how “normal” cells work. We explore prevailing diseases and genetic disorders, as well as look at emerging health issues as they relate to environmental toxins and the industrialized fast-food diet. Topics include biochemistry, cell structure, cell interactions, physiology, genetics, anatomy, morphology, reproduction, and development. Students conduct original research in lab. This is a spring semester introductory biology course. 3 class hours/2 laboratory hours.</td>
<td>4 credits</td>
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<tr>
<td><strong>Sophomore Seminar</strong> BIO 2005 The sophomore seminar is an annual reading seminar. Students are responsible for discussion facilitation and critical reading assessments. Prerequisite: BIO 1000 First Year Seminar or permission of instructor. 1 class hour.</td>
<td>1 credit</td>
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<tr>
<td><strong>Biology III: Biodiversity</strong> BIO 2014 Life is remarkably uniform in basic cellular processes, but amazingly diverse in its variations on basic structure and function. In Biodiversity we explore Earth’s diverse species, their origins, their form and function, and their evolutionary basis. “Nothing in biology makes sense except in the light of evolution.” With these words, Theodosius Dobzhansky reveals the central place of evolution in the study of biology. What do we know about the great spread of biodiversity on earth, its origins, and how it is changing now? Can speciation possibly keep pace with extinction in the Anthropocene? What are the fundamentals of evolutionary theory and how have we added to these in a molecular and computer age? The course will introduce students to field, laboratory, and analytical methods used to study evolution and categorize biodiversity, and will survey the evolutionary history of life through representatives of major taxa.</td>
<td>4 credits</td>
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<tr>
<td><strong>Biology IV: Cell Biology</strong> BIO 2015 The principal goals of the class are to provide a historical context for present day understanding of cellular systems, while using classical experimentation to explore experimental design and data analysis. Content will include how energy is stored and used by cells, the three dimensional structure of proteins, the relationship between structure and function in proteins, and universal cell functions, specifically DNA replication, transcription and translation. In the laboratory, students will learn basic techniques commonly used in scientific laboratories including: proper use of micro pipettes, microcentrifuges, preparation of stock and working solutions/buffers, generation and use of standard curves, PCR and SDS-PAGE analysis. Student projects will include creation of a 3D protein model. Prerequisite: BIO 1035 Biology II: Machinery of Life and CHE 1021 General Chemistry I.</td>
<td>4 credits</td>
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<tr>
<td><strong>Field Biology</strong> BIO 2021 This course provides an opportunity to collect biological data in a variety of ecosystems in the northeast and apply field research methods. Emphasis will be on observation, species identification, field notes, sampling methods observational and experimental study design, mapping, data analysis, and scientific writing. Weekend field trips and overnight camping are required. 2 class hours/4 laboratory hours.</td>
<td>3 credits</td>
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<tr>
<td><strong>Human Anatomy</strong> BIO 2023 Human Anatomy is the study of anatomical features that make us uniquely human, as well as those connecting us to all other animal species. This course will employ the regional approach utilized in a traditional medical school environment; we will explore the interrelation of systems from the cellular to organism level through understanding the morphology. Laboratory work will involve dissection of the cat in addition to study of histological and skeletal specimens. Prerequisites: Any 1000-level biology course with lab.</td>
<td>4 credits</td>
</tr>
<tr>
<td><strong>Animal Behavior</strong> BIO/ANS 2073 An ethological approach to the study of animals, this course includes an examination of the physiological, developmental, and evolutionary bases of behavior. Topics include sensation, motivation, learning, instinct, communication, social behavior in an evolutionary context.</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Junior Seminar</strong> BIO 3005 In this course, students will actively reflect upon their own educational experience, identify gaps in personal knowledge and skill areas, create plans for addressing</td>
<td></td>
</tr>
</tbody>
</table>
these gaps prior to graduation, and explore career options. The latter will include building a resume, investigating the type of careers available to biology majors, choosing graduate schools they wish to apply for and understanding what they will need to do for successful applications. Students are required to compile their own professional electronic portfolios. Student self-assessments will be used by the biology faculty when conducting the Junior Year Review. Prerequisite: Junior standing. 1 class hour. 1 credit

Special Topics BIO 3011
Selected topics in biology presented on a one-time or occasional basis. Credit varies depending upon topic and instructor.

Topics in Organismal Biology BIO 3012
This course is an in-depth exploration of organismal biology from taxonomic, evolutionary, and ecological perspectives. The credits are repeatable under different topics, which include Ichthyology, Ornithology, Entomology, and Mammalogy. Each of these is offered on approximately a 3-year rotation subject to demand. The general course structure will include a study of the classification, systematics, evolutionary history, life histories, behavior, and ecology of the taxon in question with particular emphasis on species of the northeast. Laboratory includes in-residence work and extended field trips that focus on field identification and sampling/study techniques. Prerequisite: BIO 1031 Biology I: Ecology 4 credits

Botany BIO 3013
An introduction to plant biology, including taxonomy, the role of plants in ecosystems, and the cultivation and use of plants by people. In the field, students collect and identify local flora. Lab and garden exercises emphasize plant morphology and evolution, plant ecology, plant collections, and horticultural methods. Prerequisite: BIO 2014 Biology III: Biodiversity. 3 class hours/2 laboratory hours. 4 credits

Genetics of Human Behavior BIO/PSY 3018
Explore the fascinating genetics behind human behavior. What is the role of our genetic make-up in how we behave and interact with others? Studies in twins separated at birth and many animal models described in the primary literature will be evaluated to answer these questions. Nature and nurture will be examined since both genetic and environmental influences must be considered in behavioral analyses. Functional neuro-anatomy and topics in human neuro-psychology will be introduced throughout the course as we explore the genes involved in human behavior. 3 credits

Genetics BIO 3019
This upper division course explores the transmission of genes from one generation to the next, the nature of mutations, gene function and regulation, and the genetics of populations. There will be a strong emphasis on models of human disease. Students will be required to present a final seminar on a genetic disorder and review the primary literature in a chosen area of interest. The laboratory will stress sterile technique and introduce students to standard technologies, such as DNA isolation and PCR. Prerequisites: BIO 2015 Biology IV: Cell Biology. 3 class hours. 3 credits

Conservation Biology BIO 3021
Explores how ecological knowledge can be brought to bear to protect diverse ecosystems, maintain viable populations of native species, and perpetuate ecological and evolutionary processes. Students will investigate scientific uncertainty and research priorities. Case studies will be used to investigate how to predict the effects of habitat fragmentation, resource depletion and pollution, habitat loss, and other human effects. Biology will be applied to ecosystem management, landscape design, and regional conservation planning. Prerequisites: BIO 1031 Biology I: Ecology or BIO 2015 Biology IV: Cell Biology. Writing Intensive 3 class hours. 3 credits

Advanced Topics in Ecology BIO 3025
This course provides an in-depth investigation of subdisciplines within ecology. The topics vary, examples include Marine Ecology, Plant Ecology and Aquatic Ecology. Students will investigate the interaction of organisms and their environment at multiple spatial scales including organismal, population, community, ecosystem and landscape ecology. The emphasis will be on both theoretical concepts and applied issues, including management, conservation and restoration. Reading will come from the primary and secondary literature. Prerequisites: BIO 2014 Biology III: Biodiversity. CHE 1021 is highly recommended, especially for aquatic and marine ecology. 3-4 credits

Forest Ecology and Management BIO 3027
An ecological approach to understanding forest structure and function and the effects of management activities on forest ecosystems. The course examines how forests are observed and measured, and how forest data can be used by the scientist or forester or independent land manager to make land use sustainable. Emphasis will be on both theoretical concepts and their applications in management situations. Prerequisite: BIO 2014 Biology III: Biodiversity. 3 class hours. 3 credits

Soil Ecology BIO/SFS 3031
During this course we explore the how some of the smallest organisms, hidden away in the tiniest cracks and crevices of the earth, play such a central role in many ecosystem processes of importance to humanity. A large portion of the course is dedicated to the study of soil microbes (including bacteria, archaea, fungi, protozoa and viruses) and ecosystem functions they perform. For example, you will learn how soil microbes contribute to the natural fertility of organic farms and how they impact the global climate by sequestering and releasing greenhouse gases. In addition, we will study interactions between microbes and mesofauna and macrofauna including nematodes, microarthropods and earthworms. You will gain hands-on field experience collecting soil samples, analyzing their physical and biological properties and learning how microbial communities are studied using molecular biological techniques. You will learn how to analyze and critically evaluate papers from the peer-reviewed literature and popular media. 3 credits

Research in Biology BIO 3053
This course gives all research students a formal time and a place to organize the work that must be done in a given semester, as well as support for learning what they need to learn in order to do their research. The course is carried out at multiple levels, as there will be a combination of new students just beginning research and students who are carrying out their own independent projects. Thus, there are three tracks possible within this course. Students may carry out a developed project, develop a proposal and protocols for research to be done in a future semester, or develop field and lab skills and explore possible future research areas. Typically students carrying out a developed project will also be signed up for 2 credits of independent research with their faculty advisor. Students who are new to biology or to research may spend time in lab or field settings developing their skills and exploring potential projects. This usually is best done by connecting to an up and running project (either with a faculty member or another student who needs help), reading primary literature around that project, and developing the lab or field skills with an eye toward developing a research proposal in a following semester. Students will each be expected to identify the track they want to pursue and develop a work plan for the semester. 1 credit

Biological Field Trip BIO 3072
A study of the ecology of a region during an extended period of time in the field, focusing on comparisons of natural history, plant and animal adaptations, ecology, and conservation biology in a variety of ecosystems. Methods emphasize field observation, rapid assessment of ecosystems, and individual observational research by each student. Destinations, duration, and credit will vary. Prerequisite: BIO 2014 Biology III: Biodiversity.
- 4-day field trip with 5 class hours 1 credit
- 9-day field trip with 14 class hours 3 credits
- 3-week field trip with 14 class hours 6 credits

Senior Seminar BIO 4001
In this seminar course students will be expected to apply the theory and knowledge from other courses in the sciences to an area of interest within biology. The course
will be structured like a graduate seminar course and consist of an exploration or primary literature within one area of biology. When possible, speakers will be brought to campus and students may travel to hear scientists present their research. Prerequisite: Senior standing. 1 class hour. 1 credit

**Evolution** BIO 4003
This course brings together prevailing knowledge, ideas, and controversies about and within the field of evolutionary biology. It is an in-depth examination of topics to which many biology students will have been introduced, but have not explored. These include historical and philosophical issues, origin and early development of life, general features in evolution of major life forms, use of systematics and the influence of molecular tools, the range of mechanisms thought to underlie evolutionary change, and current findings in human evolution. The laboratory will be focused around a population genetic problem for which the class will gather and analyze molecular data, with the goal of producing a publishable scientific study. Prerequisites: BIO 1031 Biology I: Ecology or BIO 2014 Biology III: Biodiversity. 4 credits

**Microbiology** BIO 4008
The goal of microbiology is to gain an appreciation for the ubiquity and importance of microbes on earth and in human society. During this class we will discuss of history of microbiology, the structure and function of the prokaryotic cell and the characteristics of viruses, fungi and eukaryotic microbes. Emphasis will be placed on the metabolism, growth, behavior, pathogenesis and genetics of prokaryotic microbes (bacteria and archaea). We will consider some of the many ways in which microbes impact human health and environmental quality. Prerequisites: Any two laboratory courses with a BIO or CHE prefix. 4 credits

**Biochemistry** BIO/CHE 4015
This upper division course will greatly enhance detailed understanding of important biological pathways and concepts introduced in general biology and chemistry. Topics will include signal transduction, enzyme structure and function, metabolism and bioenergetics, electron protein structure and function. Students will become proficient with techniques routinely employed in biological research laboratories. Students also enroll in BIO 4016 Microarray, which will constitute a portion of the laboratory component of this course. Prerequisites: either BIO 1035 Disease and Disorder or BIO 1036 Solar Powered Life, CHE 1022 General Chemistry II, C or better in BIO 2015 Cell Biology. 3 class hours.

**Microarray** BIO/CHE 4016
This laboratory accompanies BIO 4015 and should be taken concomitantly with Biochemistry. In this course, students will use yeast as a model system to explore how gene expression is changed after exposure to a common environmental contaminant. Students will learn a variety of standard as well as advanced laboratory techniques. Weekly lectures will complement the hands-on laboratory portion to effectively couple theory with practice. Students will be taken through basic microarray data analysis procedures to generate lists of genes, which are up or down regulated in response to the environmental contaminant. GMC student-derived data will be added to the statewide database compiling these findings. Prerequisite: BIO 2015 Cell Biology or permission of instructor. 4 hour laboratories meet seven times. 1 credit

**Bioinformatics** BIO 4017
The ability to manipulate organisms genetically has been revolutionized in the last ten years. Biological information produced by this revolution is represented in many forms: sequence data, structural data, and functional data. These data can often be accessed and interpreted only with the help of computers. Data Mining is now an established tool for predicting structure and understanding function in genomics and proteomics. It is becoming impossible for molecular biologists and biochemists to do research without the aid of computer based tools. The advent of computational biology also offers new course is an introduction to the concepts, and the principal databases of bioinformatics and structural biology/chemistry. This course should enable students to access and analyze sequence and structure data, create and edit images of molecules, and present results in several formats. Prerequisite: BIO 2015 Cell Biology. 1 credit

**Proteomics** BIO 4019
The goal of the Proteomics course is to expose undergraduates to proteomics technology using hands-on laboratory experiences. Students will learn about this cutting edge technology and gain new skills that we believe will help them with their future scientific careers. In this course, students will learn how protein expression in yeast is changed after exposure to oxidative stress or an environmental toxin. Total protein is then harvested and prepared for 2D gel analysis. Proteins with differential expression will be isolated from the 2D gel and prepared for Mass Spectrometry at the UVM Proteomics Core Facility. The data is processed and students will examine their results and use bioinformatics tools to further understand the biological implications of the results. Prerequisite: BIO 2015 Cell Biology. 1 credit

**Research in Biology** BIO 4053
This course allows advanced students to carry out independent research under the guidance of a biology faculty member. Prerequisite: Completion of core classes and junior standing. 1-4 credits

**Honors Thesis in Biology** BIO 4099
This course involves individualized research under the guidance of a member of the Biology faculty, the honors advisor. The student with his/her honors advisor will decide upon the particular goal of the research. To be eligible, a student must have been invited into departmental honors and produced a research proposal that is accepted by the department in the semester prior to beginning the thesis research. The student will produce an honors thesis that will be defended in a public presentation. Prerequisite: A successful petition for honors in biology. 3 credits

**Teaching Practicum in Biology** BIO 4093
The teaching practicum is intended to give the student experience in the array of skills required to teach a course. The student attends and participates in a course, does supervised course instruction, holds review sessions and develops a formal teaching portfolio. Together with the course instructor the student learns and practices teaching skills. Prerequisite: Junior standing, GPA of 3.5 in Biology, 3.0 overall. 3 credits

**Business (BUS)**

**Business Trends & Your Professional Success** BUS 1000
In this course students learn the importance of self-efficacy to achieve personal and professional success. While self-management skills examined in the course support success in college, the emphasis is on learning how these skills relate to the achievement of professional success in today’s global economy. Students practice these skills while learning about today’s business trends –and how to leverage trends to support career success. As part of the course students complete a self-efficacy assessment as well as prepare professional development plans that guide their coursework throughout the program. Online only. 3 credits

**Managing for Sustainability** BUS 1073
This course examines the nature of contemporary business. Students are introduced to foundational concepts of management, leadership, marketing, accounting, finance, operations, and human resources, among others. Through a combination of case studies, readings, guest speakers, and projects, students will learn about key business functions, governance, ethics, and sustainability as sources of competitive advantage. 3 credits

**Sustainable Marketing** BUS 1125
Market performance proves that organizations that understand and apply customer-centric marketing are more likely to achieve long-term success. This interactive course provides students with an overview of the marketing process and its principles including environmental scanning and market research, branding, product development, pricing, distribution, and promotion. Sustainable marketing concepts and real life case studies will be emphasized. 3 credits
Accounting: A Multiple Stakeholder Approach  BUS 2001
This course introduces students to the principles, concepts, and applications of financial and managerial accounting. The first part of the course introduces accounting concepts and focuses on how external users of financial, social, and environmental information interpret reports when evaluating an organization. The second part of the course examines the main concepts underpinning managerial accounting. Topics include the balanced scorecard and other new measures of performance, financial statements, costing and budgeting.
3 credits

Managerial Accounting: Impact on Decision Makers  BUS 2002
This course examines the principles, concepts, applications and processes of managerial accounting. The focus is on effective use of accounting tools and information to plan, coordinate, and control the activities of an organization. Using case studies, readings, interactive learning tools, and videos, students explore cost behavior, product costing, business overhead costs, and budgeting, among other managerial accounting topics. Prerequisite: BUS 2001 Financial and Managerial Accounting or BUS 2500 Financial Accounting: Impact on Stakeholders. 
3 credits

Entrepreneurship: New Venture Creation & Entrep.  BUS 2045
Entrepreneurship is the creation of a new venture as well as a growing trend in existing organizations both nationally and internationally. This course will explore the key drivers in the growth of entrepreneurship and the factors that contribute to entrepreneurial success and failure. Students will have the opportunity to explore these concepts through the creation of their own new venture concept and self reflection if they are willing to do what it takes to be a successful entrepreneur.
3 credits

Human Resources Management  BUS 2063
This course explores the human resource management function in a corporate setting and focuses on the development of knowledge and skills that all managers and leaders need. The course will cover such subjects as the selection process, employee motivation, talent development, employment law, labor relations, compensation, and performance management. Topics also include human resources’ role in maintaining organizational cultures that emphasize sustainability to attract, retain, and motivate employees.
3 credits

Mastering Self Leadership  BUS 3000
In this course students assess their progress toward achieving program goals, as well as toward achieving personal and professional goals documented at the start of the program. Students prepare a detailed plan to complete a professional experience related to the student’s goals. Students also develop related documents to build a portfolio in support of post graduation career plans. In this course students also explore career options and specific industries in which they are interested. Students prepare a self-assessment in which they reflect upon their educational experience, identify gaps, and create a plan for addressing these gaps prior to graduation. Prerequisites: BUS 1073 Managing for Sustainability and permission from the instructor or BUS 1000 Business Trends & Your Professional Success, BUS 3500 Management & the Values Based Firm, BUS 3520 Marketing & Brand Management, BUS 3530 Organizational Behavior: Human Capital Management, and BUS 3040 Operations Management in the Services Economy.
3 credits

Strategic Finance for Managers  BUS 3008
This course examines the principles, concepts, and applications of financial management. Concepts are illustrated with personal, business and non-profit organization decisions. Students learn the tools and techniques of finance and how to apply them. Topics include: Financing new ventures; assessing projects; managing conflicts among stakeholders; working capital management; managing lenders and investors; multiple stakeholder performance measurement; forecasting; and ethics. Prerequisite: ECO 2003 Economics: Mainstream & Alternative Perspectives and BUS 2001 Financial & Managerial Accounting.
3 credits

Operations Management in the Services Economy  BUS 3040
This course’s objective is to provide the student with an understanding of the operations management function and of the basic skills necessary to analyze and evaluate a firm’s operating performance and practices. Through a combination of case studies, readings, simulations, video and projects, students will learn how a firm’s technology, processes, relationships and management systems can enable it to serve more effectively its markets in an environmentally and socially responsible manner. Prerequisite: BUS 1073 Managing for Sustainability or BUS 3500 Management & The Values-Based Firm. 
3 credits

Business Law: The Ethical & Legal Environment of Organizations  BUS 3050
This course introduces students to the ethical and legal environment of business and nonprofit organizations. Using readings, video case studies, and simulations, students learn how laws have a real-world impact on how organizations can operate successfully. Topics include business ethics and social responsibility, alternative dispute resolution; contracts; torts; employment law; agency law; and environmental law. Prerequisite: BUS 1073 Managing for Sustainability or BUS 3500 Management & The Values-Based Firm.
3 credits

The Transformational Leader  BUS 3060
This course provides students with management and leadership skills and knowledge that are critically important to achieve organizational goals. Students assess their leadership style and preferences throughout the course and design an individualized leadership development plan based on professional and personal goals. Starting with the basic management functions of planning, organizing, and control, students learn foundational concepts of leadership and how to apply them. Prerequisite: BUS 3000 Mastering Self Leadership.
3 credits

Management & the Values-Based Firm  BUS 3500
This course introduces the how and why of business and management as part of our economic system. The structure and functions of business are explored, including management, manufacturing, wholesaling, retailing, marketing, finance, risk management, and human capital. Topics include the business context of sustainability, international business, and ethics. Online only. Prerequisite: BUS 1000 Business Trends & Your Professional Success.
3 credits

Communicating Effectively in the Digital Age  BUS 3510
This course develops communication skills. Emphasis is on clarity, authenticity, and creativity of language in presentations, and on the role of interpretation as a key to understanding oral and written text. Students learn to apply language theory to professional communication issues. Topics include electronic communication, communication in groups, and effective communication in conflict resolution and negotiation. Online only. Prerequisite: BUS 1000 Business Trends & Your Professional Success.
3 credits

Marketing & Brand Management  BUS 3520
In this course students learn marketing principles, policies, and management; Students examine marketing functions; price policies and controls; trade channels; merchandising; market research; and sustainability in marketing and brand management. In this course students participate in a course-long simulation to explore first-hand how marketing is integrated with other activities of the organization. Online only. Prerequisite: BUS 3500 Management & The Values-Based Firm.
3 credits

Organizational Behavior  BUS 3530
This course examines the elements of effective human resources management, including the design of systems of rewards, assessment, and professional development. Topics include the interaction of selection, placement, training, personnel evaluation, and career ladders; selecting and training for ethical action; the role of the staff manager; and the employee as valued stakeholder. Online only. Prerequisite: BUS 1000 Business Trends & Your Professional Success, BUS 3500 Management & The Values-Based Firm, BUS 3510 Communicating Effectively in the Digital Age, BUS 3520 Marketing & Brand Management, and BUS 3040 Operations Management in the Services Economy.
3 credits
Entrepreneurship: Developing New Ventures  
BUS 3545  
This course examines the steps and processes for starting a new business, and managing it from start-up stage and beyond. Students are introduced to the business planning process, including general market research; preliminary feasibility analysis; environment scanning, and SWOT analysis (strengths, weaknesses, opportunities, and threats). Students suggest general marketing strategies that address product, price, place, and promotion (the “4Ps”). Topics also include start-up management; taxation; and the framework for financial forecasting. Emphasis is on developing a summary business plan on which to build during BUS 4045 to result in a fully detailed market-ready business plan by the end of the program. Online only. Prerequisites: BUS 3000 Mastering Self Leadership.  

Special Topics in Business  
BUS 4005  
This is an advanced business reading and/or research course, which can be repeated for credit if the topic has changed.  

Management Internship  
BUS 4015  
Under the guidance of a faculty advisor who will supervise, monitor, and evaluate the internship, a student can receive up to 6 credits for an internship with a private company, non-profit organization, or a government agency.  

Values-Based Strategy & Competitive Advantage Capstone  
BUS 4022  
In this course students examine the results of the professional experience identified in BUS 3000 for the capstone project. In addition, students prepare a capstone project presentation which includes evaluation of the company's strategy and recommendations to improve sustainability and other competitive advantage drivers in the organization. Special attention is paid to the strategy implementation plan (in the case of management concentration students) or to the new business launch phase (for entrepreneurship students). During this course students also evaluate their progress in achieving the objectives in their professional development plan. Lastly, students update the plan to include post-graduate plans. In this course students integrate knowledge gained in other program courses to develop effective organizational strategy. This course provides students with an opportunity to synthesize business functional content to develop integrated business strategy, by analyzing, synthesizing, and evaluating case study situations. In addition, students will learn to discuss and justify strategic plan recommendations and assumptions, as well to prioritize goals and determine the feasibility of achieving those goals. Lastly, students evaluate the field experience in an off-campus organization that was planned in the junior seminar. Prerequisites: BUS 3000 Mastering Self Leadership and one of the following: BUS 4040 The New Strategic Manager, BUS 4045 Advanced Entrepreneurship: Launching & Growing New Ventures, or signed Field Work Completion Form and Permission of instructor.  

The New Strategic Manager  
BUS 4040  
This course presents tools, concepts, and perspectives for analyzing competitive strategies and decisions, and developing and managing strategies for sustainable competitive advantage. The course focus is management of the overall direction of an organization rather than individual functions, such as finance or marketing. Topics include analysis of the external environment and of internal organizational capabilities. Emphasis will be placed on comparing and contrasting "traditional" competitive strategies based on shareholder returns with strategies for sustainability based on stakeholder interests. Prerequisite: BUS 3000 Mastering Self Leadership.  

Advanced Entrepreneurship: Launching & Growing New Ventures  
BUS 4045  
Launching New Ventures prepares students to start new initiatives—focusing on the process and activities required before a new venture can launch, including market research, business plan preparation, and financing, among others. This advanced course uses real-world case studies to examine the process of recognizing an opportunity; testing a business concept; and implementing a ready-for-market business plan. Prerequisites: BUS 2001 Accounting: A Multiple Stakeholder Approach, and BUS 2045 Entrepreneurship: New Venture Creation & Entrepreneurship, or BUS 2500 Financial Accounting: Impact on Stakeholders and BUS 3545 Entrepreneurship: Developing New Ventures.  

Calhoun Learning Center (CLC)  

Foundations  
CLC 0990  
The Foundations experience is a ten-week intensive program that meets once a week for one hour as part of the student's conditional admissions status. This program supports the transition of new students as they enter Green Mountain College by introducing them to the academic culture of the college and by developing college-level study and critical thinking skills. In addition, this program is designed to build a support system at the college with both other students and program personnel. During this course, students will work through three modules: Designing Your College Experience, Laying the Groundwork for Academic Writing and Building a Final Project. This course will not count toward any degree requirement including elective credit.  

Beginning College Mathematics  
CLC 0999  
This course is designed to prepare students for SLA 1104 Enhanced Quantitative Analysis. It provides a basic review of operations with whole numbers, decimals, and fractions as well as algebraic expressions and operations with polynomials. Students will also learn to work with ratios and proportions, linear and multiplicative models, and simple polynomials. This class is graded on a pass/no pass basis. Credits for this course do not count toward GMC graduation requirements.  

Chemistry (CHE)  

General Chemistry I  
CHE 1021  
This course is an introduction to the basic concepts of chemistry and emphasizes the use of basic principles to understand the complexities of the natural and biological world. Topics include atoms, molecules, chemical stoichiometry, kinetic and molecular theory, gas laws, electronic structure of the atom, polarity, ionic, covalent, and intermolecular bonding, the states of matter, acids and bases, solutions, and energy. Laboratories focus on environmental topics and emphasize providing students with skills for performing water analysis. 3 class hours/4 laboratory hours alternate weeks.  

General Chemistry II  
CHE 1022  
This course expands on and enhances the topics covered in CHE 1021 primarily by integrating mathematical principles. Topics include advanced treatment of solutions, energy, redox, equilibrium, acids, bases and buffers, nuclear chemistry, kinetics and thermodynamics. Laboratories are designed to reinforce classroom topics and to apply methods of chemical analysis. Prerequisite: CHE 1021 General Chemistry I. 3 class hours/4 laboratory hours alternate weeks.  

Organic Chemistry I  
CHE 2021  
Organic chemistry investigates fundamental concepts of organic molecules including structure, nomenclature, energy relationships, reaction mechanisms, polymers, aromaticity, and spectroscopy. It emphasizes oral and written communication, critical thinking investigation of real-world biological scenarios. The laboratory promotes the understanding of organic chemistry through the investigation of methods of extraction, purification, and synthesis. All students participate in a community service project. Prerequisite: CHE 1021 General Chemistry I. 3 class hours/4 laboratory hours alternate weeks.  

Organic Chemistry II  
CHE 2022  
This course introduces advanced concepts of organic chemistry while emphasizing problem solving and reasoning skills. Topics include investigation of a variety
of organic compounds, advanced reaction mechanisms, aroma
ticity, free radical reactions, polymers, kinetics, energy changes and the
chemical basis for biological transformations of fats, carbohydrates and
proteins. This class highlights the use
of higher order thinking skills to interpret and analyze chemical situations.
The laboratory emphasizes Green Chemistry synthesis. All students participate in a
community service project. Prerequisite: CHE 2021 Organic Chemistry I. 3 class
hours/4 laboratory hours alternate weeks. 4 credits

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<th>Course Description</th>
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<tr>
<td><strong>Advanced Environmental Chemistry</strong> CHE 3005</td>
<td>3 credits</td>
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| This course investigates the natural chemistry of the
  environment, the interactions of man-made chemicals with the
  environment, and the processes used to lessen the adverse effects of wastes and
  byproducts. The course seeks to establish an understanding of the relationships
  between basic chemical principles and complex natural systems including air, water,
  watersheds, soils and living organisms. Using this foundation the course then
  examines the effects of anthropogenic sources of pollution and current methods of
  pollutant amelioration. Prerequisites: CHE 1021 General Chemistry I and CHE 2021
  Organic Chemistry I. 3 credits |

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<tr>
<td><strong>Special Topics in Chemistry</strong> CHE 3012/4012</td>
<td>1-4 credits</td>
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| Special topics in chemistry include the chemistry of
  energy, advanced environmental chemistry, green chemistry,
  and analytical chemistry. Credit and
  prerequisites vary depending on topic and instructor. |

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<tr>
<td><strong>Research in Chemistry I</strong> CHE 3053</td>
<td>1-3 credits</td>
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| This course provides an introduction to research design,
  measurement, and analysis and provides a one on one
  opportunity for students to work with a faculty mentor on
  a research project. |

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<tr>
<td><strong>Biochemistry</strong> CHE/ BIO 4015</td>
<td>3 credits</td>
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| This upper division course will greatly enhance detailed
  understanding of important biological pathways and concepts introduced in
  general biology and chemistry. Topics will include signal transduction, enzyme
  function and function, metabolism and
  bioenergetics, electron protein structure and function. Students will become proficient
  with techniques routinely employed in biological research laboratories. Students
  also enroll in BIO 4016 Microarray, which will constitute a portion of the laboratory
  component of this course. Prerequisites: BIO 2015 Biology IV: Cell Biology, CHE 1021
  General Chemistry I and CHE 2021 Organic Chemistry I. 3 credits |

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<tr>
<td><strong>Research in Chemistry II</strong> CHE 4053</td>
<td>1-3 credits</td>
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</table>
| Along with a faculty mentor, students investigate a research topic at an advanced
  level. Prerequisites: CHE 1021 General Chemistry I and either CHE 1022 General
  Chemistry I or CHE 2021 Organic Chemistry I. 1-3 credits |

### Communication Studies (COM)

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<th>Course Description</th>
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<tr>
<td><strong>Introduction to Media and the Information Society</strong> COM 1011</td>
<td>3 credits</td>
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| This course introduces institutions, practices, and relationships among media, as
  well as social trends influenced by technology in the information society. Students
  examine media within information and entertainment contexts, exploring
  dimensions of media production, content, audience, and effects. The course explores
  the history of media in the context of current issues faced by producers of print,
  broadcast, and online media. |

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<th>Course Description</th>
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<tr>
<td><strong>Introduction to Documentary Studies</strong> COM 1030</td>
<td>3 credits</td>
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| This is a hands on class in which you will create documentary projects in photographs
  and film and also study documentary practices beginning with the mid 19th century
  invention of photography and 20th century arrival of cinema. Through discussions,
  still image and moving image presentations, and written response work we will
  explore perspectives on documentation of the Civil War, 19th century Native
  American cultures, as well as contemporary documentary practice of urban immigrant
  communities, poverty, child labor, the environment, social activism and global conflict. |

The class will investigate powerful masterpieces of documentary film and photographs
and also create documentary projects as mid term and final projects. 3 credits

### Speech Communication: Making a Difference through Critical Listening and Effective Public Speaking COM 1127

This course analyzes and reinforces the essential skills and techniques that will
improve verbal communication, both in active listening and effective speaking in
public. Students will learn to evaluate and critique information sources and create
effective arguments. Students will demonstrate these skills through hands-on
practice in assessing an audience, choosing appropriate speech topics, organizing,
writing and delivering several speeches, ranging from short readings, introductions
and tributes to formal, well researched, timed informative and persuasive speeches.
The readings, discussions, and speech content will center around the S.L.A. theme:
Perspectives on the Environment. 3 credits

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<tr>
<td><strong>Group Communication and Leadership</strong> COM 2010</td>
<td>3 credits</td>
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| This course is geared toward helping students acquire the knowledge, skills, and
  techniques necessary to both a member and a leader of small groups. At the
  end of the course, students should be able to understand and describe the roles
  of each member in a group setting; the fundamental attributes of leadership in
  group projects; critically reflect on their personal impact (attitudes and behaviors) on
  the flow of communication in groups; and understand the range of possibilities and
  constraints involved in group work. |

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<tr>
<td><strong>Online and Digital Design</strong> COM 2111</td>
<td>3 credits</td>
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| This course introduces students to the knowledge and skills needed to create
  and design online content for a variety of media (principally, but not limited to,
  conventional and mobile web browsers). Students will learn to give content a
  meaningful structure, create web graphics using appropriate technologies, and
  visually style and design web pages. They will learn and practice a complete design
  cycle from defining goals, to sketching and mocking-up designs, to constructing
  and testing a finished website. Throughout the course the key web standards and
  technologies will be used and discussed with an eye toward application and their place
  in the constantly evolving realm of digital network technologies. |

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<tr>
<td><strong>Writing for Media</strong> COM 2133</td>
<td>3 credits</td>
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| Students will analyze writing process and practices as they report and write for a
  variety of media and genres. Writing assignments will explore objective reporting,
  advocacy and narrative writing, and scriptwriting for a range of text, audio, and
  visual media. Coursework will explore community, regional, and issue-based topics
  as a focus for writing assignments. |

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<tr>
<td><strong>Social Media Analysis and Application</strong> COM 2155</td>
<td>3 credits</td>
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| This course is geared toward understanding and utilizing the various social media
  channels for personal, professional and community benefit. Through current
  readings and in-class activities students will understand how to operate social media
  for maximum exposure of messages and depth of information gathered from users.
  Students will gain experience using a social media dashboard to organize and
  schedule messages and messaging. |

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<tr>
<td><strong>Professional Communication</strong> COM 225</td>
<td>3 credits</td>
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</table>
| This course will explore methods of communication in professional and organizational
  settings, the communication needs of professional communities, and publication
  of professional documents and media. Case studies of organizational and civic
  communication processes will introduce key issues and techniques, including print
  and online correspondence, public presentations, and authoring public relations and
  advertising messages in the context of a communications campaign. |

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<th>Course Description</th>
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<tr>
<td><strong>Introduction to Computer Graphics</strong> COM/ ART 2055</td>
<td>3 credits</td>
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| This course provides an introduction to the computer as a tool for design,
  illustration, and layout for print and web. Students will gain proficiency in the use of
  Adobe creative software (Illustrator, Photoshop, and InDesign) while also addressing
  basic design challenges. An understanding of design principles and processes |
are developed through a series of creative projects. This course will serve as a prerequisite for upper-level courses in advanced web design and advanced graphic design.  

**Data Journalism**  
COM 2030  
Data Journalism teaches skills and techniques necessary for using statistical information effectively in information display. Obtaining, interpreting, visualizing and displaying data are essential skills for journalists in the 21st Century, especially those who cover scientific and technical subjects. Students will scrutinize techniques used in previously published projects and will also analyze data on their own, evaluating and producing tables, charts and diagrams using a variety of basic desktop software, web tools and basic scripting and programming.  

**Persuasion and Ethics in Media**  
COM 3007  
This course introduces students to the field of persuasion and its relation to the dynamics of media. Students will examine theories of persuasion, research on persuasive communication, and the formation of social and political attitudes, while engaging critical questions about the ethical responsibilities and appropriate conduct of content producers and publishers in an age of evolving media.  

**Communicating Across Differences**  
COM 3009  
This course will identify skills and strategies to help people navigate across their differences, moving from interpersonal communication to the work of facilitating agreement between factions of communities locked in adversarial stalemates. Along the way—while learning and practicing lessons from processes such as Nonviolent Communication, conflict resolution, negotiation, and systems thinking—we will become proficient at analyzing disagreements and learn to dig down through the surface of arguments to reframe controversial issues in ways that allow progress toward agreement.  

**Advanced Web Design**  
COM 3011  
Graphic and user experience design skills will be developed further for planning and publishing of websites and email templates. Students will be introduced to Adobe Dreamweaver and learn basic coding language to customize and test their own HTML website. Topics include user interface design for responsive and mobile platforms and design considerations for audience, site type and objectives. Prerequisite: COM 2055 Intro to Computer Graphics or COM 2011 Online and Digital Design.  

**Communication Workshop**  
COM 3013  
Focused study of academic texts, relevant media, or literary works will provide direction for student writing, research, or projects. A rotating focus for the Communication Workshop includes Social Media: Analysis and Application, Feature Writing, Creative Nonfiction, Documentary Media, and Science Writing, among others. Course may be repeated with a different subtitle focus.  

**Media Advocacy and Campaigns**  
COM 3020  
This course will introduce students to the theory and practice of advocacy communication in professional and grassroots settings. Students will learn to analyze and construct advocacy campaigns across evolving media formats, including textual, visual, performative and digital. Students will learn to consciously construct targeted messages for multiple audiences and distribution models. The course will utilize case studies, readings, lectures, role-play and authorship to achieve learning objectives.  

**Video and Media Production**  
COM 3021  
This course explores technical and artistic concepts relating to video production and online media authoring. Students take part in group productions in the field and digital studio environment using a variety of production equipment. The class culminates with an individual student production.  

**Video and Media Production II**  
COM 3022  
Picking up where COM 3021 left off, students will increase their knowledge of the fundamentals of video production, and expand their repertoire with more advanced topics such as multi-camera editing, audio and video synching, and chroma keying. Although post-production will primarily involve Adobe Premiere Pro, students will also learn how to use Photoshop for video, and be introduced to After Effects, an industry-standard application for creating visual effects. Students will work both as individuals and in small teams, performing a variety of crew roles throughout the production process. Satisfactory completion of COM 3021 is a prerequisite for this course.  

**Oral History: Storytelling Through Captured Voice**  
COM 3031  
This course will provide students with an introduction to oral history with emphasis given to historical research, interviewing methodologies, audio documentation and community memory. Students will identify a field research project which will engage interviews and fieldwork situations. Students will analyze the strengths and weaknesses of interviewing methods as they apply to existing oral history framework. The broader focus of the course is to introduce students to the wide array issues raised by the intersection of history, memory, audio, and life story narratives in the effort to understand and document the past.  

**Visual Communication for Marketing & Advocacy**  
COM 3055  
Students will explore and apply graphic design principles through visual problem-solving and communication. Typography, layout, and printing processes will be explored. Students will gain an understanding of the design process, from research to development in Adobe InDesign software, to presenting a final product. Projects in this course will focus on cause and advocacy marketing campaigns, and may include poster design, brochure design, editorial design and direct marketing.  

**Media Practicum**  
COM 4010  
A Media Practicum may include creative and management positions in a variety of on-campus media, but primarily the student-run publications, The Mountaineer and The Reverie. Students will work independently and with publishing teams to produce a variety of media content, including—but not limited to—print and web-based articles on topics of their choosing. Professional issues and standards will be reviewed within the instructor and the publication team. While Communication Studies majors are encouraged to participate each semester, only four credits of the Media Practicum may count toward the 41 credits of the major requirements. This practicum may be taken for 1-4 credits per semester.  

**Senior Portfolio and Presentation**  
COM 4013  
During their senior year, students will work individually with a faculty advisor to compile a multimedia portfolio of their work that aspires to professional quality. Students will choose a topic for their campaign (whether commercial, institutional, political, or grassroots) and develop a range of integrated content, including some combination of products that demonstrates their understanding and applied skills in working with text, design, sound, video, multimedia, or interactive communications. Prerequisite: Permission of instructor.  

**Communication Studies Internship**  
COM 4015  
During a Communication Studies Internship, a student will enhance skills, and develop career options through focused service with a communication professional. Under the direction of a faculty advisor, a student will arrange a period of practical experience with specific learning objectives that will add mastery to the knowledge and skills acquired in the Communication Studies major. Evaluative reports are completed by student, advisor, and off-campus supervisor. Prerequisite: Permission of instructor.  

**Seminar in Film**  
COM/ENG 4019  
This course provides students with the opportunity to study film as a medium of artistic expression and to develop tools for analyzing filmic texts as cultural artifacts. Students will be introduced to formal elements of film (narrative, mise-en-scene, cinematography, sound, editing) as well as other critical contexts such as genre, historical milieu, and directorial style. Some sections of this course may focus on a particular genre, such as film noir, the western, or the documentary.
Drama (DRA)

Playwriting Workshop  DRA 3017
Students will learn the essential skills of writing an original play by demonstrating the ability to decide on an “occasion” for the script, how to establish the use of location and setting, character development, plot (including conflict, climax and resolution), exposition, structure, dialogue, and set and costume requirements. The course will culminate in completed works by each student that will be presented in an evening of readings. Prerequisite: SLA 1031. The Audience Environment or permission of the instructor. 3 credits

Special Topics in Theater  DRA 2053/3053/4053
The various levels of this course allows advanced study of the art by providing a forum for students to examine a particular social issue as it has been dealt with in different plays or by focusing on a particular playwright or group of playwrights. Students will demonstrate an understanding and ability to analyze particular social issues through the plays’ messages. Subtitles of this course may include: “A Woman’s Place: Portrayals of Women in Theater and Film,” “Race, Ethnicity, and Gender in Theater.” The playswrights covered may include: “Modern British Writers”, “America’s Southern Voices.” *Pulitzer Prize Playwrights.* Note: DRA 3053 may be taken up to 6 credits when a different subtitle is used. Prerequisite: SLA 1500 Voices of Community or permission of the instructor. 3 credits

Performance/Production Seminars  DRA 1037/2037/3057
Specialized “hands-on” courses taught by faculty or visiting professionals in areas such as Voice and Movement, Make-up and Costume, Musical Theater, Set and Lighting Design, Improvisation, Stand Up Comedy, Creating a Solo Show, or Technical Theater. Prerequisite: DRA 1003 Acting 1 and/or Departmental Approval. Note: may be taken more than once when a different subtitle is used. 3 credits

EcoLeague (ELE)

EcoLeague Field Semester  ELE 4005
This advanced field course brings together students and faculty from each of the institutions of the EcoLeague consortium in an interdisciplinary, field-based inquiry into relationships between human and natural systems. The course will focus on issues relevant to the particular landscapes in which it is offered, which will vary from year to year. Students must apply to participate, and will be selected by a panel of faculty. Competence in writing and understanding of fundamental principles relevant to the issues covered by the course is expected. 3.4 credits

Economics (ECO)

Economics: Mainstream & Alternative Perspectives  ECO 2003
J.M. Keynes wrote that, “The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else”. In tribute to Keynes, this course gives students a foundation in the general principles of economics as a basis for informed citizenship and as preparation for intermediate level courses in economics, business, law, environmental studies, history and sociology. Topics include a brief history of our capitalist economic system, the industrial revolution, the origins of the free market “neoclassical perspective” including price determination, resource allocation, opportunity costs, supply and demand and market equilibrium. Following these topics we discuss the Keynesian Revolution and the coincident Great Depression of the 1930s which produced the fiscal and monetary policy tools associated with the study of the level and distribution of national income, the concepts of inflation, poverty and unemployment, the role of the banking system and the tendency for crisis in the free market system. Finally, we analyze labor markets, class perspectives and recent financial crises with an emphasis on public policy. 3 credits

Economics of the Environment  ECO 2023
This course provides students with a firm foundation in economic theory with
familiar with Functional Behavior Assessments and how this type of assessment can be used to support positive outcomes for exceptional children. Impact of the disability on the child, family and society will be discussed. Writing Intensive. 3 credits

Language & Literacy I  
EDU 2021
This course introduces a research to practice model for teaching literacy to elementary age children. A specific focus is placed on current scientifically-based methods of teaching literacy as identified by national and international research efforts. A heavy emphasis is placed on the importance of varying domains of phonology (phonemic awareness especially) and other crucial language systems and patterns upon which proficient reading and spelling depends. A plethora of dynamic strategies for teaching spelling, writing, reading fluency, and reading comprehension are introduced in this course. Understanding of foundational skills of the English language will support reading instruction. Students work heavily with the Common CORE standards. This course is a prerequisite for EDU 3032 Language & Literacy II. 3 credits

Secondary Education Methods I  
EDU 2031
This course focuses on specific techniques to enhance or develop reading and writing skills with multiple forms of text, and on assessment practices which allow the teacher to identify strengths and weaknesses in the material, in student skills, and in the teacher’s own practice. In addition, this course reviews learning theory and general pedagogical techniques and provides an opportunity for practice. This course also requires students to know and apply Vermont’s Grade Expectations and/or the Common Core Standards. This course is required of all Secondary Education candidates and Art Prek-12 candidates. Prerequisites: EDU 1062 Teacher as Decision-Maker, EDU 2000 Early Field Experience, or permission of the instructor. 3 credits

Human Development I: Infancy through Pre-Adolescence  
EDU/PSY 2041
An introduction to the physical, cognitive, emotional, social, and personality development of the child from the pre-natal through pre-adolescent periods with a focus on major theoretical perspectives and current research in the field. Prerequisite: PSY 1003 Intro to Psychology or permission of instructor. 3 credits

Special Topics in Education  
EDU 3001
This is an advanced readings or research seminar on issues, theories, and/or methods of Education. Topics vary and the course may be repeated for credit if the topic changes. 3 credits

Literature Across the Curriculum  
EDU 3002
Designed to introduce and explore a wide variety of children’s literature ranging from picture books to young adult selections, EDU 3002 is for prospective teachers and others interested in working with children in classroom, service learning, or place-based educational settings. The main goals of this course are to introduce students to examples of outstanding children’s and young adult literature, explore methods that enhance student understanding and enjoyment of books and reading, and to facilitate growth as an advocate, proponent, and teacher of reading and literature. Long time favorites, as well as exciting new titles will be read, reviewed, analyzed, discussed and evaluated. An emphasis on vocabulary and reading comprehension will also be addressed. Another critical component of the course is to facilitate the development of a personal philosophy about the value of children’s/young adult literature across the curriculum, as well as the exploration of new creative classroom methodologies. 3 credits

Environmental Interpretation and Communication  
EDU 3012
This course will explore the theories, principles, and techniques of interpreting cultural, historical, and natural resources. The course will explore relevant educational, social, psychological, and philosophical theories relevant to interpretive learning and communication. Students will synthesize and apply interpretation theories and methods, refine interpretive communication and publishing skills, and undertake independent research while working on service learning project(s). 3 credits
**Philosophy of Education**

EDU/PHI 3013

This course explores the fundamental question of the place of public education in a liberal democracy. The goal is for students to draw on important philosophical ideas to construct a carefully reasoned position on public education. Authors and arguments from a range of philosophical traditions will be applied to case studies of contemporary educational practices, policies, and proposed reforms. Skills of analysis will be developed through written and oral exercises. Meets the foundations requirement for all education programs. 3 credits

**Environmental Education: Placed-Based Education**

EDU 3014

This course will examine place-based education as a means of achieving local ecological and cultural sustainability. By experientially learning about the local past, current, and future human and non-human communities, students will have opportunities to engage in critical inquiry. Additionally, students will learn how to explore and extend local knowledge, and will examine many of the educational, legal, ethical, and technical issues involved in local documentation and publishing projects. Students will apply place-based education theory and methods and complete independent research while participating in place-based education service learning project(s). 3 credits

**History of Education**

EDU/HIS 3015

Aristotle said that the central task of government is to look after the education of youth. This course examines the ways in which the peoples of the United States have wrestled with that dictum since the first education law in 1647. This course will focus on curriculum, paying particular attention to the schooling and contributions of women, people of color, and immigrants. We will direct our efforts toward one central question: (How) has education responded to difference? The intent is to understand not just what happened when, but who was trying to do what and what the consequences were for diverse populations. It is a story of context, complexity, and struggle. There have always been competing voices at the time and competing interpretations after the fact. Meets the foundations requirement for all education programs. 3 credits

**Food, Agriculture, and Environmental Education**

EDU/SFS 3016

This experiential course examines the interplay between food, agriculture, and environmental education (EE). Historical and current approaches, programs, curricula, and resources will be examined and critiqued, and methods for working with various, diverse audiences will be introduced, tried, and evaluated. Students will also participate in a local service-learning project. 3 credits

**Curriculum & Instruction**

EDU 3021

This course prepares pre-service educators to develop curricula and instructional strategies for a diverse mix of students in a classroom setting. Students will learn the use of a curriculum map, they will be provided with opportunities to practice task analysis and lesson planning and they will become fluent in the understanding of the Common Core standards as well as other standards used by practicing teachers (e.g., NGSS, NCSS, NCAS). Students will learn important systems and assessments used by schools to promote student learning including, but not limited to PBIS, MTSS, and RTI. A heavy emphasis on differentiated instruction, universal design, performance based assessment (PBA), and co-teaching will be embedded throughout the course. 3 credits

**Language & Literacy II**

EDU 3032

Language & Literacy II is designed to give participants in depth knowledge of phonetics, phonology, orthography, and morphology which are the building blocks for effective teaching of word recognition, vocabulary, and spelling. Various methodologies for teaching vocabulary acquisition and reading comprehension will be included in this course, as well as story grammar and approaches to effectively teach writing. Students will learn strategies for assessment and instructional and will work closely with the Common Core Standards. The course is a continuation of topics undertaken in Language & Literacy I, delving deeper into study of sophisticated linguistic systems. Prerequisites: EDU 2021 Language & Literacy I. 3 credits

**Language Development & Disorders**

EDU 3034

This course explores components of typical and atypical language development. This course will visit behavioral manifestations associated with language disorders and their influence on academic functioning. Written language skills and their relationship to educational instruction will be stressed. The communication disorders of childhood and adolescence are associated with personal, social, academic, and life-long challenges. This course will consider these disorders by presenting various linguistic domains and by differentiating between speech and language disorders, especially manifested during the school years. Among other in-depth assignments, students will complete an intensive language evaluation for a child under the age of five years old noting developmental landmarks as identified throughout the course. Prerequisites: EDU 1062 Teacher as Decision Maker or permission of the instructor. 3 credits

**Elementary Social Studies Methods**

EDU 3070

Situated in the politically charged context of high stakes testing and the standards movement, this course reflects a concern for quality social studies teaching for all learners. In this course, students will explore the necessary balance of historical content knowledge, critical historical thinking skills, and pedagogical practice. Attention will be given to an appreciation of the diversity that characterizes our schools, and the literature and arts that can be used to illuminate the presence of such diversity. This course also requires students to become familiar with and apply Common Core Standards and the College, Career, and Civic Life (C3) Framework in planning, practice, and assessment. 3 credits

**Elementary Math Methods**

EDU 3071

This course is designed to introduce content and methods for teaching mathematics to elementary students. Methods of teaching mathematics will be taught through hands-on discovery of measurement, statistics, geometry, patterns and functions, number, and arithmetic concepts, as well as technological applications. Additional topics include theory, assessment, and an overview of content included in the elementary mathematics curriculum. The primary focus is classroom methodologies that value conceptual understanding rather than procedural computation alone so that students will develop a PUMC (profound understanding of mathematical concepts) through a problem solving approach. Students will learn the underpinnings of mathematical concepts which will enable them to better understand common errors that children make as well as will enable excellence, effective teaching of elementary mathematics. The course requires students to know and apply Vermont’s Framework of Standards and Learning Opportunities as well as the Common Core Standards. Prerequisites: EDU 1062 Teacher as Decision Maker and a minimum of completion of CLC math. 3 credits

**Elementary Science Methods**

EDU 3072

Methods of teaching aspects of physical, life, health, and earth science found in the elementary school curriculum will be taught through a discovery based scientific inquiry process. This course requires students to know and apply Vermont’s Framework of Standards and Learning Opportunities. Prerequisites: Science course highly recommended. 3 credits

**Observation Practicum**

EDU 3100

By arrangement, candidates will spend a minimum of 60 hours in a classroom setting specific to their area of licensure, in which they will also be doing their student teaching (if appropriate). The primary goal is to observe and collect data and evidence needed to prepare entries needed for the Level I Licensure Portfolio for the State of Vermont (or the equivalent for Degree Track candidates). Candidates are to collect information about the school, its culture, the classroom(s) in which they are immersed, and the students being taught. This course will take place the semester before student teaching (Licensure Track) or by arrangement with the candidate’s Education advisor (Degree Track). Prerequisite: EDU 2000 Early Field Experience. Writing Intensive. 4 credits

**The Dynamics of Classroom Behavior**

EDU/PSY 4031

Why do students “misbehave”? What are the causes of disruptive behavior?
This course sets out to answer these and other questions regarding classroom behavior and management in school-based settings. Drawing upon literature in multicultural and social justice education, this course illuminates the challenges associated with managing diverse school spaces. Together, we will critique, analyze, and implement policies and procedures for confronting behavioral issues, as well as making schools caring and inclusive learning environments. Specific attention will be given to: social and cultural factors that may lead to “disruptive” and/or “detached” students; historical trends in punitive action; school-to-prison pipeline; and teacher/counselor bias. While we will not directly develop an Individual Education Program (IEP), consideration will be given to how we might address behavior through such plans. Prerequisites: EDU 1062 Teacher as Decision Maker or PSY 1003 Introduction to Psychology. 3 credits

**Environmental Education: Practicum**  
**EDU 4053**  
This course is an opportunity for students to participate in environmental education fieldwork. Students will be required to complete a 120-hour work experience under the direction of a qualified environmental education professional. Written work related to this experience will be required. Prerequisites: Permission of instructor. 3 credits

**Elementary Art Methods**  
**EDU 4072**  
This course reviews and reinforces competencies gained from prior education courses while focusing on synthesizing all relevant skills and knowledge into a coherent and workable practice. The goal is to develop a conscience of craft and to prepare people to student teach in the following semester at the pre-K level. This is a demanding, hands-on course conducted seminar style. While the approach is cross-disciplinary, there are discipline-specific components. Elementary Art Methods covers Pre-K teaching contexts only. This course requires students to know and apply Vermont’s Grade Expectations and/or The Common Core Standards. Prerequisites: EDU 1062 Teacher as Decision Maker, EDU 2000 Early Field Experience, EDU 2031 Secondary Methods I, or permission of instructor. 3 credits

**Secondary Art Methods**  
**EDU 4073**  
This course reviews and reinforces competencies gained from prior education courses while focusing on synthesizing all relevant skills and knowledge into a coherent and workable practice. The goal is to develop a conscience of craft and to prepare people to student teach in the following semester at the 7-12 level. This is a demanding, hands-on course conducted seminar style. While the approach is cross-disciplinary, there are discipline-specific components. Secondary Art Methods covers 7-12 teaching contexts only. This course requires students to know and apply Vermont’s Grade Expectations and/or The Common Core Standards. Prerequisites: EDU 1062 Teacher as Decision Maker, EDU 2000 Early Field Experience, EDU 2031 Secondary Methods I, or permission of the instructor. 3 credits

**Secondary Education Methods, History and English**  
**EDU 4081**  
This course reviews and reinforces competencies gained from prior education courses while focusing on synthesizing all relevant skills and knowledge into a coherent and workable practice. The goal is to develop a conscience of craft and to prepare people to student teach in the following semester. This is a demanding, hands-on course conducted seminar style. While the approach is cross-disciplinary, there are discipline-specific components. This course requires students to know and apply Vermont’s Grade Expectations and/or The Common Core Standards. Prerequisites: EDU 1062 Teacher as Decision Maker, EDU 2031 Secondary Methods I or permission of instructor. 4 credits

**Student Teaching**  
**EDU 4085**  
This is a semester of full-time student teaching and an accompanying seminar (EDU 4086) done in the senior year by all candidates seeking teacher licensure. A student teaching experience totaling 15 weeks is arranged within the immediate geographical area of the College (if appropriate). Student teachers are supervised by a member of the Education Department at least once every 10 days. Transportation to the site is the responsibility of the student. Art candidates student teach for 7/8 weeks in grades preK-6 and 7/8 weeks in grades 7-12. All other candidates student teach in one setting. Candidates have all the duties and must conform to all the expectations of a regular classroom teacher. Prerequisites: successful completion of all required education courses; senior standing; meeting GPA requirements; passing Praxis I Core and II; and permission of the Education Department. Application for student teaching must be made to the Education Department. In order to license, candidates must receive a grade of B or higher in both EDU 4085 and EDU 4086. 9 credits

**Student Teaching Seminar**  
**EDU 4086**  
This is the 3-credit portion of the student teaching experience in which student teachers participate in a weekly seminar which guides them through the process of compiling and completing their Level I Licensure Portfolio for the state of Vermont, a requirement for licensure. Students will also focus on and complete assignments in the areas of classroom management, lesson planning, and other related areas. Prerequisites: Successful completion of all required education courses; senior standing; meeting GPA requirements; passing Praxis I Core and Praxis II; and permission of the Education Department. Application for student teaching must be made by the middle of the semester prior to the year of student teaching. In order to license, candidates must receive a grade of B or higher in both EDU 4085 and EDU 4086. Writing Intensive. 3 credits

**Education Practicum**  
**EDU 4100**  
This course is an opportunity for non-licensure students to participate in education fieldwork. Students will be required to complete a 120-hour work experience under the direction of a qualified education professional. Written work related to this experience will be required. Prerequisites: Permission of instructor. Writing Intensive. 3 credits

**English (ENG)**

**English as a Foreign Language I**  
**ENG 1003**  
To meet the particular needs of students whose native language is not English, this course offers instruction and practice in conversational skills, basic structure and vocabulary, and reading/writing. The work is adapted to the requirements of those enrolled. Open only to non-native speakers. Student will place “in” and “out” of this course with permission of the instructor. 4 class hours. 3 credits

**Introduction to Literary Studies**  
**ENG 1010**  
This course prepares students to conduct research on literary subjects, analyze works of literature, employ MLA documentation, locate and evaluate research sources, and apply essential critical theories. This course will include reading classic literary texts and pertinent criticism, as well as research writing. This course is required as the introductory course for English and Writing majors. 3 class hours. 3 credits

**Topics in Early British Literature**  
**ENG 2010**  
This course will use selections from the earlier centuries of British literature (prior to 1800) in order to focus on a particular thematic topic that is of interest to contemporary students. Possible topics may include Wise Women and Witches; The Evolution of Comedy; the Pagan Tradition; and From Monsters to Madmen. Along the way, students will gain a general familiarity with the major developments and historical contexts of British literature written before the Romantic Period. 3 credits

**Topics in Later British Literature**  
**ENG 2011**  
This course will use selections from the later centuries of British literature (after 1800) in order to focus on a particular thematic topic that is of interest to contemporary students. Possible topics may include The Cost of Industrialization, the Romantic Hero, Victorian Comedy and the Decline of the British Empire. Along the way, students will gain a general familiarity with the major developments and historical contexts of British literature written since the Romantic Period. 3 credits

**Introduction to Creative Writing**  
**ENG 2015**  
This course, which is a prerequisite to upper-division writing workshops, will introduce students to the basic structures and strategies used by creative writers. 3 credits
working in genres such as fiction, poetry, creative nonfiction, and drama. In addition
to becoming familiar with techniques for idea generation, development, and revision,
students will share their own writing in workshop settings, learning to critique the
work of their peers in respectful and constructive ways.

Politics of the English Language  ENG 2020
This course will provide an overview of how the English language has evolved from
its Germanic roots, with special attention to how dominant forms of English at any
given time reflect the distribution of power in Anglophone societies. In addition
to learning about the historical and intellectual contexts of the English language,
students will learn to analyze and describe emerging uses of English that reflect
multicultural influences and evolving media in the Digital Age.

Topics in Early American Literature  ENG 2021
This course will use selections from the earlier centuries of American literature (prior to
1860) in order to focus on a particular thematic topic that is of interest to contemporary
students. Possible topics may include Into the Wild; A Revolutionary Experiment;
The Evolution of Slavery; and Transcendentalists, Utopians, and other Radicals. Along
the way, students will gain a general familiarity with the major developments and
historical contexts of American literature written before the Civil War.

Topics in Later American Literature  ENG 2022
This course will use selections from the later decades of American literature (since
1860) in order to focus on a particular thematic topic that is of interest to contemporary
students. Possible topics may include A Nation Divided; Westward Expansion; Civil
Rights and Identity Politics; and Socialists, Populists, and Muckrakers. Along the way,
students will gain a general familiarity with the major developments and historical
contexts of American literature written since the Civil War.

World Literature  ENG 3007
This course is intended to expand the breadth of current English offerings by
offering students the chance to study literature from cultures that exist beyond the
major British and American traditions. Some sections of this course may choose a
cross-cultural approach, looking at images of nature, for example, in Asian, African,
and Eastern European cultures. Other sections may focus specifically on one cultural
tradition, such as Japanese poetry or the modern Arabic novel, or on postcolonial
studies of the literature of former British colonies. May be taken more than once
when a different subtitle is offered.

Environmental Writing Workshop  ENG 3011
This workshop asks students to focus their original creative writing on the ways in
which humans relate to their environments. The course may be taken multiple times
as different sub-titles are specified. A rotating focus for the Environmental Writing
Workshop includes subtopics such as Poetry, Creative Nonfiction, Filed Journaling,
Fiction, and Natural History Writing. May be taken more than once when a different
subtitle is offered.

Writing Workshop  ENG/ DRA 3017
This intensive writing course focuses on a specific genre or category of writing, such
as poetry, playwriting, short fiction, screenwriting, etc. May be taken more than once
when a different subtitle is offered. 3 class hours.

Teaching Writing & Grammar  ENG 3019
The course combines study of research on teaching writing, examination of
dominant schools and authorities on writing instruction, and study of grammar
with constant application and reflection on that practice. Theory and practice will be
joined in a dialectic. The course is offered spring semester to coincide with Voices of
Community. In addition to two hours of class each week, students will be assigned
to a section of Voices where they will provide writing assistance for the students in
that section. Prerequisites: Sophomore standing and demonstrated competence as a
writer. Written competence demonstrated by submission of a writing sample at
the first class meeting, to be evaluated by the instructor.

Senior Thesis  ENG 4000
Working closely with a faculty mentor through the semester, the student prepares
an extended critical research paper on a topic in English studies. The student must
arrange for a mentor before registration. A minimum of seven individualized
conferences with the mentor is required. If the thesis is taken as a summer course,
the student will be billed separately for tuition.

Internship  ENG 4001
Supervised by a faculty mentor, the student completes a period of practical
experience in a paid or unpaid workplace position which draws on English skills.
Prior approval of advisor must be obtained before registering and start of internship.
Student’s evaluative report, daily journal, and workplace supervisor’s letter are
required. If taken as a summer course, the internship requires a separate tuition fee.

Senior Writing Project  ENG 4009
All Writing majors must complete the Senior Writing Project, producing a
substantial, unified body of original work, such as a novel, a play, a collection of
stories, a collection of poems, a work of creative nonfiction, or a collection of essays.
Working with a faculty mentor, students will take their work through a series of
steps, including review, drafting, and revising. This project will culminate in a public
reading arranged by the student.

Writing Practicum  ENG 4010
While not a required course in the Writing major, the practicum offers the student
an opportunity to receive credit for workplace experience using writing skills. The
position may be volunteer work, or paid or unpaid employment. Students keep a
journal and a portfolio of work and arrange for a supervisor’s letter. The practicum
is monitored and evaluated by a faculty mentor. Prerequisite: Junior standing or
department permission.

Literature of Diversity  ENG 4015
This course studies literature translated from other languages, Anglophone
literature from outside the United Kingdom and the United States, and literatures
from minority or special populations in North America. Offerings have included
World Epics, Comparative Mythology, Women and Literature, African-American
Literature, and Native American Women Writers. May be taken more than once
when a different subtitle is offered.

Seminar in Literary Genres  ENG 4016
This course will provide students with an opportunity for more intensive study of
a single literary genre than is possible in a survey course. Topics may include, but
are not limited to, Beginnings of the Novel, Contemporary Drama, Romantic Poetry,
Literary Nonfiction, the Contemporary Long Poem, Gothic Fiction, the Sonnet, and
Postmodern Narrative. May be taken more than once when a different subtitle is
offered.

Seminar in Literary Figures & Movements  ENG 4017
This course will provide students with an opportunity for more intensive study of
a single literary figure or movement than is possible in a survey course. Topics may
include, but are not limited to, William Shakespeare, the Beats, Emily
Dickinson, William Faulkner, the Bronte sisters, the Fireside Poets, Robert Frost, the
Transcendentalists, and Modernism. May be taken more than once when a different
subtitle is offered.

Seminar in Interdisciplinary Approaches to Literature  ENG 4018
This course will provide students with an opportunity for a sustained and truly
interdisciplinary study of literature. Topics may include, but are not limited to,
Studies in the Sense of Place, Ecology and Literature, Buddhism and Literature, Film
and Literature, Psychology and Literary Naturalism, and Bioregional Literature. May
be taken more than once when a different subtitle is offered.
S.L.A.T.E. Seminar

This variable topics four-credit course develops students' critical thinking, writing, and oral communication skills, and orient new students to the community of college learning at Green Mountain via a topic designed to interest both students and faculty members. In evaluating a range of ideas from various disciplines and mediums, students learn how to think, read, write, and speak from the perspective of an intellectual life. The first few weeks of the course utilizes a common bioregional approach aimed at helping students to transition to the college curriculum, to campus life, and to the local community. Finally, students will participate with their classmates in an adjoining first-year interest group in which a peer mentor works with faculty to introduce unique features of the college such as field experiences, community engagement, and resources focused on facilitating their academic success. Freshman Year, Fall. 3 credits

Voices of Community: Writing Seminar

Building on the writing skills developed in Images of Nature, Voices of Community provides students with more extensive practice in composition and revision. The course focuses on cultivating the conventions of Standard Written English and enriching students' expressive and stylistic resources through a series of assignments that explore from diverse perspectives how the environment encompasses human relationships and communities. The critical thinking and communication skills learned in this course enable effective and informed participation in these communities. Freshman Year, Spring. 3 credits

Wicked Problems, Complex Solutions

Our world is full of complex social and ecological problems (such as climate change, gun violence, racial injustice, and income inequality). While it is often easy to identify problems when they arise, this course helps students to see multifaceted "wicked" problems as embedded in complex and interrelated systems. Students will understand how scientific ways of knowing have evolved over time and influence how we understand wicked problems and the varied systems in which they are embedded. With an interdisciplinary faculty team, students will apply the methods and knowledge used in different disciplines to make sense of the problems of our time and explore the potential for just and sustainable interdisiplinary solutions. Sophomore Year, Spring. 3 credits

A Delicate Balance: Capstone Seminar

What does it mean for me to be an engaged citizen? Students explore the question in this seminar-based capstone course. Different contemporary issues each semester provide background for reflection on individual duty and ethical, environmental, and social policy issues. The readings draw on the work of political philosophers and leaders, artists and scientists, and on contemporary analysis and stories of engagement. Students are asked to integrate, reflect upon, and apply these concepts to their personal goals. The course seeks to refine and enhance the student's understanding of herself as a citizen and her ability to research independently, critically assess disparate pieces of information, and communicate in both written and oral forms. Students explicitly make connections with prior courses in the S.L.A. program and major; each student completes a project that relates the focus of this class to his own career projections and his best understanding of his own goals for civic engagement. This project is a culmination and expression of his personal interest and involvement with the mission of Green Mountain College. Junior Year, both semesters. 3 credits

Degree Completion Core Courses Only:

Power of Sustainability

This course explores how human societies make sense of the natural world. Students examine sustainability from multiple perspectives and develop a sense of how culture determines our understanding of and interactions with our environment. Topics include social and environmental stewardship, and ultimately the relationship between humans and ecosystems, in the context of one of the most pressing global issues: climate change. The Power of Sustainability will illuminate some of the sources behind the systems upon which we depend, and gives equal attention to focusing mindsets on solutions.

Humans interact with the natural environment every day in ways while fulfilling basic human needs, though they often are not consciously thinking about these connections to the environment. Humans are constantly connected with: 1) climate change; 2) food systems; 3) water consumption; 4) energy systems; and 5) resource use. Through assessment of these essential human and natural networks, this course will consider how we can become more conscious environmental stewards through strengthening ties with our ecosystems and developing awareness of the links between basic human needs and the environment. 3 credits

Paths to Sustainability

We are at a point in time where the correlation between environment and business is undeniable; we cannot carry on without integrating sound environmental practices into business while also enabling their economic sustainability. This course will study the intersection of sustainability and business and community development, from individual and professional perspectives. The golden questions to keep in mind throughout this course are: What does it mean to be an engaged citizen? How can you tangibly support and push standards for a more environmental and economically sound future?

This course continues the examination of sustainability from multiple perspectives that were introduced in SLA 2500. Students will examine sustainability in business and project development in the context of an individualized personal and professional development plan by critically engaging with and expanding upon a business case study. In this course, students will analyze contemporary readings, videos, and apply elements of sustainable business through research, writing, and discussion. The course materials and writing assignments are aimed to provide background for reflection on individual duty and ethical, environmental, and social issues. As part of the course, students complete a project that becomes part of the professional development plan that identifies goals for civic engagement and relates to these to professional and personal goals. 3 credits

S.L.A. – Quantitative Analysis

Enhanced Quantitative Environmental Analysis

This course will develop your ability to understand, interpret and analyze quantitative data in the context of addressing problems of environmental and social sustainability. Students will have an opportunity to practice and further develop core mathematical skills through the analysis of examples, significant practice time (in class and out), and small-group study sessions. Prerequisite: Level 2 math proficiency. 4 credits

Quantitative Environmental Analysis

This course develops students' ability to understand, interpret and analyze quantitative data about environmental issues, and to understand the role of such data and methodology in problem solving. The course is not focused on any single type of mathematical analysis, rather it spans a range of analyses that are commonly used and that the student is likely to encounter in the newspaper or in scholarly works they might read in their fields of study. The course is applied and problem based, with issues chosen in which students will use data sets in analyses. Students
will use algebra, geometry, and statistical methods to solve problems. They will
develop facility in representing mathematical information, interpreting formulas,
graphs, and tables to draw inferences, and estimating answers. Finally, they will
recognize both the power and limits of mathematical analysis. 3 credits

Games, Systems, and Sustainability
SLA 1106
This course, building on a renaissance in tabletop game development, will use
a variety of games to explore concepts from several fields of mathematics, nearly
all of which are pertinent to the study and management of complex systems. We
will play games. We will use a mathematical approach to identify and analyze
key concepts and structures within those games. Then we will explore how those
concepts and structures appear in systems we care about and that are important
to the sustainability of the human enterprise. 3 credits

Introduction to Computer Coding
SLA 1108
This experiential course introduces the basics of computer coding using a variety of
languages and software. As a S.L.A.T.E. course, students will use data and case studies
in coding for sustainable communities. Each student will receive a robot to program.
This is not a course for students with substantial coding experience. 3 credits

Data Analysis and Modeling
SLA/WFC 2020
This course is intended to build competency in quantitative skills in the field of
natural resources management. Specifically, students will learn descriptive and
inferential statistical tests in addition to managing data sets to solve applied
problems. Further, students will learn how to use natural resources data to model
natural and social systems. Collectively, the statistical analyses and modeling
will provide a foundation for being able to describe and summarize complex
relationships and systems. 3 credits

Dynamic Systems and Theories of Collapse
SLA 2104
In this course, we will use mathematical models to understand social and ecological
systems in which we observe the phenomenon of collapse. Examples include
the sudden extinction of a species, a rapid decline in social order (e.g. riots and
revolutions), breakdowns in social and technological networks (from empires to
electrical grids), and the collapse of financial systems (e.g. currencies and markets).
We will draw on fundamental concepts from several fields of mathematics to distill
out features common amongst various systems that have collapsed and use this
perspective to assess potential solutions to some of the most pressing issues
of today. 3 credits

S.L.A. – Natural Systems

Environmental Science
SLA 1013
Humans have significantly altered the natural world on which we depend.
Environmental science is the study of the complex issues surrounding these
alterations, covering topics such as human overpopulation, toxins and pollution,
declining biodiversity, and climate change. This course will help you understand the
science behind these issues, assess the data, and communicate about them. Students
will learn and apply the methods of scientific inquiry and analysis to address these
issues. We will also discuss how human values impact the methods we use for
protecting the environment. Over the course of the semester, you will evaluate your
own ecological footprint to determine your individual impact. 3 credits

Introduction to Environmental Chemistry
SLA 1017
This lab and lecture course will introduce the basic concepts of chemistry and use
them to describe and explain current environmental issues. Topics include the air we
breathe, global warming, the ozone layer, the wonders of water, acid rain, nutrition,
and nuclear energy. 2 laboratory hours weekly. 4 credits

Local Flora
SLA 1110
Plants around us provide primary production, habitat, and other vital ecosystem
services, and with their associated landforms and fauna create our unique sense
of place. This course is a field-intensive introduction to the plants of Vermont and
eastern New York. Plant identification, evolution, ecology, and conservation are
important themes. Students learn to recognize major plant families and many local
species, become skilled in the use of field guides and technical keys, learn how
plants function in communities and how communities have changed over time, and
explore problems and methods in conservation of local flora. 3 credits

Wildlife Ecology
SLA 1112
Wildlife ecology is a study of the ecology and life histories of animals, their habits
and habitats. This course will address the history of wildlife concerns and practices
in this country, the population and ecological principles that govern wildlife
populations (e.g. predation, competition, disease, etc.), ecological physiology and
inter relations between wildlife and people. We will examine wildlife conservation
practices including past species reintroductions (beaver, fisher, turkey, martens in
Vermont), the issue of biodiversity, and in particular the present issues surrounding
reintroduction of large carnivores. Finally the course will touch on the issues
surrounding urbanization, acid rain, mercury pollution, and global warming as they
impact wildlife. There will be brief homework and lab exercises involving analysis
of wildlife population data, along with observation and measurement of biological
specimens, and identification of selected mammals. 3 credits

One Health
SLA 1114
In the past quarter century, there has been an unprecedented emergence of new
diseases in both human and wildlife populations. Lyme disease, West Nile fever,
avian influenza, and pesticide toxicosis are but a few examples. This diversity has
a common denominator: man-induced environmental change on local and global
scales. The study of this rapidly changing landscape of disease constitutes the new
field of Conservation Medicine. 3 credits

Sustainable Soil, Sustainable Food
SLA 1116
During this course we will explore the scientific basis of sustainability: can our
soils, farms food and water supply sustain a growing and changing human
population? This course is divided into four units: 1) human population dynamics,
2) soil science, 3) food and water and 4) food waste management. We will use
quantitative methods to describe human population growth and evaluate its impact
on natural sources. You will learn about the physical and biological characteristics
of soil and how natural fertility is produced on an organic farm. We will compare
the productivity organic and conventionally managed farms and evaluate the
merits of current efforts to sustainably increase the human food supply. Central
to our discussion of food and farming will be an exploration of the sustainability
of our global freshwater supply. Finally, you will learn about the implications of a
growing population for global food waste generation and how this can be managed.
Throughout this course a common theme will be an exploration of how the needs
of a growing and changing human population can be met while minimizing our
impact on soils, food and water. 3 credits

Natural History of Vermont
SLA 2012
This course will initially deal with an examination of Vermont’s climatic and
geological history. It will then cover in greater depth, the period from the end of
the Pleistocene glaciation to today, from woolly mammoths to the present day
flora and fauna of the State including the ecological processes which produced
the present vegetative and faunal patterns on the Green Mountains and Taconics.
Forest zonation from the Champlain lowlands and the Connecticut River Valley to
the tops of the Green Mountains will be surveyed as well as the wetlands. Students
will identify and understand the physiographic regions of Vermont, their geology,
ecology and influence on Vermont’s flora and fauna. Students will also become
familiar with, and be able to identify, representative members of Vermont’s fauna.
A final field trip will explore many features of the State discussed during the course.
3 credits

Human Health & Ecological Imagination
SLA 2014
Through the lens of evolutionary biology, we will not learn “about” nature, but
consider ourselves as part of the entire system and appreciate the steps we can take
to influence positive change. 3 credits
Natural Disasters

Humans are fascinated by natural disasters; primarily because we have little ability to control them and are in awe in their power and often, uncontrolled rage. Our lives, economy, environment and feelings of personal security are closely tied to the geologic processes driving these events. This course will examine the processes that cause natural disasters, such as earthquakes, volcanoes, mass wasting, subsidence, flooding, severe weather, erosion, climate change and meteorite impacts. In addition, we will evaluate the effects of these events on global ecology and society, and discuss possible mitigation options. 3 credits

Marine Ecology

Marine ecology is the study of how organisms interact with each other, their physical environment, and the humans that use and impact the world’s largest ecosystems: the oceans. These ecosystems are critical as sources of food, reservoirs of minerals, major suppliers of oxygen, regulators of climates, and the ultimate dumping ground for the mounting burden of human waste materials. This course will provide an introduction to the marine ecology, including the set of ecosystems the world’s oceans support, their interaction with climate, and human impact on ocean systems particularly as they relate to resource extraction. The course uses the example of the Bluefin tuna fishery to examine human interactions with wild resources and also to understand certainty and uncertainty in science, and how that influences policy decisions. 3 credits

Climate Dynamics

This course provides a scientific foundation in climate dynamics through multiple scientific perspectives. We will explore the origins of Earth’s climate system, historical and modern climate change, methods used to identify climate change, global atmospheric and ocean currents, ocean and atmospheric chemistry, natural feedback mechanisms, climate forcing, Earth’s energy budget, evaluate global climate models, and explore proposed technological solutions. The primarily goal of this course is to provide a scientific understanding of the physical and chemical processes governing climate. 3 credits

S.L.A. – Human Systems

Contemporary Social Issues

This course concerns major social challenges both inside American society and around the world. It investigates newsworthy events that have occurred within the “living memory” of students and examines them in the context of the social sciences (especially sociology and psychology; also economics, history, and political science). Both liberal and conservative interpretations of the facts are considered, and some resolutions are suggested. 3 credits

Simplicity & Sustainability

This course examines the relationship between the satisfaction of individual psychological and economic needs and the ability to live in a way that promotes environmental sustainability. Topics include human needs and motives; the relationship of money to need satisfaction; consumerism and its effects on people and on the environment; different paradigms for the relationship between people and the world; and the voluntary simplicity movement. 3 credits

Utopias: Envisioning the Good Society

This course asks students to read, write about, and discuss selected works in utopian literature from the Classical Age to modern times, including historical accounts and primary descriptions of experiments in intentional community. Since utopias are projections of ideal societies, they raise a number of significant questions about the proper role of individuals in their communities, as well as about the mechanics of personal and collective identity, the dynamics of individuality and conformity, and the tension between freedom and responsibility, within the context of community. 3 credits

Energy & Society

Societies throughout history have harnessed different forms of energy for survival and expansion. Today, hundreds of millions of people in the developing world continue to struggle to obtain adequate energy sources to meet basic needs. At the same time affluent societies consume enormous amounts of energy. The US, for example, with just 5% of the global population consumes 25% of the total global energy supplies each year. Furthermore, the combustion of carbon-based energy sources is leading to rapid global climate change, arguably the most critical environmental issue of our times. This course provides students with an historical understanding of energy use over time to better understand our current energy use patterns nationally and globally, the critical cultural and economic issues linked to the energy-environment crisis, and what can be done to change directions toward a sustainable energy future. This course serves as a foundation for additional courses at Green Mountain focusing on energy studies and sustainable design. 3 credits

Unraveling Food Systems: Plentitude & Poverty

Although we may define food systems, in the end, they also define us. Food systems are cultural, historical, economic, and ecological. They tend to dictate whether we live in fortune or famine, and both our individual and our cultural choices aggregate into food systems that determine the fate of peoples and ecosystems near and far. This course is an exploration into the complexity of our current food systems, beginning with local food systems and then broadening the inquiry to include regional, state, national, and international food systems. The course will culminate with an examination of the impacts of globalization and vertical integration on different continents. 3 credits

Poverty and Inequality in America

This course is a critical analysis of the nature and extent of poverty and inequality in the United States. This course maintains an analytic and descriptive focus on variables tied to poverty among a myriad of different groups and cultures living in the U.S. It will present multiple dimensions of socioeconomic stratification including, but not limited to race, gender, immigration, age, family structure, and individuals with disabilities. The role of policy within the United States will be examined. 3 credits

Law & Society

Laws merely reflect the values of a society. As such, there is no universal “right” version of laws. This course has four parts. Part I examines different legal systems around the world. Part II explores social justice through the criminal justice system in the United States. Part III focuses on Constitutional Rights in the US. Part IV examines law and society of Japan and compares it with the US. The course helps students gain an understanding of the different options for legal systems, the influence of culture on legal systems, and the influence of legal systems on culture. This will be done through preparing case briefs and mock debates. We will examine controversial topics such as the tension between privacy and public safety, pornography and freedom of speech, and the right to practice one’s religion when it deviates from cultural norms. 3 credits

Ecological Design Thinking

The act of design is the challenge to define a problem, or opportunity, and then outline a solution to address that problem/opportunity. But how does one start? How does one know a design is complete? And how does one know if it’s successful? Design-thinking is a formalized attempt to shape the design process into a more explicitly self-aware and innovative process by encouraging a User-based focus (human and non-human), collaborative group participation, creativity techniques to stimulate systems thinking, and a strong emphasis on feedback and the iterative evaluation loop.

Whether for a product, a social-justice policy, a house, a chair, and even an essay these same questions arise. Through the formalized methodology of the design-thinking process thinkers and designers can become more explicitly self-aware and innovative problem-solvers. Design-thinking encourages collaborative group efforts (Empathy Stage), analytical framing (Define Stage), holistic and creative-systems-thinkers (Ideation Stage), effective iterative modeling (Prototype Stage) and evaluative feedback loops (Testing Stage).

When merged with the principles of ecological design, design-thinking becomes not simply “human-centered” design, but a powerful tool to address whole systems, human and non-human. And, it’s empowering and fun. 3 credits
Environmental Justice
SLA 2023
This class is premised on the notion that the problems of earth’s biophysical systems cannot be disentangled from our social and political systems. In this course, students will explore the following questions: Why do certain racial, ethnic, and socio-economic groups bear the burden of environmental pollution? Who does how natural resources are used and allocated? How have groups of people that have been disproportionately affected by environmental problems organized to address those issues? We examine these questions through case studies of different EJ initiatives, independent research, and collaborative work with community partners. Students will learn basic theories related to environmental justice and grassroots social action by reading and discussion texts, talking with EJ activists, viewing documentaries, and through service to a local community organization. Students will also develop deeper understandings of the history of the environmental justice movement, contemporary and regional EJ issues, and directions forward for the field.

3 credits

Introduction to Systems Thinking
SLA 2024
This course is for students who want to learn how to intervene in systems in ways that will create more positive results with fewer unintended consequences. This will be a hands-on, active-learning course. We will use experiential simulations and modeling to discover how systems ranging from fisheries and businesses to classrooms and residence halls respond to attempts to bring about beneficial changes. We will also learn about leverage: how small changes in the right part of a system can produce big results. Students will then design and make a change to a real system and compare the results with the outcomes they intended to produce.

3 credits

Indigenous America
SLA 2026
This course surveys indigenous cultures of the Americas from interdisciplinary and critical perspectives. From the arrival of humans in the Western Hemisphere, across a chronologically and geographically diverse range of cultural adaptations, and on into the 21st century, students will learn about the dynamic range of prehistoric, historic, and contemporary indigenous experience. Students will also learn to contextualize and challenge representations and interpretations of Native Americans. Along the way, they will identify and assess the underlying assumptions of controversial issues such as cultural appropriation and post-colonial identity politics.

3 credits

Sustainable Development: Theory & Practice
SLA/ENV 3021
To alleviate poverty and raise living standards, third world nations need to aggressively pursue economic development. If the resource- and energy-intensive western model of development is followed in these countries severe resource shortages and widespread environmental degradation are likely to ensue. Sustainable development theory has emerged to describe an alternative path to economic development that averts potential resource and environmental crises. This course analyzes these theories and critically evaluates alternative sustainable development policies.

3 credits

Ethnecology
SLA/SOC 3022
Ethnecology, with theoretical roots in cognitive science and environmental anthropology, investigates local, folk systems of knowledge pertaining to plants, animals, and ecological dynamics. Since the 1950s, ethnecological case studies around the world have demonstrated the internal coherence, complexity, and adaptiveness of indigenous systems of classification. While this is still a central goal, contemporary ethnecologists also apply their findings to goals such as the conservation of biological diversity, rural development, sustainable use of common property resources, and negotiation of intellectual property rights. Ethnecology has therefore also become politicized: we are now interested in how “native” systems of knowledge and behavior are embedded in systems of unequal distribution, access and power. In this course, students will learn about the theoretical underpinnings and development of approaches to ethnecology, become acquainted with case-studies from the Americas, Africa, Asia, and Australia; and become trained in basic ethnecological methods and use them to produce a significant research project and present your findings.

3 credits

Animal Law & Policy
SLA/ENV 3024
Humans and non-human animals have a complex relationship. “Some We Love, Some We Hate, Some We Eat” sums up many of the challenges in our relationship. What is humane? What does the law require? What should the law require? These are some of the questions we will address in this course. The course will examine the human systems of law that regulate nonhuman animals. First, students will become familiar with the basics of the legal system with a focus on common law and cases. With this background we will turn to specific areas of the law. We will start with the evolution of rights in the law looking at slaves, women, children, mental incompetents, potential humans, then nonhumans. We will then cover the following substantive areas of law with a focus on nonhumans: criminal law, torts, Constitutional law, Commercial uses of animals including in agriculture, contracts, and then selected federal statutes including the endangered species act. There are no prerequisites for this course except an open mind. Students are expected to be willing to listen to and discuss various positions.

3 credits

East Asia in National Geographic Perspective
SLA/SOC 3028
This course examines the role the West has played in shaping cultural, social, and political understanding of East Asia. Instead of presenting histories of East Asia written by any number of scholars, this course is different in that it will use National Geographic stories and photographs to guide our analytical journey into how East Asia has been studied in the United States, and what implications this has on contemporary issues. To take up this analysis, students will engage research methods and theoretical perspectives, including content and discourse analysis, postcolonial theory, and the politics of representation. This course is interdisciplinary in nature, highlighting the intersections of the social, cultural, political, and environmental. Meets the Area Studies requirement for Sociology/Anthropology majors.

3 credits

S.L.A. – Aesthetic Appreciation

Theater: The Audience Environment
SLA 1031
This course provides an in-depth look at the theater environment from an informed audience point of view. In the course, students will examine the collaborative nature of a play as a piece of “living literature” in order to identify its shape, conflicts, climax and resolution and how it is adapted to the stage. Plays will be looked at as reflections of our culture and we will question why they ultimately need to be seen and heard to be fully understood. Students will demonstrate an understanding of the components of effective playmaking and will apply these criteria to assess the effectiveness of theatrical productions, viewing both live stage performances and films. Assessments will include discussions, written responses/reviews, projects, scene presentations, and attendance at a minimum of three theater productions.

3 credits

The Western Imagination
SLA 1035
This course explores masterworks in the art of Western literature that have influenced any disciplines and which have provided fundamental imaginative concepts whose power has been enduring and pervasive. At times, we will examine how these works have been reinterpreted in other forms that may include the visual arts, film, and music.

3 credits

Nature in Music
SLA 1037
This course is meant to engage the student in a thoughtful and reflective study of music and its relationship to and through nature. Based loosely on Ethnomusicology, the course will also examine music and its role within diverse cultures. Through guided listening, lectures, written analysis and class participation, students will become familiar with musical genres and instruments that were directly influenced by nature. Exposure to composers inspired by the power of nature will offer students the opportunity to critically listen to and gain insight into the extraordinary impression that nature has had on music. By the end of the semester students will possess a music vocabulary that will enable them to be active listeners and discuss music with others.

3 credits
Nature in Theater & Film  SLA 1039
This course investigates a wide range of relationships between humanity and nature through the study of 20th and 21st century films and plays. Through observation, reading and discussion, students examine current and historical images of human’s relation to nature, to explore the extent to which we have been and continue to be influenced by our culture. Students will also be required to demonstrate knowledge of dramatic/cinematic styles and techniques as unique forms of artistic expression. The course is divided into four themes: “Savage” Encounters with Civilization, The Conquest of Nature, Exploring the Unknown, and Apocalyptic Visions of Nature and Humanity.
3 credits

Stage to Screen: Social Issues in Theater and Film  SLA 2032
Students will analyze a series of plays and films dealing with contemporary issues in our society. They will be examined and discussed from the playwright’s viewpoint and compared with a film adaptation of the work and, when applicable, live stage productions. The works will also be looked at from an aesthetic standpoint, examining how casting, character interpretation, setting, dialogue and directorial vision impact the message. Important questions that will be asked include: What was sacrificed and/or enhanced in a different artistic medium? Is the play’s essential message, including conflict, themes and resolution, still clear and effective? How does the presence of a live audience affect one’s personal reaction to a work of art? The plays and films will be divided into topic categories, with classic works ranging from early 20th century to award winning contemporary plays/films which illustrate societal changes in thought and opinion. Categories will include: Academic Life, What makes a Family, Faith in Crisis, Fulfilling (or not) the American Dream.
3 credits

Aesthetics: The Interpretations of Beauty in the Arts and Literature  SLA 2033
This S.L.A. course will investigate the theories and attitudes toward the idea of beauty in the Western world. By examining literature, the visual arts, evolutionary biology, and some of the more influential theories on the nature of beauty, this class will enable the student to understand more deeply the changing attitudes toward beauty from antiquity to the present.
3 credits

Chinese Nature Poetry  SLA 2034
The human encounter with nature and wilderness has informed Chinese poetics for over two thousand years. In this course, we will survey the major poets and themes in Chinese nature poetry, emphasizing the poetry of the Tang Dynasty. Students will read multiple English translations of Chinese poems and craft their own translations. Students will also work with a Chinese dictionary to examine the original poems, and learn to write a minimum of 75 Chinese characters. Throughout the course, we will also explore the cultural, historical and religious contexts of the poems.
3 credits

Natural Science Illustration  SLA 2035
In the DaVincian tradition of Arte/Scienza, natural science illustration seeks the balance between science and art, logic and imagination. This course practical application of interpretative, artistic, qualitative, and quantitative skills to the representation of the natural world in both informal and formal media. Close observation will address the morphology of individual specimens, including their adaptations of form and function to evolutionary niches. Such studies lead directly to the rationale for inclusion in a given taxonomic classification. Specimens in college collections provide the models for learning; substantive papers and the final project will display the successful student’s mastery of images that are both scientifically correct and aesthetically pleasing.
3 credits

Dimensions of Music  SLA 2037
This course will search out the fundamental questions about the nature of music and our experience of it. Interestingly, many of the philosophers discussed in GMC’s S.L.A. course, Dimensions of Nature, also wrote extensively on music. Indeed, more than the other arts, music perhaps presents the most philosophical questions. Words on music from philosophers and composers from Antiquity to the present will be read.
3 credits

Art & Activism  SLA/ART 3031
Throughout history people have created art to explore human existence and our place in the world. It is an unparalleled means for communicating powerful ideas and emotions. More specifically, art is a powerful agent for change; this course will explore art and how it has been used historically, and is used today, to express a range of activist concepts. We will explore the intersection of art with political, social and environmental issues through reading writing and talking about art and artists working in these areas. In conjunction with these activities, hand-on studio work is also a part of this course. Through individual and group projects you will learn to use modes of artistic expression to convey ideas you feel strongly about, so that you too, can be a powerful agent for change.
3 credits

S.L.A. – Moral Reasoning

Environmental Ethics  SLA / PHI 1045
What is the appropriate ethical relationship between humans and nonhuman nature? How should I live in light of my relationships to the natural environment and to other animals? This course is a general introduction to environmental ethics, a branch of philosophy that has emerged as a response to the profound impact of human practices on the natural environment, its ecosystems, and other species. Environmental ethics emerged as a distinct discipline in the late 1970s in the United States, but as a branch of philosophical ethics it draws from highly articulated traditions that reach back to ancient times. The perspectives we will explore in this course are relevant to how you understand yourself and nature, how you act in relation to the more-than-human world, and what policies you will endorse. The purpose of the course is not to answer all the questions we will raise, but to work together to think more perceptively, imaginatively, and effectively about environmental issues. The following are among the many topics we will explore, often through case studies: global climate change; food production and consumption; population, consumption, and the ecological crisis; energy and ethics; the tragedy of the commons in the world’s oceans; vegetarianism; the great apes, endangered species, and habitat destruction; zoos; and competing environmental philosophies. To help you grapple with issues in contemporary environmental ethics, this course will include a series of “very short lectures” on some key figures and movements in the history of ethics.
3 credits

Moral Beliefs: Who’s to Say?  SLA/PHI 1049
This course explores critical thinking and the formation of beliefs regarding ethical issues that affect our social and physical environment. With a foundation in the history of philosophic reflection, students hone their thinking skills by evaluating and discussing beliefs about timely moral and political issues. Special emphasis will also be placed on students’ ability to create strong arguments and speak articulately about their own critically considered views.
3 credits

Ethical Theory  SLA/PHI 3041
Where do we derive our conceptions of goodness, and, how do such conceptions shape our moral perspectives regarding values, character and appropriate conduct? In this course we shall ruminate upon this two-part question as we examine the ethical theories, metaethical problems and the social, political and environmental issues that define the legacy of moral philosophy. Herein, our reflections will be guided by both primary and secondary sources.
3 credits

Animal Ethics  SLA 3046/ENV 3026/PHI 3025
What is the appropriate ethical relationship between humans and nonhuman animals? This course is a systematic study of animal ethics, a field that has emerged as a response to the profound impact of human practices on other species. Topics will include animal experimentation, hunting, bushmeat, livestock agriculture, landscape sustainability, biodiversity, companion animals, vegetarianism, activism, suffering, animal intelligence, animal cultures, animal emotions, animal rights law, and the tension between animal rights and environmental ethics. Writing Intensive
3 credits
### S.L.A.- Historical Contexts

**World History & the Environment** SLA 1057  
This course examines the relationship between human history and the environment. We will examine how the environment has affected human societies, how the development of human civilization has impacted the environment, and how human attitudes towards the environment have formed and changed over time.  
3 credits

**American Views of the Environment** SLA 1058  
This course focuses on the history of the American environment. We will examine the historical development of social systems (economic, political, cultural), and how they affected perceptions, usage, management, and conservation of the American environment from pre-colonial times to the present.  
3 credits

**Chicago: History of a Built Environment** SLA/HIS 3055  
This course examines the development of the built environment of Chicago. As the prototypical U.S. industrial city, the development of Chicago illustrates a number of important facets of urbanization. We will examine how the environment was shaped over time, how that then affected the area’s inhabitants, and how they responded to the successive changes. Human societies are constantly engaged in a dialogue with the environments that they inhabit, no matter how humanized those environments become.  
3 credits

### S.L.A. – The Examined Life

**Exploring Virtues** SLA 1068  
Virtues form the basis for how individuals flourish. In this course, we will examine how our connection to other people fosters personal well-being. Indeed, by examining specific virtues in depth through readings, activities and reflection papers, students will experience first hand how fostering virtues affects their lives and their communities.  
3 credits

**Multiculturalism, Diversity Awareness, & Social Justice** SLA 1121  
This course provides students with an opportunity to explore various facets of multiculturalism and diversity including age, gender, race and ethnicity, sexual orientation, ability, social class, and religion. Special emphasis will be placed on how people interact with these facets of diversity in a social environment. Students will explore various social issues including causes and potential solutions for problems caused by prejudice, discrimination, and privilege. In addition, current events related to multiculturalism, diversity, and social justice will be discussed throughout the course.  
3 credits

**Body & Being: Tribal Dance and Spirituality** SLA 1161  
Engaging body, mind and spirit, this course will explore the art and practice of tribal dance and spirituality and its immense value both as a rich form of growth and self-expression and as a means to greater understanding and appreciation of the self, others, community, and earth. Through thoughtful exploration of a variety of elements, the student will develop a holistic understanding of the beauty and bounty of being available to each of us by means of our embodiment. Class content will include carefully selected texts, lecture, open discussion with peers and instructor, and the discipline and learning of the body in the acquisition of the movements, cues and transitions of tribal dance. There will also be some public performance of this improvisational art. The philosophical approaches will include phenomenology, existentialism, Eastern philosophy, aesthetics, ecophenomenology and ecofeminism.  
3 credits

**This Sacred Earth: Spirituality and the Natural World** SLA/REL 2025  
This course acquaints students with the various ways in which people and cultures approach the earth and the natural world from a spiritual perspective, asking such questions as: Is care for and participation in the natural world a spiritual issue? How do religious communities and spiritual worldviews approach environmental concern? What are the historic roots of our current environmental crisis from a spiritual perspective? This course is designed to be experiential as well as informative. While learning about and discussing various views, beliefs, and practices, we will also experience first-hand a variety of rituals, prayers, meditative and other earth-honoring practices drawing from different religious traditions and from the personal insights of class participants.  
3 credits

**International Negotiation** SLA 2045  
Everyone negotiates but few take the time to study the process and improve their skills. This course is fundamentally a skills based course. You will learn through practice in addition to discussion, readings, and lecture. You will also learn a lot about yourself. Do you listen to others? Do you make unfounded assumptions about others? Do you avoid conflict? The first part of the course helps you build your skills in the art of negotiation. In the second part of the course we examine how negotiations are affected when you deal with parties from different countries or cultures. In the third part of the course we investigate negotiation in cyberspace. In the final portion of the class students will present their research on negotiations with people from a selected country or cultural group. You will engage in regular mock negotiations in class and online with partners in other countries. The only prerequisite is an open mind.  
3 credits

**Human Health & the Natural Environment** SLA 2063  
This course uses a human health lens to examine the link between society and the natural world. General media outlets cite health benefits from spending time in the outdoors, though uncertainty exists about how best to define sufficient nature exposure. To address this gap, students will locate, interpret, and discuss popular media and scientific research articles on topics such as Prospect Refuge Theory, Attention Restoration Theory, and Place Attachment. Guided by this information, students will identify specific environmental compositions associated with human health benefits, and will pinpoint the degree that important landscape elements are present at areas commonly available to society.  
3 credits

**Yoga: History, Philosophy, Practice** SLA/SOC 2067  
There is no such thing as a unified, singular practice or philosophy of yoga. Yoga is a complex weave of two thousand years of South Asian practices; today it is also a globally popular, multi-billion dollar industry. This course will begin by investigating the variety of types of yoga that have emerged historically. We will read critical texts and commentaries (focusing on Patanjali’s Yoga Sutras) to gain an understanding of yoga’s historical and philosophic bases, then investigate the proliferation of new types of yoga from medieval times to the modern era. Students will also have an opportunity to practice several types of yoga during the course.  
3 credits

**On Being Human** SLA/REL 2068  
Thomas Berry famously said, “The earth is a communion of subjects, and not a collection of objects.” This course is an exploration of what it means to be human in terms of our spiritual nature and in the context of the earth community. We will examine various concepts and ideas in relation to what it means to be human, giving special attention to the development of a concept of personal identity as a human within the whole. We will also work with the notions of creating and participating in a sustainable holistic earth community. This includes developing a service learning project through which students seek to engage with the community through meaningful ways.  
3 credits

**Stories of the Spirit** REL 2009/SLA 2069  
Stories, myths and teaching tales are a rich resource for understanding the spiritual lives of people past and present. This course will explore the stories associated with several world religions and indigenous spiritual traditions as well as encouraging students to reflect on the myths that guide their lives and spiritual perspectives.  
3 credits

**Character-Based Leadership** SLA/ADE 3062  
A premise of this course is that good leadership starts with self-leadership. The habits we form gradually establish our character, and it is from this moral foundation that we lead. It is therefore imperative that we examine ourselves and evaluate our current trajectories. Course readings and assignments, then, will help facilitate students in “knowing thyself.” Towards this aim, students will cultivate life
truths they wish to live by, identify practices that create well-being, and determine an approach to time that privileges the virtues they hope to embody. To aid us in these contemplative exercises, we’ll examine several leadership philosophies: care-ethical, servant-led, and that of the stoic.

**Environmental Studies (ENV)**

**Field Studies in Sustainability**
This course will offer students the opportunity to engage in field-based explorations of the Poulnbre bioregion through the lens of Aldo Leopold’s land ethic. We will take a liberal definition of the environment and explore relationships between local ecosystems, human communities, the built-environment, and the diverse cultural topography influenced by historical land use, environmental policies, and artistic expression. These problem-based explorations will take place through bi-weekly field trips to local field sites and organizations and a semester long group project.

**Campus Sustainability**
This course aims to inform students about institutional sustainability initiatives (incl. environmental, social and economic), and to encourage students to serve as advocates for sustainability at GMC. Students will learn about the history of the campus sustainability movement, and its impact at GMC. They will learn about tools being used to assess and implement sustainable behavior on college campuses, and critically analyze popular metrics. Finally, students will focus on effective communication and outreach skills to broadcast messages of sustainable behaviors to multiple stakeholders within campus community.

**Introduction to Geographic Information Systems**
Geographic information systems is a computer-based system that stores, retrieves, visualizes, queries, and analyzes digital data. This data can represent topography, soils, population, infectious disease outbreaks, areas of pollution, town zoning, rivers, town boundaries, protected environments, etc. GIS is used to address numerous areas of inquiry, including: (1) natural and social sciences, (2) community planning, (3) resource management, (4) habitat assessment & ecological monitoring, (5) environmental modeling, and many others! This class will introduce you to the fundamental theories and concepts of a GIS, cartographic design, database management, spatial analysis, and provide hands on experience through a service-learning project.

**Public Policy & the Environment**
An introduction to the environmental policy process in the United States. Focuses on the history and evolution of political institutions, federal and state roles in decision-making, and the global context of U.S. environmental policy. Emphasizes the intersection of science and policy. Specific topics include federalism, mechanics and elements of policy formation, the political uses of science, risk assessment and management, scientific uncertainty, environmental justice, and implementation and enforcement of environmental policies.

**Special Topics on Energy & the Environment**
This course offers students an opportunity to conduct an in-depth investigation of a current topic on energy and the environment. Each time the course is offered, it will focus on a different topic. Topics may include transportation, electric utility deregulation, renewable energy, or energy use and global climate change. A topic for the course will be selected from current issues facing society and based on students' interests. This is a policy-oriented course that is designed to provide students a hands-on, research-oriented learning experience.

**Special Topics in Environmental Studies**
This course is an advanced reading and/or research seminar on issues, theories and/or methods in environmental studies. The course may be repeated for credit if the topic has changed.

**Environmental Law**
This course is a survey of the leading federal and state statutes and cases on environmental issues. Questions examined during the course of the semester include: Who can bring suit on environmental issues? What results from those lawsuits? How effective are federal and state statutes and regulations in solving environmental problems? How are the implementation and enforcement of environmental statutes affected by the interactions between the branches of government? Prerequisite: ENV 2011 Public Policy & the Environment.

**Watershed Management & Policy**
Clean water is essential for life, yet this vital resource is not distributed evenly across the planet. Using local, national, and international examples, students will learn about policies—and the politics—that govern water management. This class examines how government institutions have established rules for using water and the decision-making procedures for amending those rules. Students will develop analytical skills by critically assessing the effectiveness of these rules and decision-making processes. We will also explore how private groups have attempted to influence policies related to water pollution, quality and supply. In addition to field excursions within our local watershed and explorations of U.S. water policy, students will develop deeper understandings of the international aspects of water policy, including water conflict and water supply issues in developing countries.

**Land Use Planning**
This class introduces students to the legal, political, and economic considerations of land use planning. Starting with an overview of land use planning in the United States, students consider different eras of planning and land use law in the United States, specific land use tools (the Town Plan, zoning bylaws, conditional uses, variances, etc.), as well as the current application of land use law. Students also work through Vermont’s Act 250 as both example of statewide land use planning regimes, and as a template for a variety of land use issues including wastewater treatment, impact fees, and traffic considerations. Drawing on the work of Christopher Alexander and others, students contemplate the larger questions of human use and manipulation of space and examine western preference for spatial arrangements.

**Sustainable Development: Theory & Policy**
To alleviate poverty and raise living standards, third world nations need to aggressively pursue economic development. If the resource- and energy-intensive western model of development is followed in these countries severe resource shortages and widespread environmental degradation are likely to ensue. Sustainable development theory has emerged to describe an alternative path to economic development that averts potential resource and environmental crises. This course analyzes these theories and critically evaluates alternative sustainable development policies.

**Human Ecology**
This course draws strongly on anthropology and ecology, as well as a variety of other disciplines, in order to study humans and human societies from ecological perspectives. We will examine both the benefits and difficulties associated with the application of ecological concepts to humans. Topics include human adaptation; continuity and change in human ecosystems; human epidemiology and infectious disease; and the role of symbolic cognition, politics and power, and globalization as they affect human ecosystems.

**Animal Law & Policy**
Humans and non-human animals have a complex relationship. "Some We Love, Some We Hate, Some We Eat" sums up many of the challenges in our relationship. What is humane? What does the law require? What should the law require? These are some of the questions we will address in this course. The course will examine the human systems of law that regulate nonhuman animals. First students will become familiar with the basics of the legal system with a focus on common law and cases. With this background we will turn to specific areas of the law. We will start with the evolution of rights in the law looking at slaves, women, children, mental incompetents, potential humans, then nonhumans. We will then cover the
following substantive areas of law with a focus on nonhumans: criminal law, torts, Constitutional law, Commercial uses of animals including in agriculture, contracts, and then selected federal statutes including the endangered species act. There are no prerequisites for this class except an open mind. Students are expected to be willing to listen to and discuss various positions.  

**Animal Ethics**  ENV 3026/SLA 3046/PHI 3025  
What is the appropriate ethical relationship between humans and nonhuman animals? This course is a systematic study of animal ethics, a field that has emerged as a response to the profound impact of human practices on other species. Topics will include animal experimentation, hunting, bushmeat, livestock agriculture, landscape sustainability, biodiversity, companion animals, vegetarianism, activism, suffering, animal intelligence, animal cultures, animal emotions, animal rights law, and the tension between animal rights and environmental ethics.  

**Writing Intensive**  

**Wildlife Law & Policy**  ENV 3028  
This is a course about the birds and the bees. –No not that kind of course, but one where we look at how we as a society protect wildlife through laws and policies. In the first part of the course we will examine the wildlife law and policy in the United States. We will look at the various actors and their roles in the system. In the second part of the course we will turn out focus beyond the domestic borders and look at how international law addresses wildlife protection. Students will get to select specific topics for case studies in the final portion of our course.

Environmental Studies Teaching Practicum  ENV 3031  
Teaching experience for advanced students arranged with an individual faculty member. The course aims to enhance a student’s ability to communicate information and skills learned in the major. Prerequisite: Junior standing and a 3.3 GPA.  

**International Environmental Law & Policy**  ENV 3037  
This course is designed to give students an overview of the legal and political framework that constitutes international environmental law. In the first part of the course we will examine the characteristics of international law and distinguish it from domestic law. We will then look at the various actors and their roles in the system. Students will become familiar with the key principles of international environmental law such as the precautionary principle, sovereignty, and sustainable development. In the later part of the course we will examine major international environmental law topics such as: climate change, the oceans, and the relationship between trade and the environment. Students will select four of these major areas for our study.

**Climate Change Law & Policy**  ENV 3038  
This course introduces students to the extremely dynamic field of climate change law and policy at the international, national, regional, and local level. Students will examine and critically evaluate existing and proposed legal mechanisms that attempt to mitigate against and help adapt to the impacts of climate change. Although the course will focus on the role of governmental policy in addressing climate change, discussions will be broad-based and interdisciplinary. Together students will consider how policies are informed and influenced by science, economics, politics, and culture. Each student will have the opportunity to explore an area of specific interest through an individual research paper. The class will culminate with a close look at local climate change resiliency initiatives here in Vermont through an integrated service learning project with the Rutland Regional Planning Commission.

Environmental Policy Research, Writing, and Analysis  ENV 4015  
The course goal is for groups of students to draft legislation for Vermont’s legislature on environmental issues. To accomplish this we will select and research issues in consultation with state environmental groups. We will explore legal and non-legal research, inside and outside the library, electronic and in print. We will analyze existing legislation on our issue for its effectiveness and political aspects. We will study legislative drafting through the principles of drafting, examining existing legislation, and drafting statutes ourselves. Finally, we will lobby our issues with members of the state legislature. We will read deeply in policy analysis and apply what we learn to current environmental issues.

Environmental Studies Senior Seminar  ENV 4070  
Students in this course will learn how to plan and implement an extensive self-directed research project related to a topical area within the field of environmental studies. Students will examine different approaches to environmental studies research and learn how to integrate information from different disciplines to analyze environmental issues. Students will also focus on improving their professional writing and oral presentations skills, developing resumes, preparing graduate school applications and learning how to effectively communicate information to diverse audiences.

**Internship**  ENV 4090  
Under the direction of an advisor, a student may arrange a period of practical experience that will make substantive use of the knowledge and skills acquired in the Environmental Studies major. Evaluative reports will be expected from both student and off-campus supervisor. Internship proposals will be evaluated by the Environmental Studies Committee, and the internship itself will be monitored and evaluated by the advisor. Prerequisite: Junior or senior standing.
Research in Environmental Studies

Under the direction of an advisor, a student may arrange to do a research project relating to some area of Environmental Studies. The project should be based on prior course work, and it should result in a formal product. Proposals for a research project will be evaluated by the Environmental Studies committee, but the research will be monitored and evaluated by the advisor. Prerequisite: Junior or senior standing.

3 credits

Geology (GLG)

Geology in Film

Have you ever watched a movie and wondered, “Is that really possible?” Geologists watching these same movies often find themselves thinking, “That’s ridiculous!” This course investigates a varying set of movies, discussing the pertinent geologic processes and evaluates the science behind “Hollywood’s” interpretation and representation of geologic processes and events. Grades will be evaluated based on in-class discussions in addition to outside readings and writing assignments.

1 credit

Introduction to Geology

This course will focus on the Earth’s composition, structure, and systems. We will investigate the processes at work within the Earth as well as surface processes that shape the modern landscape. We will examine how geologic phenomena are linked together through dynamic systems and how they impact our environment, society and economy. Laboratory experiences will place a regional emphasis on the geology of Vermont and New England when appropriate. Topics of discussion will include but are not limited to: geologic time, rocks and minerals, earthquakes, volcanoes, the oceans, the atmosphere, weathering, groundwater, glaciers, and plate tectonics.

4 credits

Soils

This course will examine why soil types vary with time, climate, topography, and geologic materials. Students will learn various soil classification techniques, become familiar with soil taxonomy and basic soil chemistry. An emphasis will be placed on the application of soil science to ecology, geology, and agronomy. Laboratory experiences will consist of a balance between lab-based technical analyses and applied field-based mapping and description techniques.

4 credits

Geomorphology

This course focuses on the origin and genesis of landforms and landscapes created by processes acting at or near the Earth’s surface. We will primarily focus on the development of continental landscapes (e.g. volcanoes, glaciers, rivers, oceans, etc.) throughout the Cenozoic. Laboratory experiences will investigate spatial relationships between landforms, topographic map interpretation and construction, aerial photograph interpretation, geomorphic mapping, and fluvial processes. Prerequisites: GLG 1011 Introduction to Geology.

4 credits

Geology Field Experience

This course will travel to a regional, national or international geologic field site. Students will be responsible for trip planning, site logistics, and a field-based research project conducted during the spring or fall semester prior to traveling. The research projects will be directed at describing, analyzing and explaining specific geologic processes, features or events.

3 credits

Special Topics in Geology

This course will be offered upon sufficient demand. The topics covered in the course will vary based on the interests and goals of the students and instructor. Student proposals for course topics can be submitted to the Department of Environmental Studies for consideration. This course will satisfy the requirement for a 3000 level elective.

3 credits

Climate Dynamics

This course provides a scientific foundation in climate dynamics through multiple scientific perspectives. We will explore the origins of Earth’s climate system, historical and modern climate change, methods used to identify climate change, global atmospheric and ocean currents, ocean and atmospheric chemistry, natural feedback mechanisms, climate forcing, Earth’s energy budget, evaluate global climate models, and explore proposed technological solutions. The primarily goal of this course is to provide a scientific understanding of the physical and chemical processes governing climate.

3 credits

Hydrogeology

Hydrogeology is the study of the interrelationship between Earth’s systems, with specific interest in the effects of precipitation and evaporation on the occurrence and character of water in streams, lakes, and groundwater. This course will focus on a fundamental understanding of hydrologic processes and reservoirs, the interaction between surface waters and groundwater, hydrologic techniques and instrumentation, and the relationship between human activity and these reservoirs. This course takes a quantitative approach to hydrology, so both homework and laboratory exercises will improve your proficiency with graphical depiction, data interpretation, and applied mathematics.

4 credits

Government (GOV)

American Government

This course is a study of the functions, structures, and processes of American government within the context of American and Western political traditions. Major questions facing the American polity are discussed with particular attention to Congressional delegation of legislative and judicial responsibility to the federal bureaucracy.

3 credits

History (HIS)

United States History to 1877

This course concentrates on some of the major social and political events in the history of the American people from colonization through Reconstruction. Political developments emphasized are the growth of constitutionalism and the establishment of political parties. Social themes treated include the idealism and reformism of early 19th century America and the question of slavery as a social institution.

3 credits

United States History Since 1877

This course concentrates on some of the major social and political events in the history of the American people, covering the period from the end of Reconstruction through World War II. Some themes emphasized are economic growth and the rise of America as a world power. The dominant social theme examined is the transition from the values and attitudes of an agricultural society to those of an urban, industrial society.

3 credits

Special Topics in History

Offered periodically as faculty are available. The course will provide an opportunity to study themes spanning a broad period of time. Some examples follow: the concept of self-made man in 19th century America, revolution and social change in the less developed countries of Asia in the 20th century, anti-Semitism in 19th century Europe, and Freud and psychohistory in the 20th century. Prerequisite: This course is addressed to Sophomores and Juniors.

3 credits

Mass Culture in Modern America

Working in the 1920s historians began to notice that a new cultural phenomenon had arisen in America: a mass culture built around such things as radio, movies, consumer products, sports, journalism, and other forms of cultural expression had come to occupy a central place in the lives of millions. This mass culture was displacing the
authority of the high culture and giving shape to millions of human lives. This course traces the development of this mass culture in late nineteenth and early 20th century America and charts its progress through the 20th century.  

**The United States & the Vietnam War**  
**HIS 2016**  
This course is an examination of the American phase of the Indochina war. Emphasis will be placed on understanding the American motives for engagement in Vietnam, the controversy in the United States over the war, and the eventual American withdrawal. Students will also be familiarized with the Vietnamese view of the American effort.  

**Special Topics in History**  
**HIS 3000**  
Compelling personalities, themes, developments, or events form the focus of this course. The particular characters, events, etc. will change each time the course is offered. Examples of topics are the following: Napoleon, Hitler and Stalin, riots and popular protest, witchcraft in Europe and America in the 17th century, the origins of World War II, American attitudes toward technology in the 20th century, etc. Prerequisite: This course is addressed to Juniors and Seniors.  

**Renaissance to Enlightenment Europe**  
**HIS 3008**  
Through a study of the Renaissance, the Reformation, and the Age of Reason, this course will focus on the transition to modern society in Western Europe. Through the study of historical documents, particular attention will be paid to the thought and culture of these periods. We will examine the development of the modern world and will explore how the nature of the state and its relationship to the individual was redefined through the conflicting ideologies and developments of this period. Prerequisite: None, but recommend SLA 1057 World History and the Environment.  

**Writing Intensive**  

**The Civil War & Reconstruction**  
**HIS 3009**  
This course will concentrate on three episodes in American history: the sectional crisis 1820-1860, the Civil War 1861-1865, and the Reconstruction 1865-1877. Special emphasis will be placed on the causes of the crisis and war, and students will examine many historical interpretations of the crisis and war. The Reconstruction will be examined both factually and historiographically.  

**America in Depression & War, 1921-1945**  
**HIS 3012**  
The Ku Klux Klan, high prosperity, economic depression, and world war provide the backdrop for this view of American society in an era of crises. The historiography of the Great Crash, past and present views of the New Deal and America's flowering as a world power are the primary loci of this course. Prerequisite: HIS 1022 United States History Since 1877 strongly recommended.  

**History of Education**  
**HIS/EDU 3015**  
Aristotle said that the central task of government is to look after the education of youth. This course examines the ways in which the peoples of the United States have wrestled with that dictum since passing the first education law in 1647. This course will focus on curriculum, paying particular attention to the schooling and contributions of women, people of color, and immigrants. We will direct our efforts toward one central question: (How) has education responded to difference? The intent is to understand not just what happened when, but who was trying to do what and what the consequences were for diverse populations. It is a story of context, complexity, and struggle. There have always been competing voices at the time and competing interpretations after the fact. Meets the foundations requirement for all education programs.  

**Modern British History**  
**HIS 3034**  
A survey of three centuries of British History beginning with the ascension of George I in 1714 and ending with the Tory government of the 1980’s. Principal themes include the development of modern class structure, the rise of laissez faire liberalism and self-interested individualism, urbanization and the decline of rural society in the 19th century, the ascendency of global capitalism and imperialism, the decline of industry and the creation of a social democratic “mixed economy” Welfare State in the 20th; World War II and post-war decolonization, and the return to a free market ideology under Prime Minister Margaret Thatcher.  

**Modern European Intellectual History**  
**HIS 3036**  
This course is specifically designed for the advanced undergraduate and will provide a critical analysis of the major intellectual trends in European thought. It will be offered

**History of Modern China**  
**HIS 3025**  
This course will trace the history of China from the late 19th century to the present. It will focus on the changes brought to Chinese life by the European invasions and the Chinese revolutions of the 20th century. Special attention will be placed on understanding the emergence of the People’s Republic of China: its evolution from a Maoist state into the pragmatic nation of Deng Xiao Ping.  

**Revolutionary Europe**  
**HIS 3028**  
This course will examine the long nineteenth century (1789 to 1914) and the impact of the dual revolutions: the 1789 French Revolution and the British Industrial Revolution. We will focus on such topics as: the French Revolution and democratization; Industrialization, class society and gender ideology; political and economic ideologies; science versus romanticism; nationalism and the rise of the nation-state; the New Imperialism and colonial wars; and the build up to the First World War. We will also examine how ideas regarding the individual’s relationship to society and the state were redefined through the conflicting philosophical and political ideologies of the period. Prerequisite: None, but recommend SLA 1057 World History and the Environment.  

**World Wars to a Unified Europe**  
**HIS 3029**  
This course will explore European history from the start of the First World War to the end of the 20th century. Topics explored will include: the impact of the two World Wars on society, economy and politics in Europe; the Great Depression; European Union; Decolonization; the Cold War; and globalization. We will also examine how ideas regarding the individual’s relationship to society and the state were redefined through the conflicting philosophical and political ideologies of the period. Prerequisite: None, but recommend SLA 1057 World History and the Environment.  

**Topics in European and World History**  
**HIS 3031**  
This course focuses on a specific theme, society or event in European or World history. May be taken more than once when a different subtitle is offered. Examples of topics include: Celtic Europe, the witch hunt in Europe, British and Irish history, Nations and Nationalism, and Modern India.  

**Age of Empire**  
**HIS 3032**  
This course will focus on imperialism and the imperial agendas of the European powers with respect to the “commons” of the world. We will explore economic and cultural imperialism as it was manifested in the colonial sciences of natural resource management. We will examine a number of interrelated topics—theories of imperialism and its relationship with industrial capitalism; the historical context of mid-to-late 19th c. imperialism; environmental history and conservation; imperial science and applied technologies; expertise, control and racist ideologies; forests and forest management; hunting and game preservation; and shifting cultivation and soil erosion. Our goals will be to comparatively explore the agendas of the colonial states and of agencies therein; examine the environmental justice implications of colonial policies; explore the roots of today’s current globalized economic system; and see to understand the nature of European hostility to indigenous cultures.

**Modern European Intellectual History**  
**HIS 3036**  
This course is specifically designed for the advanced undergraduate and will provide a critical analysis of the major intellectual trends in European thought. It will be offered
on a two-year rotation, but when required this course can be bumped (this year I’m teaching it early to help PHI due to a faculty being on sabbatical). Students should be at least familiar with the basic outlines of European history from roughly the 18th century to the present. There is no general textbook, and we will be closely reading a selection of some of the most important texts from this period. Each historical epoch—as defined by past historians—has had its own Weltanschauung (or world view). Although we shall more carefully define this expression during the course of the semester, a world view can be briefly summarized as an intellectual or philosophical matrix which defines humanity’s place in the world (including our social relations). A world view is a mental and historical construct that helps us explain how the world is perceived and how these perceptions change over time. Although there are a number of other trends/themes that will be developed in this course, at base is the concept of a Weltanschauung.  

Riots and Popular Protest in European History  
This course will examine the “moral economy” of the crowd, continuities and changes in industrializing communities, and more recent social protest movements in European history. Popular protest is one of the most important movers in the history of our species. It has deep roots in a variety of different cultures, and continues to play a key role in the present day. Why do people take to the streets? Why do they form crowds that act with purpose? These are important historical questions and we will also explore the methods and some theories used to try and answer them, and the difficulties of research and sourcing that social history poses. How can we understand people from remote periods who left few, if any, written records? How does one make sense of the actions of crowds of people?  

3 credits

Chicago: History of a Built Environment  
This course examines the development of the built environment of Chicago. As the prototypical U.S. industrial city, the development of Chicago illustrates a number of important facets of urbanization. We will examine how the environment was shaped over time, how that then affected the area’s inhabitants, and then how they responded to the successive changes. Human societies are constantly engaged in a dialogue with the environments that they inhabit, no matter how humanized those environments become.  

3 credits

A History of Agriculture: Civilizations, Technology & the Environment  
Understanding how previous agricultural methods and technologies have impacted humans and the environment is critical to determining the best methods and technologies for contemporary agriculture—approaches that can best feed human populations while ameliorating the environment. Beginning with an overview of the evolution of agriculture, the course will then focus on the historical development of agriculture in the U.S., with an emphasis on soils, technologies, and on-farm practices.  

3 credits

Seminar  
This course is a capstone course for those majoring or minoring in history. It focuses on historiography, research methods, and historical writing. Students will be expected to produce a seminar paper and take that paper through graded stages of proposal, peer review of proposal, oral presentation, and finished work. Students will also be required to address historiographical questions and familiarize themselves with the tools, methods, and products of the professional historian. Prerequisite: Senior history majors or minors only.  

3 credits

Honors Thesis Seminar  
This course is a continuation of senior seminar for those majoring in history who have been invited to enter the history departmental honors program. During this course students will prepare and complete a history honors thesis in consultation with their thesis advisor.  

3 credits

Directed Study in History  
This course involves individualized study with a member of the department. The projects must involve selected readings and writings or a major research essay.  

3 credits

While the course is largely aimed at majors, the course may be taken by non-majors with permission. Prerequisite: Junior level majors or Junior standing and permission.  

3 credits

Internship in History  
This course will include supervised work in a history related career activity under the supervision of a professional in that career, regular consultation with a member of the history department who will act as the internship advisor, and production of an internship written project to be presented in fulfillment of the requirements of the course. The supervisor will verify that a minimum of 90 hours was spent in the work experience. The department will make every effort to assist students in locating a placement but is not responsible to provide a placement.  

3 credits

Honors Thesis  
Working under the supervision of a faculty chair and two additional faculty committee members, the student prepares thesis on a topic related to his or her major. Students must present and defend this thesis to their committee members before the end of the last class day. Faculty committee members will need to be identified before registering for this course. The topic of investigation will also need to be approved by the student’s committee members before registering for this course. Senior standing, current enrollment in the honors program, and permission of Honors Program Director are required.  

3 credits

Interdisciplinary Studies  
This course offers the opportunity for a student to do substantial interdisciplinary work in consultation with primary and secondary advisors. This work will culminate in one of the following: (a) a senior thesis, (b) an internship, or (c) a senior project. The thesis, internship, or project must integrate both areas of concentration in the student’s Interdisciplinary Studies major, and must be approved by the Program Director and both content area advisors. Prerequisite: Senior standing and a minimum 2.0 GPA.  

3 credits

Honors Forum  
In the Honors Forum, Honors students will construct an electronic portfolio that will eventually become their resume. The purpose of the eportfolio is to prepare them for graduate school or the job market upon graduation at Green Mountain College. In Honors Forum, students will receive extra faculty mentorship in identifying research, publishing, and conference opportunities, as well as community service, leadership, awards, and internship opportunities. The course also provides a setting for students to discuss their professional goals, and culminates in a paper and presentation that clearly articulates not only these academic goals, but the means to achieve them while at GMC.  

1 credit

Honors Thesis  
Working under the supervision of a faculty chair and two additional faculty committee members, the student prepares thesis on a topic related to his or her major. Students must present and defend this thesis to their committee members before the end of the last class day. Faculty committee members will need to be identified before registering for this course. The topic of investigation will also need to be approved by the student’s committee members before registering for this course. Senior standing, current enrollment in the honors program, and permission of Honors Program Director are required.  

3 credits

Interdisciplinary Studies Senior Project  
This course offers the opportunity for a student to do substantial interdisciplinary work in consultation with primary and secondary advisors. This work will culminate in one of the following: (a) a senior thesis, (b) an internship, or (c) a senior project. The thesis, internship, or project must integrate both areas of concentration in the student’s Interdisciplinary Studies major, and must be approved by the Program Director and both content area advisors. Prerequisite: Senior standing and a minimum 2.0 GPA.  

3 credits

Mathematics  
This course provides the essential mathematical background needed to take calculus. Students should have had three to four years of college preparatory high school mathematics. The emphasis is on developing the concepts that play a central role in calculus by exploring ideas from graphical, numerical, algebraic, and oral perspectives. Prerequisite: Placement at Level 4 or permission of the instructor.  

3 credits
Introduction to Statistics  
MAT1015  
An exploration of the basic concepts of statistics: measures of central tendency, variation, estimating and inference. The focus of this course is on data analysis and making students better consumers of statistics. Exploration of these topics will make use of computer technology. Prerequisite: Placement at Level 4 or permission of the instructor.  
3 credits

Calculus I: Differential Calculus  
MAT1031  
A first course in the calculus of one variable including limits, differentiation, maxima and minima, the chain rule, and differentiation techniques for polynomials, rational functions, trigonometric functions, and exponential functions. Examples from a variety of fields will be used to demonstrate important concepts and the applicability of the calculus. Prerequisite: C+ or better in MAT 1013 Precalculus, placement at Level 45, or instructor permission. Students who successfully complete MAT 1031 are exempt from the S.L.A. Quantitative Analysis distribution.  
3 credits

Calculus II: Integral Calculus  
MAT1032  
A continuation of Calculus I that centers on integration and its application. Topics include the introduction of integration with applications to area and volumes of revolution, basic integration techniques, and applications in several fields. The course will also cover infinite series, power series, and Taylor’s formula. Prerequisite: C+ or better in MAT 1031 or instructor permission. Students who successfully complete MAT 1032 are exempt from the S.L.A. Quantitative Analysis distribution.  
3 credits

Calculus III: Multivariable Calculus  
MAT2033  
Multivariable Calculus is an extension of the core concepts of the calculus—derivation and integration—to vector-valued functions in higher dimensions. The extension to more than two dimensions greatly increases the power of the calculus since it is rare that a real-world quantity only depends on one variable. While the extensions are often straightforward, this is not always the case, and our brains will be pleasantly stretched as we begin to work with more complex structures. The course also introduces some important new functions important in the analysis of surfaces and curves in two and three dimensions. These include the cross product, the dot product, and derived measures such as curvature. The class will feature more applications than Calculus 1 or 2 and will have an inquiry-based approach as students work through different activities and problems to help develop their skills in Calculus. Students will be expected to actively wrestle with concepts instead of being passive recipients of knowledge.  
3 credits

Topics in Mathematics  
MAT3000  
A seminar course in advanced mathematical topics such as fractals and chaos, geometry, number theory, or graph theory. Prerequisite: Math proficiency of level 4.  
3 credits

Mathematical Modeling I  
MAT3100  
An introduction to the art of modeling and mathematical modeling. This course links the study of mathematics together with the applications of mathematics to various fields. Topics include: the modeling process, model fitting, discrete dynamical systems, deterministic and stochastic models, optimization, systems of differential equations. Offered alternate fall semesters. Prerequisite: Math proficiency of level 4.  
4 credits

Mathematical Modeling II  
MAT3200  
This is a continuation of MAT 3100 Mathematics Modeling I. Prerequisite: Math proficiency of level 4.  
4 credits

Seminar in Mathematics  
MAT3500  
Seminar style course used to investigate one or more areas of mathematics. Students will read through various journal articles gaining an understanding of the underlying mathematical theory along with an appreciation of the utility of mathematics. Topics will be selected to reflect the interests of the students and the instructor. Offered on demand. Prerequisite: Math proficiency of level 4.  
1 credit

Music (MUS)  

Elements of Music  
MUS1001  
This course is designed as an introduction to music for the general student. Basics of theory, notation, rhythm, and musical style will be covered. No knowledge of music is required for this course.  
3 credits

College Chorale  
MUS1003  
The College Choir is open to all members of the student body as a creative outlet through singing. Performances of standard choral repertoire such as folk, ballads, and sacred music provide the group with a traditional focus, while exploration of other styles such as jazz and pop broaden and enrich the singing experience. The choir normally presents two performances each semester. 1 credit per semester, maximum 8 credits per college career.

Music Appreciation  
MUS1011  
This course is meant to introduce students to the development of Western music from antiquity to the twentieth century. The course will help students learn how to critically listen to music and to develop skills needed to understand the significant contributions of composers throughout music history. The course will also introduce the various elements, forms, styles and genres of Western musical traditions. Upon completion of this course, students will be able to demonstrate an understanding of the stylistic features of Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century Western music and be familiar with basic music terminology. In addition, students will possess a music vocabulary that will enable them to be active listeners and discuss music with others. No prior knowledge of music is necessary.  
3 credits

Vocal Ensemble: Cantorion  
MUS2011  
This advanced ensemble generally concentrates on polyphonic music from the 16th to 19th centuries with occasional works by contemporary composers. Prerequisites: Must be a member of the College Choir; entrance only through audition and permission of choral director.  
1 credit

History of American Music  
MUS2035  
Just as the American landscape is an impressive variety of forms, colors, and textures, so too is the music that has become part of our national heritage. This course is intended to familiarize and acquaint the student with the history of American music, both present and historically. Through lecture, discussion, listening, and research participation the student will experience first hand, the diversity and beauty of outstanding American music from the past to the present.  
3 credits

Early American Work Songs of the Land and Sea  
MUS2021  
This course will explore the working man and woman of the seventeenth to the early twentieth century, along with the study of different ethnic groups that were a major work force in building this country. Research will include seashanties, African slave songs, and the work songs of the textile worker, cowboy, miner, lumberjack, railroad builder and the chain gang.  
3 credits

Special Topics  
MUS2053  
This seminar course takes in specific themes, stylistic periods, or genres of music. The course is designed to meet the particular needs of students, or the particular interests and abilities of instructors, and is offered when circumstances make it appropriate. It is given a specific subtitle when listed in any semester’s class schedule. Students may take this course more than once when a different subtitle is used.  
3 credits

Applied Music Instruction  
Private instruction in piano, voice, strings, winds or other instruments are offered by music faculty each term. Each student in the Applied Program is given the opportunity to perform in the Applied Recital at the end of the semester. Registration for Applied Music must be completed during add/drop week.
Philosophy (PHI)

Environmental Ethics  PHI/SLA 1045
What is the appropriate ethical relationship between humans and nonhuman nature? How should I live in light of my relationships to the natural environment and to other animals? This course is a general introduction to environmental ethics, a branch of philosophy that has emerged as a response to the profound impact of human practices on the natural environment, its ecosystems, and other species. Environmental ethics emerged as a distinct discipline in the late 1970s in the United States, but as a branch of philosophical ethics it draws from highly articulated traditions that reach back to ancient times. The perspectives we will explore in this course are relevant to how you understand yourself and nature, how you act in relation to the more-than-human world, and what policies you will endorse. The purpose of the course is not to answer all the questions we will raise, but to work together to think more perceptively, imaginatively, and effectively about environmental issues.

The following are among the many topics we will explore, often through case studies: global climate change; food production and consumption; population, consumption, and the ecological crisis; energy and ethics; the tragedy of the commons in the world’s oceans; vegetarianism; the great apes, endangered species, and habitat destruction; 2005; and competing environmental philosophies. To help you grapple with issues in contemporary environmental ethics, this course will include a series of “very short lectures” on some key figures and movements in the history of ethics.

Ethics and Character: Flourishing in Community  PHI/SLA 1049
This course explores critical thinking and the formation of moral values and character that affect our ability to flourish within our social and ecological communities. With a foundation in the history of philosophic reflection, students hone their thinking skills by evaluating and discussing how we should address timely moral and political issues. Special emphasis will also be placed on students’ ability to create strong arguments and speak articulately about their own critically considered views.

Jazz Ensemble  MUS 2062
Students meet during weekly sessions to prepare, experiment, and perform a wide range of jazz repertoire, from standards to modern. The ensemble is open to both vocalists and instrumentalists.

Music Theory & Composition  MUS 3001
Traditionally, composers turn to tonal harmony when writing music. This course is intended to be a study of tonal harmony that has retained its validity from the 17th to the early 20th centuries. Based on this, the student will gain the tools necessary to analyze music scores and compose. In addition to applied theory and composition, the student will study and compare the procedures and writing styles of composers through the centuries. When appropriate the students will have the opportunity to have their compositions performed by various ensembles on campus. Prerequisite: MUS 1001 Elements of Music or permission of instructor.

Senior Recital  MUS 4001
The student will present a public recital during the fall or spring semester generally during their Junior or Senior year. A recital committee will be chosen by the student and director of the music program. Repertoire and length for the program will be subject to review three weeks prior to performance date. Prerequisite: At least four sections of applied music and successful board jury.

Topics in Philosophy  PHI 2000/3000
This course explores a variety of topics in philosophy. Students may repeat the course whenever a new topic is offered.

Logic  PHI 2021
Introduction to Logic is a study of informal reasoning and an introduction to symbolic logic. The course moves through a graduated series of skills, such as recognizing arguments, analyzing their structure, representing them in formal ways, and testing their validity.

Philosophy of Education  PHI/EDU 3013
This course explores the fundamental question of the place of public education in a liberal democracy. The goal is for students to draw on important philosophical ideas to construct a carefully reasoned position on public education. Authors and arguments from a range of philosophical traditions will be applied to case studies of contemporary educational practices, policies, and proposed reforms. Skills of analysis will be developed through written and oral exercises. Meets the foundations requirement for all education programs.

Philosophy of Science  PHI 3009
A systematic and critical study of the methodologies of the social and natural sciences, including an analysis of their presuppositions, sources, concepts, and aims. This course also examines problems about the intellectual and ethical limitations of science: to what extent does science give us objective knowledge and to what extent should research be restrained on ethical grounds? This course is recommended for students in the humanities and for students in the sciences who wish to reflect on the scientific enterprises.

Asian Philosophies  PHI/REL 3023
How do ancient and contemporary Asian philosophers think about human nature, the natural environment, ethics, politics, aesthetics, metaphysics, and religious practices? This course explores Confucianism, Taoism, Hinduism, Buddhism, Zen, and Shintoism from the perspective of ancient texts and modern critical responses. These worldviews are further experienced via cultural traditions such as literature, film, poetry, music, calligraphy, visual arts, and architecture.

Animal Ethics  PHI 3025/SLA 3046/ENV 3026
What is the appropriate ethical relationship between humans and nonhuman animals? This course is a systematic study of animal ethics, a field that has emerged as a response to the profound impact of human practices on other species. Topics will include animal experimentation, hunting, bushmeat, livestock agriculture, landscape sustainability, biodiversity, companion animals, vegetarianism, activism, suffering, animal intelligence, animal cultures, animal emotions, animal rights law, and the tension between animal rights and environmental ethics. Writing Intensive.

Topics in Social and Political Philosophy  PHI 3007
This course will explore key issues in sustaining a legitimate, healthy, well-ordered society. Students will focus on questions such as: What uses of power are legitimate in a social group? Can religious, social, and ideological diversity contribute to a healthy social group? How can trust be built and maintained in a social group? Timely issues will provide case studies for social-political theories.

Philosophy of Science  PHI 3009
A systematic and critical study of the methodologies of the social and natural sciences, including an analysis of their presuppositions, sources, concepts, and aims. This course also examines problems about the intellectual and ethical limitations of science: to what extent does science give us objective knowledge and to what extent should research be restrained on ethical grounds? This course is recommended for students in the humanities and for students in the sciences who wish to reflect on the scientific enterprises.

Economics of Science  PHI 3025/SLA 3046/ENV 3026
What is the appropriate ethical relationship between humans and nonhuman animals? This course is a systematic study of animal ethics, a field that has emerged as a response to the profound impact of human practices on other species. Topics will include animal experimentation, hunting, bushmeat, livestock agriculture, landscape sustainability, biodiversity, companion animals, vegetarianism, activism, suffering, animal intelligence, animal cultures, animal emotions, animal rights law, and the tension between animal rights and environmental ethics. Writing Intensive.

Philosophy of Education  PHI/EDU 3013
This course explores the fundamental question of the place of public education in a liberal democracy. The goal is for students to draw on important philosophical ideas to construct a carefully reasoned position on public education. Authors and arguments from a range of philosophical traditions will be applied to case studies of contemporary educational practices, policies, and proposed reforms. Skills of analysis will be developed through written and oral exercises. Meets the foundations requirement for all education programs.
Physics (PHY)

Physics I

The goal of physics is to better understand the physical world in which we live. An understanding of physical principles helps us to perceive our surrounding environment in a more comprehensible and profound way. A primary objective of the course is the development of physics problem-solving skills. Physics 1021 is the first semester of a two-semester introductory physics course strongly recommended for Biology majors. Physics 1021 focuses on the area of physics known as classical mechanics. Topics include 1D and 2D kinematics, dynamics, energy and momentum conservation, static equilibrium, oscillatory motion, and waves. The required laboratory component directly reinforces course content. Prerequisite: PHY 1021 Physics I.

4 credits

Physics II

This course is a continuation of Physics I. Topics covered include electrostatics, DC circuits, magnetism, electromagnetism, EM waves, lights and optics, quantum mechanics, nuclear physics, elementary particles, and cosmology. The laboratory component directly reinforces course content. Prerequisite: PHY 1021 Physics I.

4 credits

Psychology (PSY)

Introduction to Psychology

This course serves as a general introduction to psychology as the science of the mind and behavior, and as such, is a survey of the different specialties and approaches within the broad field of psychology. Topics include development, learning, and aspects of mental health.

3 credits

Special Topics in Psychology

This course will be offered upon sufficient demand provided an instructor is available. Topics covered will vary according to the preferences of students and instructor. Prerequisite: Permission of instructor.

3 credits

Theories of Personality

This course introduces students to a number of perspectives related to the development of the adult personality offered by prominent psychologists. Topics in measurement are also included. Prerequisites: PSY 1003 Introduction to Psychology or permission of instructor.

3 credits

Human Dev. I: Infancy through Pre-Adolescence

An introduction to the physical, cognitive, emotional, social, and personality development of the child from the pre-natal through pre-adolescent periods with a focus on major theoretical perspectives and current research in the field. Prerequisite: PSY 1003 Intro to Psychology or permission of instructor.

3 credits

Human Dev. II: Adolescence through Later Adulthood

Major theoretical perspectives, current psychological research, and literary works will form the basis for a study of the developing, growing, maturing human individual. Special emphasis will be placed on human potential for full actualization. Prerequisites: PSY 1003 Intro to Psychology or permission of instructor.

3 credits

Biological Bases of Behavior

An introduction to the relationships between physiological processes and behavior, this course presumse no prior knowledge of biology on the part of the student. Beginning with a basic exposition of the nervous system, the hormonal system and evolution, the course considers the effects of psychoactive drugs, the processing of information by the nervous system, and the interaction of biological and environmental factors that effect behavior. Prerequisite: PSY 1003 Intro to Psychology or permission of instructor.

3 credits

Psychopharmacology

This course will cover all major classes of drugs that humans consume and abuse. We will focus on the effects of these substances on our bodies and explore the influence of both set and setting as determinants of drug action. Issues of treatment and prevention of abuse will also be discussed. Overall, we will encounter the complexities of human drug consumption on biological, psychological, and social levels. Prerequisite: 2063 Biological Bases of Behavior.

3 credits
Social Research I  
PSY 3011
This course, the first in a two semester sequence, provides an introduction to research design, measurement, and analysis including descriptive and inferential statistics, the elements of hypothesis testing, and issues of validity and reliability. Students will make extensive use of SPSS as they learn to analyze data and interpret results. They will use current literature in psychological and social research as they explore the structure and function of the components of professional journal articles. Prerequisite: Completion of S.L.A. Math or Level IV Math placement or permission of instructor.
3 credits

Perception  
PSY 3012
This course will focus on the human visual system and the phenomena of consciousness such as the perception of color, depth, objects, and motion. We will study the neural correlates as well as the theories of visual perception. We will relate our study to everyday experience and to clinical disorders. Prerequisite: PSY 1003 into to Psychology or permission of instructor.
3 credits

Abnormal Psychology  
PSY 3013
A systematic study of human behavior disorders. The role of the individual and of society in the understanding, diagnosis, treatment, and prevention of abnormal behavior is given special emphasis. Prerequisite: PSY 2034 Theories of Personality or permission of instructor.
3 credits

Social Research II  
PSY 3014
The second course in a two semester sequence, this course provides opportunities for student generated research projects that involve a significant literature review, the collection and analysis of data using SPSS, and the production of a professional-style journal article in APA format. Students will be familiar with correlations and inferential statistics including ANOVA, regression, effect size, the use of post-hoc techniques, as well as non-parametric techniques including chi square. Prerequisite: PSY 3011 Social Research I.
4 credits

Special Topics in Psychology  
PSY 3015
This course will be offered upon sufficient demand provided an instructor is available. The topics covered will vary according to the preferences of students and instructor. Prerequisite: Permission of instructor.
3 credits

Genetics of Human Behavior  
BIO/PSY 3018
Explore the fascinating genetics behind human behavior. What is the role of our genetic make-up in how we behave and interact with others? Studies in twins separated at birth and many animal models described in the primary literature will be evaluated to answer these questions. Nature and nurture will be examined since both genetic and environmental influences must be considered in behavioral analyses. Functional neuro-anatomy and topics in human neuro-psychology will be introduced throughout the course as we explore the genes involved in human behavior.
3 credits

Social Psychology  
PSY/SOC 3023
An examination of individual and group responses to social influence. Emphasis is on major theories, research methods, and current research topics in social psychology. This course may also be taken as Sociology 3023. Prerequisites: PSY 1003 Introduction to Psychology and one 2000 level PSY course.
3 credits

Independent Research I  
PSY 3063
With the assistance and advice of a faculty mentor, the student will investigate a topic or issue of particular interest using one of the methods available in the social science; e.g. experimentation, survey, content analysis. The results of the research will be presented in a formal paper in the style of a journal article. Prerequisite: PSY 3014 Social Research II and permission.
3 credits

Independent Research II  
PSY 4003
With the assistance and advice of a faculty mentor, the student will investigate a topic or issue of particular interest using one of the methods available for research; e.g., experimentation, survey, content analysis. The results of the research will be presented in a formal paper in the style of an APA journal article. Prior to registration for this course, the student must fill out an application and obtain the permission of a faculty mentor. Prerequisite: Social Research II and permission of the instructor.
3 credits

Counseling & Psychotherapy  
PSY 4005
This course provides students with an opportunity to understand the therapeutic process from various perspectives, that of the counselor or psychotherapist, that of the consumer of counseling or psychotherapy services, that of the scientist concerned with the effects and benefits of the therapeutic process. As an introduction to the field, this course in no way prepares students to engage in counseling and psychotherapy, which would require further training and education. As a senior level course, however, the course assumes a broad knowledge of various theoretical perspectives and a broad background of study in psychology. Prerequisite: PSY 1003 Intro to Psychology or permission of instructor.
3 credits

Multicultural Counseling  
PSY 4006
This course will familiarize students with the principles and concepts used in counseling diverse populations. A special emphasis will be placed on helping students gain the necessary knowledge of diverse cultures, awareness of one’s own biases, and the practical skills needed to work with those from cultural backgrounds other than their own. Students will examine current theories regarding counseling across cultures as well as learn skills needed to effectively work with diverse populations. In addition, students will gain an understanding of ways that the mental health system has historically interacted with diverse populations as well as strategies to improve these relationships.
3 credits

Advanced Research Methods & Statistics  
PSY 4007
Students will immerse themselves in all stages of the scientific process. The enhancement of critical thinking skills and sound scientific methodology will be emphasized. In addition to class research projects, students will design and execute their own independent research projects. Students will statistically analyze data and write papers in APA format. Prerequisite: PSY 1003 Introduction to Psychology and PSY 3014 Social Research II, and Junior or Senior standing or permission of instructor.
3 credits

Field Placement in Psychology  
PSY/WOT 4011
This course involves 120 hours of participation, observation, and preparation for work in an off-campus institutional setting under close faculty supervision. Students will record observations in a weekly journal, conduct a comprehensive final project related to their work at the institution, write a formal paper describing their work and the institution, and discuss their experiences with fellow classmates. Students will meet on a weekly basis with the course instructor and fellow students for guidance, ongoing assessment, and discussion related to their experiences. In addition, students will meet with the course instructor on a weekly basis for individual supervision. Final evaluation by the course instructor will include an evaluation by the student's on-site supervisor. Prerequisites: Either PSY 4005 Counseling Psychotherapy or WOT 3071 Theories and Foundations of Therapeutic Adventure, or permission of instructor.
3 credits

Special Topics in Psychology  
PSY 4015
This course will be offered upon sufficient demand provided an instructor is available. The topics covered will vary according to the preferences of students and instructor. This course will satisfy the requirement of course electives within the division at the 4000 level. Prerequisite: Permission of instructor.
3 credits

Senior Seminar  
PSY 4021
This course provides an opportunity for psychology members to explore, in depth, topics of current or historical importance to the discipline. The topic will change and the course may be taken a second time as an upper-level elective. Normally taken in the senior year, it may be taken by junior psych majors with the permission of the instructor. It may be taken by non-majors only with the permission of the instructor.
3 credits
Psychology & Gender  PSY/WST 4022
This course will facilitate an examination of gender as it exists in our lives, as a cultural construct having profound psycho-social implications and as an object of theoretical discourse. By means of a close study of primary texts, attention will be given to historical transformations of concepts of gender in psychology since Freud. Prerequisite: PSY 2034 Theories of Personality or permission of instructor.  3 credits

The Dynamics of Classroom Behavior  PSY/EDU 4031
Why do students “misbehave”? What are the causes of disruptive behavior? This course sets out to answer these and other questions regarding classroom and behavior management in school-based settings. Drawing upon literature in multicultural and social justice education, this course illuminates the challenges associated with managing diverse school spaces. Together, we will critique, analyze, and implement policies and procedures for confronting behavioral issues, as well as making schools caring and inclusive learning environments. Specific attention will be given to: social and cultural factors that may lead to “disruptive” and/or “detached” students; historical trends in punitive action; school-to-prison pipeline; and teacher/counselor bias. While we will not directly develop an Individual Education Program (IEP), consideration will be given to how we might address behavior through such plans. Prerequisite: EDU 1062 Teacher as Decision Maker or PSY 1003 Introduction to Psychology.  3 credits

Religion (REL)

Meditation Practices  REL 1005
Meditation Practices is a one credit skills-based course, giving students the tools to engage in of meditation practices for relaxation, stress reduction and balanced living. The Meditation techniques we will focus on are taken from a variety of religious (and non-religious) traditions. This class meets twice a week for 1.25 hours each session for the first 6 weeks of the semester. Readings and daily personal meditation practices are integral aspects of this course.  1 credit

Introduction to Shamanism  REL 1010
This will be an introductory course in core or universal Shamanism. The course will explore the history of shamanism as well as shamanic practices, knowledge and beliefs. As a class, we will work to incorporate components of our study into our personal life and the school community. We will divide our time between academic study of these topics and experiential learning. As a group we will examine questions relating Shamanism and the shamanic culture’s perspective with our modern society. We believe that the spiritual views which Shamanism cultivates offers new perspectives and insights on sustainability and our environmental mission.  3 credits

Topics in Religious Studies  REL 2000
This course explores a variety of topics in religious studies. Students may repeat the course whenever a new topic is offered.  3 credits

Philosophy of Religion  REL 2003
A consideration of the philosophical basis and implications of religious belief and theological formulations. Such questions as the existence of God, the problem of evil, religious experience and language, and the nature of faith are discussed.  3 credits

World Religions  REL 2005
Throughout history, people have attempted to explain the divine, and how and where human life and spirit intersect in the world. As human beings, we struggle to understand the events of our lives in a broader context, searching for meaning to make sense of it all. This course will examine the answers some people have found to their deepest questions, in the form of many of the world’s religions. But through it all, you will be asked to take a closer look at your own spiritual pilgrimages and consider how they might influence your attitudes, actions and being.  3 credits

Stories of the Spirit  REL 2009/SLA 2069
Stories, myths and teaching tales are a rich resource for understanding the spiritual lives of people past and present. This course will explore the stories associated with several world religions and indigenous spiritual traditions as well as encouraging students to reflect on the myths that guide heir lives and spiritual perspectives.  3 credits

This Sacred Earth: Spirituality & The Natural World  REL/SLA 2025
This course acquaints students with the various ways in which people and cultures approach the earth and the natural world from a spiritual perspective, asking such questions as: Is care for and participation in the natural world a spiritual issue? How do religious communities and spiritual worldviews approach environmental concern? What are the historic roots of our current environmental crisis from a spiritual perspective? This course is designed to be experiential as well as informative. While learning about and discussing various views, beliefs, and practices, we will also experience first-hand a variety of rituals, prayers, meditative and other earth-honoring practices drawing from different religious traditions and from the personal insights of class participants.  3 credits

On Being Human  REL/SLA 2068
Thomas Berry famously said, “The earth is a communion of subjects, and not a collection of objects.” This course is an exploration of what it means to be human in terms of our spiritual nature and in the context of the earth community. We will examine various concepts and ideas in relation to what it means to be human, giving special attention to the development of a concept of personal identity as a human within the whole. We will also work with the notions of creating and participating in a sustainable holistic earth community. This includes developing a service learning project through which students seek to engage with the community meaningful ways.  3 credits

Asian Philosophies  REL/PHI 3023
How do ancient and contemporary Asian philosophers think about human nature, the natural environment, ethics, politics, aesthetics, metaphysics, and religious practices? This course explores Confucianism, Taoism, Hinduism, Buddhism, Zen, and Shintoism from the perspective of ancient texts and modern critical responses. These worldviews are further experienced via cultural traditions such as literature, film, poetry, music, calligraphy, visual arts, and architecture.  3 credits

Renewable Energy & Ecological Design (RED)

Ecological Design Studio I  RED 1000
Ecological Design Studio I challenges students to learn basic design and representation skills by applying ecological design concepts to design problems. To do so, students will develop skills in design, drafting, sketching and model building. Emphasis will be placed on the development of hands-on skills in a studio environment. Students will also learn how to see their environment through observational sketching.  3 credits

Woodshop Safety Certification  RED 1005
Completion of the Woodshop Safety Certification is mandatory to use the shop. This course will introduce users to the primary shop tools, rules, and procedures. Completion of this course does not qualify a person to use a tool without supervision of Shop staff. The RED Shop is committed to keeping a safe and respectful space. The course provides the groundwork for promoting a positive and supporting atmosphere for every individual.  1 credit

REED Skills Intensive  RED 1085
Preparing students for the world of sustainable design and renewable energy requires both knowledge and practical experience. The REED Skills Intensives are 2-3 day courses that immerse students in a specific, hands-on aspect of sustainable design and/or renewable energy systems. Students will work with GMC faculty, local design professionals and accomplished craftspeople to gain valuable skills.
that prepare students for careers in the design and energy fields. Generally, topics with sufficient depth and demand will be presented in a two-course series. Potential topics include photovoltaic/solar thermal design and installation, sustainable furniture design/build, wood turning, computer-aided drafting/modeling, and home energy audits and weatherization.

REED External Practicum
RED 1100
The external practicum allows students to enroll in skills-based courses offered by external institutions related to renewable energy and ecological design. Possible schools include Solar Energy International, Yestermorrow Design/Build School, Ecosa, and others pending faculty approval.

Ecological Design Thinking
RED/SLA 2022
The act of design is the challenge to define a problem, or opportunity, and then outline a solution to address that problem/opportunity. But how does one start? How does one know a design is complete? And how does one know if it’s successful?

Design thinking is a formalized attempt to shape the design process into a more explicitly self-aware and innovative process by encouraging a User-based focus (human and non-human), collaborative group participation, creativity techniques to stimulate systems-thinking, and a strong emphasis on feedback and the iterative evaluation loop.

Whether for a product, a social-justice policy, a house, a chair, and even an essay these same questions arise. Through the formalized methodology of the design-thinking process thinkers and designers can become more explicitly self-aware and innovative problem-solvers. Design-thinking encourages collaborative group efforts (Empathy Stage), analytical framing (Define Stage), holistic and creative systems-thinkers (Ideation Stage), effective iterative modeling (Prototype Stage) and evaluative feedback loops (Testing Stage).

When merged with the principles of ecological design, design-thinking becomes not simply “human-centered” design, but a powerful tool to address whole systems, human and non-human. And, it’s empowering and fun.

Ecological Design Studio II
RED 3000
Ecological Design Studio II offers students the opportunity to synthesize their multidisciplinary experiences and knowledge into a substantial community-based design project. As a collaborative community, the class will integrate renewable energy systems, climate and ecological design principles, site considerations, and client needs into a building aimed toward regenerative processes. More than a purely functional design, students will develop aesthetic sensibilities through design exercises and studio critiques. They will learn how to articulate design decisions, and how to provide relevant feedback to their peers. Students will leave the course having completed a comprehensive design project. Prerequisite: RED 1000 Ecological Design Studio I.

Renewable Energy Technology & Applications
RED 3120
Most of us are aware that society’s current energy systems are unsustainable, but few of us can clearly articulate why or what the alternatives may be. This course begins with an assessment of the energy problem and then provides an overview of various renewable energy technologies and their applications. Students will learn about the latest developments in solar energy technology, wind power, geothermal, ocean energy and hydroelectric power production. This course emphasizes a quantitative assessment of the resource potential for each form of renewable energy and the challenges associated with large-scale deployment of these systems. Finally, the course highlights the different policy and regulatory approaches to promote greater energy efficiency and increased use of clean, renewable forms of energy. Prerequisite: SLA 1123 Energy & Society.

Design with Climate
RED 3125
Students in Ecological Design will apply their knowledge of ecological design principles and their skills in drawing and design to a real-world design problem. Through research, field study, site analysis, drawing and modeling, students will work through a sustainable building design process from start to finish.

Topics in Sustainable Design & Fabrication
RED 4000
This course combines design thinking, sustainability, and craft. Within a shop environment, students will learn how to assess need, generate ideas, create rapid prototypes, refine design ideas, and fabricate a final product. Topics might include renewable technologies, clean technologies, product design, or furniture design. Prerequisite: RED 1000 Ecological Design Studio I.

Environmental Design/Build
RED 4025
Design/Build offers students an opportunity to apply their knowledge and skills to real-world, hands-on projects aimed at benefitting their community. Students will learn about green building materials and methods, construction tools and techniques, and the design/build process. As a group, students will analyze a site, interview the client, craft a program, collectively work toward an appropriate design solution and work as a team bringing it to life. Prerequisite: RED 1000 Ecological Design I. 6 credits

Internship in REED
RED 4090
The Internship in REED is a capstone experience, whereby students take the knowledge and skills gained through the REED curriculum and apply them in a professional setting. Once students achieve junior status and have successfully completed the REED portfolio review, they are eligible to pursue the internship requirement. Students will work closely with their advisor and GMC Career Services to find an internship opportunity with an organization engaged in energy and design work or analysis. Weekly reporting, participation in a poster presentation session and a final report are required for successful completion. Prerequisites: Junior standing and successful completion of REED Portfolio Review.

LEED Certification Exam Preparation
RED 4100
This course is designed to prepare students for success when taking the Leadership in Energy and Environmental Design (LEED) Green Associate Exam. The LEED Green Associate credential serves to strengthen your green building qualifications and allows you to market your green building knowledge to potential employers and clients through this widely respected recognition. In order to earn the credential, the US Green Building Council (USGBC) requires students to be engaged in an ‘education program that addresses green building principles.’ Therefore, GMC students must be either Environmental Studies: Sustainable Design and Energy majors or enrolled in the REED Certificate program. Other students may enroll in the course, but they are not eligible to earn the credential. This course will be offered on an as needed basis and will be graded on a pass/fail basis.

Resilient and Sustainable Communities

Sustainability and Resilience: Theory and Practice
RSC/PHI 3050
The course will examine major theories of sustainability and resilience and assess critiques of these theories, while exploring ways the theories are used to shape goals for communities. Students will develop a cogent vision of just and sustainable society and be able to defend the application of this vision in a community. Students will learn how to identify leverage points to shift the dynamics of social and natural systems in a region toward sustainability/resilience and how the language associated with these theories can be used to motivate stakeholder action.

Resort & Hospitality Management (RHM)

Resort CO-OP I
RHM 1050
Performed at Killington. The student is given the opportunity to apply and interview for specified positions within The Killington Resort. These positions are classified as either “front of the house” (guest contact) or “back of the house” (non-guest contact).
area. Once accepted into a particular Co-Op position, the student will experience job functions in that area. All Co-ops are paid at prevailing wages. Students are treated as Killington employees with all rights and privileges normally due to a Killington employee. The student is expected to adhere to all Killington policies and procedures. The students meet as a class each week. The student is given a sequence of projects to complete over the term. The student also completes a term long "special project" that he/she develops in conjunction with his/her supervisor, subject to approval of the faculty. The student presents that project to the Killington Management team at the end of the term. The student should also note that the Co-Op begins in mid December and runs through mid March. Students will be expected to work a full (36-40 hour) week during that time (including Christmas Eve/Day, New Year's Eve/ Day, and Presidents' Week). Work schedules will be arranged so that the students will have off, in order to attend class. Formal evaluations and faculty/coordinator visits are completed for each student. The student also coordinates an entrance and exit interview with his/her direct supervisor, GMC faculty and the Killington Director of Training and Development. Should any student be separated from the Killington Resort for any disciplinary or policy reason, that student will automatically fail the course. Course fees may be required.

Sustainable Marketing

Applies basic marketing principles to the resort/hospitality industry in general and the destination property in specific. Topics include strategies for product and service offerings, seasonal pricing strategies, communication message, content, and placement as well as market segmentation. The concepts of product life cycle, resource allocation and relationship marketing strategies are also introduced. Students apply concepts to the Killington operations through projects and presentations. Course fees may be required.

Human Resource Issues in Hospitality & Resorts

An introduction to human resource management in the hospitality and resort industry. In addition to addressing the traditional human resource functions of sourcing, selection, development and evaluation, the course allows the student to view the resort in a competitive service industry with a seasonal (short term) part time employee base. This course also covers the regulatory environment, and the special considerations of sourcing an international seasonal work force each year. Guest and employee injuries, bomb threats, natural disasters, and other unforeseen emergency management strategies are discussed. Legal and ethical concerns are addressed. Taught by senior Killington management.

MIS & Data Management

The system for collection and summation of data is explored within the hospitality property and destination resort setting. Special attention is paid to the seasonality of the business as well as the special requirements and timing for report generation. Students will also explore the special interrelationships of the resort guest-contact areas (base lodges operations, hotel lodging, time share real estate, food service, retail, equipment/rental operations, activity/events) and the administrative support areas (human resources, finance, mountain operations, marketing and housekeeping/maintenance).

Financial & Budget Management

The student will be introduced to the key financial reports and systems within a hospitality and/or resort setting. This course approaches financial decision making from the view of a base lodge or general manager. Thus, emphasis is placed on the financial reporting system available to middle management and the decisions available to those managers. The concepts of CVP, yield management, budget preparation, forecasting, internal control and operational leverage are covered in addition to the traditional financial statement interpretation. This course uses "real life" examples and project assignments from the Killington and/or hospitality operations. Prerequisite: RHM 1425 MIS & Data Management.

Introduction to Resort & Hospitality Operations

The history and psychological basis of the resort industry is explored. Students are also introduced to the operational areas of the destination property. Senior managers from The Killington Resort guide students in the understanding of the various operational areas and responsibilities of the resort management team. Special attention is paid to various national/international resorts and market segments, as students track particular resorts and market segments over the term. The global and environmental aspects of the resort industry are also explored. Course fees may be required.

Food & Beverage Operations

Regardless of the geographic location, the activities or the seasonality of its business, all resorts and hospitality operations have lodging and/or food & beverage concerns. This course immerses the student into an understanding of those fundamental operations. The food and beverage component exposes the student to the process of food/beverage ordering, receiving, inventory control, preparation, service and evaluation. Concepts of cost control, menu design, function management, CVP and the like are also explored.

Advanced Excel

Builds proficiency in spreadsheets catalog for the resort management decision making. Mastery of Excel functionality and business applications such as financial modeling, data management and reporting.

Resort CO-OP II

The student experience compliments the first Co-Op. If the student was in the “front” during Co-Op I, then he/she will be placed in the “back” for Co-Op II. Same policies and structure applies as Co-Op I. Project and class assignments will be at a second year level. Certain students who show promise may be invited to take on additional supervisory responsibilities and projects. Prerequisite: RHM 1050 Resort Co-op I. Course fees may be required.

Retail & Consumer Behavior

Retail operations are a critical component to the overall resort offering. This course examines the traditional theories of consumer behavior (buying behavior, purchase process, product attributes, etc.) in light of the resort guest. The student also explores the retail strategies of atmospherics, inventory assortment, merchandising, store layout, pricing strategies and product placement within the store. Killington retail outlets are used for case illustration, research and student projects. Taught by senior Killington management. Course fees may be required.

Marketing Research for Hospitality & Resorts

Market research is a continual operation within the hospitality property and destination resort. This course allows the student to experience the marketing research process as both a project oriented as well as continual basis within the hospitality and/or resort operation. Students will develop and administer a variety of collection instruments, including surveys, focus groups, interviews and Internet polling. The students will experience a variety of data collection, analysis and interpretation. Projects will be assigned in conjunction with the Killington management team, which will allow the student to collect data, perform the analysis, make recommendations and present his/her findings to the Killington management team.

Events Planning

The examination of methods required in planning, coordinating, delivering and evaluating banquets and functions within the hospitality operation. The student will study the needs of various market segments, conventions, groups and individuals in order to execute a successful event within the constraints of a profitable hospitality operation. Events entail more than just food and beverage service. Students will need to consider the social, artistic and environmental aspects as well.

Resort Internship

The internship experience in the final year is student driven and developed in conjunction with the RLM faculty. The goal of the internship is to provide a focused experience in a destination resort setting that will lead to the student’s choice of
a full time career. Thus the student should give ample time and thought to the location and type of experience that he/she desires for the internship. The internship may be completed at Killington if both the student and the Resort agree. The internship may be completed at other national/international properties as well.

There is no guarantee of stipend, wages or salary for the experience. Those decisions are between the resort property and the student. The student will submit a proposal to the Resort & Hospitality Management faculty at least three (3) months prior to the experience. This proposal will include, but not be limited to, the job/position description, learning outcomes, project(s) to be completed and evaluation system. The proposal must also include a letter of support from the internship site, which includes the names, and positions of all supervisors, start/finish date and any other appropriate information. The student will not be allowed to register until the RHM faculty approves all such information. Offered on a pass/fail basis. Students may petition the Program Director for a graded experience. Forms for the internship proposal and grading option are available from the Program Director. Repeatable up to 9 credits.

**Organizational Leadership**  
**RHM 3220**  
Since man first got together and organized for a given task (hunting food), someone in the group stepped forward to help direct and control the action of the group. What may have started as an informal delegation of authority for a simple group task has developed into a set of more formalized responsibilities in today’s organizations. But what makes a good leader? What is leadership all about? Where did it come from? How did leadership develop? Is leadership situational? Is it grounded in the individual? These and many other questions continue to surface as organizations change in the global complexity that surrounds us. This course seeks to explore the concept and history of leadership from early writers through the industrial era and ending up in today’s information age. The course will look at leadership theory through the writings of both academic theorists as well as organizational practitioners over that same time. Guest speakers will also shed light on leadership realities in today’s organizations.  

**Hospitality & Resort Law**  
**RHM 3225**  
This course exposes the student to the legal and regulatory issues involved with managing the hospitality and/or resort property. Hospitality topics include hotel-guest relationships, rights of refusal, assumption of risk, dram shop acts, bailments, riparian rights, duties of guest safety, as well as food and liquor liability. Resort issues include, but are not limited to the permitting process, environmental regulations, as well as community and societal issues.  

**Green Development**  
**RHM 3275**  
This course is designed to expose the student to the impact of both (a) current resort operations and (b) planned resort development upon the natural and community environments. The student will explore the specialized requirements for resorts based on location, climate, activities and natural resources. The course will also develop a student’s understanding of the management responsibility for environmental impact analysis, project development, construction/site supervision and regulatory considerations. Taught by Killington senior management.  

**Resort & Hospitality Strategy**  
**RHM 3295**  
A senior “capstone” course in which the student is required to draw upon all parts of the curriculum, under pressure, to demonstrate his/her ability to think critically and communicate sound decisions in the management of resort and/or hospitality operations. The student will be asked to analyze and/or author case studies, make professional presentations on some aspect of strategy in a staff meeting setting and/or other appropriate vehicles to demonstrate the culmination of his/her knowledge. The student will also need to successfully complete a comprehensive exam. This exam will be given over a series of classes and will cover all previous content from Resort or Hospitality Management courses.  

**Team Manager & Development**  
**RHM 3325**  
This course offers the RHM student team manager an opportunity to further develop her/his management abilities. The RHM team manager will be responsible for the successful operation of various activities and events throughout the academic year. This course is designed to help the student evaluate the success of those efforts with respect to her/his own management abilities.  

**Lodging Operations**  
**RHM 3575**  
This course provides an in-depth focus on the lodging component of hospitality operations. Topics include rooms portfolio management, forecasting and pricing decisions, integration with information technology, yield, ADR and RevPAR management, target market concerns, group business decisions, as well as operations management of the lodging property.  

**Self-Designed Major (SDE)**

**Progressive Program Level III Review**  
**SDE 200G/201G**  
Please see the Progressive Program section of the Catalog for Level Review requirements.  

**Progressive Program Level VI Review**  
**SDE 300G/301G**  
Please see the Progressive Program section of the Catalog for Level Review requirements.  

**Independent Project**  
**SDE 3000**  
An independent study, research, work internship/externship project in support of an approved Self-Designed Major proposal. This course requires the sponsorship of a faculty advisor, although the work may be carried out under the direction of a staff member or a qualified off-campus professional. The course may be taken in units from 1 to 6 credits. (A maximum of 15 credits of SDE 3000 will be permitted.)  

**Progressive Program Internship**  
**SDE 3050**  
This course offers members of the Progressive Program the opportunity to apply their knowledge and skills in a practical experience. Under the direction of an advisor, a student may arrange an internship that will make substantive use of coursework in the Progressive Program. Evaluative reports will be completed by both the student and his/her off-campus supervisor, and assessment of the student’s performance will be completed by the student’s advisor. Credit will be dependent upon the number of contact hours (consult the Program Director for guidelines). Note that students opting for a traditional major with an internship requirement ought to complete the internship in that program. Prerequisite: permission of the academic advisor and the Progressive Program Director.  

**Progressive Program Senior Study**  
**SDE 400G/401G**  
Please see the Progressive Program section of the Catalog for Senior Study requirements.  

**Final Project**  
**SDE 4000**  
The final project for students with approved Self-Designed Major programs, this course of independent study will ordinarily be carried out under the supervision of the principal or alternate advisors and should demonstrate the accomplishment of the objectives in the student’s major proposal.  

**Sociology/Anthropology (SOC)**

**Human Origins**  
**SOC 1001**  
What have humans and their ancestors been doing the last five million years? What did we look like and how did we act 4 million years ago, 1 million years ago, and 20,000 years ago? Did our minds evolve, as well as our bodies? How do we know? Did different “races” of humans evolve? When was the “creative explosion” that turned our species into religious, symbolic artists? How and when did we spread around the world? What have been the consequences of farming and congregating in cities? What are some of the issues facing contemporary indigenous people? This
course will draw on evolutionary theory, paleoanthropology, archaeology, linguistics and cultural anthropology to explore and answer these questions.  3 credits

**Cultural Anthropology**  SOC 1002
Humans are cultural creatures, and in this course we will take a broad yet integrative view of how humans shape, and are shaped by, the social and cultural systems they inhabit. We will first use anthropological perspectives to explore the culture concept, a brief history of cultural anthropology, language and culture, and the cultural construction of race. We will then examine the cross-cultural variety of types of subsistence, kinship, marriage and households, and gender roles. The second half of the course employs a more psychological or cognitive perspective to examine how culture helps form meaningful identities, memories, symbols, rituals, and senses of place.  3 credits

**Social Problems**  SOC 1003
This course covers sociological theory and research about pressing difficulties in contemporary American society, including: poverty, crime, political abuse, and economic elites.  3 credits

**Introduction to Sociology**  SOC 1011
This course provides the student with a basic understanding of the place sociology fills among the social sciences, its areas of concern, limitations, and methodology. The student is introduced to the sociological way of looking at human experiences.  3 credits

**American Minorities**  SOC 2001
This course acquaints the student with the social processes underlying the interaction of racial and ethnic minority groups in contemporary society. Special attention is given to several prominent minority groups in contemporary society.  3 credits

**Independent Study in Sociology I**  SOC 2003
In this course, students conduct independent reading, research, or other projects under the supervision of a faculty mentor. They must complete the Independent Study application before registering. Independent studies are necessarily subject to availability of a faculty mentor. Prerequisite: Sophomore standing.  3-4 credits

**Women’s Studies**  SOC/WST 2005
Women’s Studies uses an interdisciplinary approach to examining the experiences of women and their place in society. The course explores the meaning of sex and gender, gender role socialization, issues regarding women’s role and treatment in society, and the consequences for women.  3 credits

**Social Stratification**  SOC 2007
This course studies differentiation and ranking within societies. The theories of social stratification and the social processes by which inequality comes to be seen as legitimate, natural, or desirable will also be covered.  3 credits

**Women Across Cultures**  SOC/WST 2013
This course focuses on the status of women in various cultures, their needs and problems, priorities and potential. Different perspectives applicable to women’s lives and experiences are covered. Special emphasis is given to women in non-Western societies.  3 credits

**Special Topics in Sociology/Anthropology**  SOC 2015
This course will be offered upon sufficient demand provided an instructor is available. The topics covered will vary according to the preferences of students and instructor. Prerequisite: Permission of instructor.  3 credits

**Marriage & the Family**  SOC 2023
This course acquaints the student with basic family concepts, their origins and impact on contemporary American society. Consideration is also given to dating, courtship, marriage, alternative lifestyles, and the future of the family.  3 credits

**Practicum I**  SOC 3000
This course involves 60 hours of participation and observation in an off-campus institutional setting under close faculty supervision. Students will record observations in a daily journal, conduct a project related to their work at the institution and write a formal paper describing their work and the institution. Students meet on a regular basis with faculty for guidance and on-going assessment. Final evaluation of faculty advisor will include an evaluation by the student’s on-site supervisor. Prior to registration for this course, the student must fill out an application and obtain the permission of a faculty supervisor.  3 credits

**Human Ecology**  SOC 3001/ ENV 3023
This course draws strongly on anthropology and ecology, as well as a variety of other disciplines, in order to study humans and human societies from ecological perspectives. We will examine both the benefits and difficulties associated with the application of ecological concepts to humans. Topics include human adaptation, continuity and change in human ecosystems; human epidemiology and infectious disease; and the role of symbolic cognition, politics and power, and globalization as they affect human ecosystems.  3 credits

**Social Theory**  SOC 3002
This course will cover the classical theorists, including Weber, Marx, Durkheim, Simmel, Cooley, and others. Prerequisite: Junior standing or permission of instructor.  3 credits

**Independent Study in Sociology/Anthropology II**  SOC 3003
In this course, students conduct independent reading, research, or other projects under the supervision of a faculty mentor. They must complete the Independent Study application form before registering. Independent studies are necessarily subject to availability of a faculty mentor. Prerequisite: Junior standing.  3-4 credits

**Cultural Dimensions of Globalization**  SOC 3009
This course draws on social theory to investigate the cultural dimensions of globalization (the increasing transnational flow of capital, people, commodities, ideas, and ideologies). We will consider: definitions of globalization, its historical roots, the role of capitalism, diasporas, commodity chain analysis, cultural imperialism, identity and hybridity, ethnonationalism, hegemony and resistance, globalization and localization, and homogeneity versus fragmentation. We will use cultural anthropology in order to focus on how these trends and issues affect real people living real lives throughout the world. Student participation is essential.  3 credits

**Social Research I**  SOC 3010
This course provides an introduction to research design, measurement, and analysis including: survey and observational designs, operational definitions, reliability, validity, sampling, sampling distributions and confidence intervals, statistics of central tendency and variability, uses of the normal distribution and interpretation of other statistical distributions such as t, c2, and r. Basic elements of hypothesis testing will be studied. Students will use SPSS to analyze data sets and learn to present and interpret data in graphic form. Prerequisite: S.L.A. math completion or Level 4 math placement or permission of instructor.  4 credits

**Anthropology of Contemporary China**  SOC 3011
China is currently experiencing fascinating and complex changes. A socialist economy is transforming into a largely capitalistic one, affecting all levels of Chinese society. At the same time, deep cultural traditions and values are increasingly interacting with global forces in ways that are transforming peoples’ lives. In this course, we will therefore use the lens of cultural anthropology to examine how social and economic forces are affecting peoples’ everyday lives, including wealth and class, family and work life, internal migration, religious practice, gender roles and sexuality, national and ethnic identity, environmental issues, and ideologies of development and modernization. Students are expected to contribute actively through discussion, writing, and at least one presentation.  3 credits
Social Research II
SOC 3012
The second course in a two semester sequence, this course provides opportunities for student generated research projects which involve significant library research, the collection of data, and the production of a journal style paper in APA format. Experimentation, content analysis, and research ethics will be studied. Students will gain experience in the analysis of multivariate problems using correlation, regression, and analysis of variance with post hoc determinations. Students will use SPSS to analyze data sets and present summaries in graphic form. Prerequisite: SOC 3010 Social Research I. 4 credits

Third World Developments
SOC 3013
This course examines recent international events with an emphasis upon Eastern Europe, Asia, Africa, the Middle East, and Latin America. It includes a contrast among Russian, Chinese, and Latin American communism as well as a contrast between Japanese and American capitalism. Prerequisite: Two SOC courses or permission of the instructor. 3 credits

Special Topics in Sociology/Anthropology
SOC 3015
This course will be offered upon sufficient demand provided an instructor is available. The topics covered will vary according to the preferences of students and instructor. Permission of instructor. 3 credits

Asian Art
SOC/ART 3016
The course represents an overview, across the ages, of how various oriental religions and cultures transformed their artistic impulses into distinctive forms of aesthetic expression. The course will explore not only painting, but also sculpture, architecture, and everyday (antique) objects. Historical, sociological, and anthropological insights will be applied to interpret common and divergent styles of art. Prerequisites: at least one course in Sociology/Anthropology, Art, or Asian Studies, or permission of the instructor. 3 credits

Ethnology
SOC/SLA 3022
Ethnology, with theoretical roots in cognitive science and environmental anthropology, investigates local, folk systems of knowledge pertaining to plants, animals, and ecological dynamics. Since the 1950s, ethnological case-studies around the world have demonstrated the internal coherence, complexity, and adaptiveness of indigenous systems of classification. While this is still a central goal, contemporary ethnologists also apply their findings to goals such as the conservation of biological diversity, rural development, sustainable use of common property resources, and negotiation of intellectual property rights. Ethnology has therefore also become politicized: we are now interested in how “native” systems of knowledge and behavior are embedded in systems of unequal distribution, access, and power. In this course, students will learn about the theoretical underpinnings and development of approaches to ethnology; become acquainted with case studies from the Americas, Africa, Asia, and Australia; and become trained in basic ethnological methods and use them to produce a significant research project and present your findings. 3 credits

Social Psychology
SOC/PSY 3023
An examination of individual and group responses to social influence. Emphasis is on major theories, research methods, and current research topics in social psychology. This course may also be taken as Psychology 3023. Prerequisites: SOC 1011 Introduction to Sociology or one 2000 level SOC or PSY course. 3 credits

Food Justice
SOC/SFS 3024
An investigation into the ideas, actions, and strategies of movements for food justice that are emerging to remedy social and economic inequalities in food production, distribution, and consumption. Writing Intensive. 4 credits

Ethnographic Field Methods
SOC 3025
This is a hands-on methodology course for students interested in conducting ethnographic fieldwork, or the first-hand study of people in their everyday, cultural settings. We will explore critically the purposes, issues, ethics, and techniques of ethnographic fieldwork methodology through readings on fieldwork methods and by “doing ethnography.” Students will learn about research design, gathering data, analyzing data, and how to write up their conclusions. Throughout the course students will conduct a series of fieldwork exercises as they work toward completion of a longer, final ethnography. Prerequisite: SOC 1002 Cultural Anthropology or permission of instructor. 3 credits

East Asia in National Geographic Perspective
SOC/SLA 3028
This course examines the role the West has played in shaping cultural, social, and political understanding of East Asia. Instead of presenting histories of East Asia written by any number of scholars, this course is different in that it will use National Geographic stories and photographs to guide our analytical journey into how East Asia has been studied in the United States, and what implications this has on contemporary issues. To take up this analysis, students will engage research methods and theoretical perspectives, including content and discourse analysis, postcolonial theory, and the politics of representation. This course is interdisciplinary in nature, highlighting the intersections of the social, cultural, political, and environmental. Meets the Area Studies requirement for Sociology/Anthropology majors. 3 credits

Criminology
SOC 3032
This course deals with the various aspects of crime and delinquency as well as the American criminal justice system. It will attempt to explain why people commit crimes, why society formulates laws, and how lawbreakers are dealt with. Some alternate solutions to the problems of crime will be considered. Prerequisite: one SOC course or SLA 1023 Contemporary Social Issues or permission of instructor. 3 credits

Independent Research I
SOC 3063
With the assistance and advice of a faculty mentor, the student will investigate a topic or issue of particular interest using one of the methods in social research: e.g., survey, content analysis, experiment. The results of the research will be presented in a formal paper in the style of a journal article. Prerequisite: PSY 3014/ SOC 3012 Social Research II or SOC 3025 Ethnographic Field Methods and permission of the instructor. 3 credits

Practicum II
SOC 4000
This course involves 60 hours of participation and observation in an off-campus institutional setting under close faculty supervision. Students will record observations in a daily journal, conduct a project related to their work at the institution and write a formal paper describing their work and the institution. Students meet on a regular basis with faculty for guidance and on-going assessment. Final evaluation by faculty advisor will include an evaluation by the student’s on-site supervisor. Prior to registration for this course, the student must fill out an application form and obtain the permission of a faculty supervisor. Prerequisite: Junior standing and permission of instructor. 3 credits

Independent Research II
SOC 4003
With the assistance and advice of a faculty mentor, the student will investigate a topic or issue of particular interest using one of the methods in social research: e.g., survey, content analysis, and experiment. The results of the research will be presented in a formal paper in the style of a journal article. Prerequisite: SOC 3012 Social Research II or SOC 3025 Ethnographic Field Methods and permission of the instructor. 3 credits

Senior Seminar
SOC 4013
This course provides an opportunity for in-depth study, analysis, and discussion of issues in sociology and anthropology which are of special interest to students and faculty. It may be taken more than once for credit as the topic changes each year. It may also be taken by non-majors only with permission of the instructor. Prerequisite: Junior or Senior Standing. 3 credits
Special Topics in Sociology/Anthropology
SOC 4015
This course will be offered upon sufficient demand provided an instructor is available. The topics covered will vary according to the preferences of students and instructor. This course will satisfy the requirement of course electives within the Division at the 4000 level. Prerequisite: Permission of instructor. 3 credits

International Development
SOC/SFS 4045
This course is designed to give students of all disciplines the knowledge and skills needed to address some of the toughest challenges in international development. Seeking the middle ground between theory and practice, development projects from around the world are studied and analyzed, emphasizing the roles of donors, NGOs and business and the impact of different development approaches (e.g., community-led, business-led). Theories of international development are explored and students acquire the skills needed to apply theories of change to development challenges in topical areas such as: food systems, food insecurity, poverty, debt, refugees, labor and labor migration. Mindful of “Do No Harm” principles in development, students learn to identify best practices (e.g., gender inclusion, nutrition-focused, engaged youth, markets that work for the poor, rights-based) and design their own international development project, grounded in theory, to address urgent development challenges at the nexus of agriculture and development. 3 credits

Spanish (SPA)

Green Mountain College has a consortium agreement in foreign language study with nearby Castleton State College. Inquiries may be made through the Green Mountain College Office of the Registrar.

Beginning Spanish
SPA 1001-1002
This course covers beginning reading and writing skills, spoken language, basic verb structure, vocabulary and some cultural study through language. Not open to native speakers, this class assumes no previous knowledge of Spanish. 3 credits for each course

Intermediate Spanish
SPA 2001
This course is designed to build students' Spanish skills in all areas – reading, writing, speaking and listening. We will cover essential grammatical concepts, from the basic to the more complex, using engaging and interactive classroom activities that encourage authentic communication. We will be watching and discussing short films that correspond to each textbook chapter, reading literature from a number of Latin American countries, and listening to music in Spanish to expand students' exposure to Spanish beyond the classroom. Exposure to various aspects of Latin American and Spanish culture will be an essential part of the class. Prerequisites: SPA 1001 Beginning Spanish I and SPA 1002 Beginning Spanish II or permission of instructor. 3 credits

Conversational Spanish
SPA 2020
This course will emphasize oral communication, listening comprehension and the development of an understanding and appreciation of the cultures of Spanish-speaking countries. Students will practice vocabulary and expressions appropriate to a variety of situations they might encounter while traveling or studying in the Spanish-speaking world, and will increase their proficiency in the use of grammatical concepts learned in previous courses. They will become familiar with the geography of Spain and Latin America, and will delve into the various cultures of the regions through food, music and mass media. Each student will choose one Spanish-speaking country as his/her focus for the semester and will be responsible for several oral presentations that explore different aspects of that country. The course will include a limited grammar review and opportunities to develop reading and writing skills in Spanish. Prerequisites: SPA 1001 Beginning Spanish I and SPA 1002 Beginning Spanish II, or permission of instructor. 3 credits

Fundamentals of Organic Agriculture
SFS 1011
An introduction to the history, ethics, and fundamental principles of the organic agriculture movement and its relationship to sustainable food, fiber, and seed production. This course will examine the biological, economic and ethical dimensions of designing a small farm or market-based garden system. Concepts covered will include garden design and rotation, seed selection, plant morphology, soil structure and composition, seedling production, transplanting, season extension, diseases and pests, harvest methods, and marketing. 4 credits

Farming Skills Intensive
SFS 1075
Many components of an integrated farm system draw on a specialized skill set and body of knowledge and are best learned in an intensive setting that combines theory and practice. This course will immerse students in a particular aspect of sustainable farming. Students will work with agricultural faculty and agricultural practitioners, generally in the field or at the practitioner’s operation, to explore and apply the theory and knowledge regarding the topic at hand in a workshop format. Potential topics include greenhouse management, plant propagation, winter farming, draft animal driving and training, and draft animal utilization. (Note: Topics with sufficient depth and demand will be presented in a two course series, e.g., season extension design and season extension crop management.) 1 credit

Introduction to Cerridwen Farm
SFS 1211
Students in this course will be responsible for one morning chore shift a week at Cerridwen farm (~ 2 hrs/week). This will include helping with vegetable management in season (cultivating, harvesting, processing) as well as animal management and care—feeding, cleaning, and moving animals, gathering eggs, milking the cow, etc. In addition, all farm hands will meet for one hour a week with the farm manager to discuss and learn about various aspects of managing Cerridwen Farm.

Food Preservation
SFS 2002
Throughout most of human history, domestic-scale food preservation has been of vital significance. Today, as an alternative to industrially processed products, small-scale food preservation can play an integral role in sustaining locally based food systems. This course gives students the opportunity to investigate the history, theory, and practice of such traditional means of food preservation as lactic fermentation, pickling, drying, salting, and root cellar storage of seasonal products, such as fish, herbs, fruits, and vegetables. Students will learn the fundamentals of preservation processes through hands-on in-class and field-based activities and experiences, and, in particular, work in collaboration with Green Mountain College’s Cerridwen Farm in doing group projects demonstrating principles of food preservation with portions of the fall season’s harvest. The course will survey the history and diversity of food preservation practices and technologies that have evolved in response to the problems of place (tropical vs. temperate), and scale (home use vs. market commodity). It will explore different processes, ranging from ancient techniques to more modern methods, for preserving a diversity of local products and investigate how they were preserved in different types of traditional food systems (hunting-gathering, pastoral, and farming). 3 credits

Agroecology
SFS 2054
Agroecology is the application of ecological theory to farms as ecosystems. It is also an approach to the sustainable management of farm systems that has arisen out of the perspective of crop and livestock systems as ecosystems. This course will review the theoretical and practical underpinnings of agroecology and teach the fundamentals of an agroecological approach to farming. In particular, it will teach students how to collect and analyze ecological data within the context of a working farm and use this information to develop more sustainable practices. 4 credits
Biodiversity Issues in Agriculture: Seeds & Trees  SFS 2060
This course will take a comparative approach to understanding the role of biodiversity in agriculture using cultural, biological, and geographic perspectives. It will cover the emergence and diffusion of crop diversity in different traditional agricultural systems, and trace the erosion of this heritage with the rise of scientific breeding and industrial agriculture. We will also investigate a range of contemporary agrobiodiversity issues: ex situ vs. in situ conservation, participatory breeding, global policy, the threat of GM (genetically modified) crops, and the relationship between biological and cultural diversity. 3 credits

Biodiversity Issues in Agriculture: Livestock  SFS 2061
A diverse array of livestock breeds are disappearing across the globe at alarming rates. The landscapes, management practices, and cultural traditions associated with these livestock are also threatened. The remaining predominate breeds suffer from perilous genetic erosion. This course will examine the conservation strategies and issues surrounding rare breeds of livestock in the U.S. and abroad. 3 credits

Animal Husbandry  SFS 2067
Appropriate animal husbandry is a critical economic, ecological, and ethical element of farming. This course will provide an overview of basic physiological processes and needs of common livestock species, with an emphasis on management techniques that can help maximize livestock health and minimize veterinary investments and interventions. 3 credits

Culinary Practices in Sustainable Animal Proteins  SFS 2068
This course is designed for students to gain a deeper understanding of the complexities of culinary practices for sustainably raised animal proteins and of the business end of food service operations. 3 credits

The Sustainable Plate: Culinary Skills & Systems  SFS 2069
This class is designed for students to gain a deeper understanding of and knowledge about managing, designing, and preparing foods at the institutional or restaurant scale that exemplify and demonstrate principles of sustainability. Through direct engagement with our own campus food service, Chartwells, students will explore and evaluate current industry standards & practices, such as sustainable purchasing policies and green restaurant certifications, nutrition and menuing software, as well as strategies for sourcing, budgeting, and complying with food safety regulations in handling whole food ingredients. Additionally, students will apply this knowledge through hands-on experiences in the dining services culinary systems, including fundamental culinary skills working with seasonal, whole foods, as well as grapple directly with the challenges of creating dishes based on farm-to-plate principles and sustainable sourcing practices at the institutional scale. 4 credits

Sustainable Regional Food Systems  SFS 2070
In this interdisciplinary course students will be challenged to conceptualize and present evidence found in our region of a sustainable regional food system, while also researching and describing alternative modes of production, distribution, and consumption that can enhance the viability of the current system. Students’ direct participation in GMC’s Cerridwen Farm will enable them to experience the challenges and realities of consuming foods they produce, process, and prepare from field to fork. This course will also investigate other field sites of our regional food system, exploring the social context and cultural values (including nutrition models) motivating consumption of locally produced and processed food products. Our evaluation and analysis of these factors will be informed by critical readings of current literature addressing sustainable food systems issues from the theoretical and practical perspectives. 3 credits

Appropriate Technologies in Agriculture  SFS 2073
Students will be expected to work 5 hours on the farm plus taking a share in daily chores (max. 2 hours a week). In addition, they will spend 6 to 9 hours a week in curricular activities as outlined below. The course will feature experiential learning and independent study and research in addition to an average of 4 contact hours each week, equivalent to a standard 15-week term’s contact hours. 3 credits

Integrated Farming Systems  SFS 2075
Students will be expected to work 5 hours on the farm plus taking a share in daily chores (max. 2 hours a week). In addition, they will spend 6 to 9 hours a week in curricular activities as outlined below. The course will feature experiential learning and independent study and research in addition to an average of 4 contact hours each week, equivalent to a standard 15-week term’s contact hours. 3 credits

Food, Agriculture, and Environmental Education  SFS/EDU 3016
This experiential course examines the interplay between food, agriculture, and environmental education (EE). Historical and current approaches, programs, curricula, and resources will be examined and critiqued, and methods for working with various, diverse audiences will be introduced, tried, and evaluated. Students will also participate in a local service-learning project. 3 credits

Food and Agriculture Policy  SFS 3020
This course will provide an introduction to federal and state policies that influence the farm and food system and affect the adoption and practice of sustainable agriculture. Federal policy areas to be examined include the federal farm bill (particularly those parts of it that affect commodity prices and farm income), environmental regulation of animal agriculture, food safety, and the regulation of organic farming. Among state policy issues to be examined are water rights and land conservation. Both federal and state policies affecting local and regional food systems will be discussed. 3 credits

Food Safety  SFS 3022
Is food safe? This is a question which has been raised by the public with increasing frequency over the past several years. Whether the subject is meat, dairy, eggs, fruit/vegetables, or seafood, the answer is no less urgent for the producer as it is for the consumer. This course begins with an exploration of the scope of the subject, touching upon the recent history of foodborne diseases, environmental influences and food security. Then, an introduction to microbiology and toxicology begins a survey of the common pathogens and toxins in various food groups. The emphasis will be on the role of farm management. In the last section, with the help of guest lecturers, the answer to the question of food safety will emerge from principles of “best practice” for the small and medium scale farmer as well as for the consumer. 3 credits

Food Justice  SFS/SOC 3024
An investigation into the ideas, actions, and strategies of movements for food justice that are emerging to remedy social and economic inequalities in food production, distribution, and consumption. Writing Intensive 4 credits

Soil Ecology  SFS/BIO 3031
During this course we explore the how some of the smallest organisms, hidden away in the tiniest cracks and crevices of the earth, play such a central role in many ecosystem processes of importance to humanity. A large portion of the course is dedicated to the study of soil microbes (including bacteria, archaea, fungi, protozoa and viruses) and ecosystem functions they perform. For example, you will learn how soil microbes contribute to the natural fertility of organic farms and how they impact the global climate by sequestering and releasing greenhouse gases. In addition, we will study interactions between microbes and mesofauna and macrofauna including nematodes, microarthropods and earthworms. You will gain hands-on field experience collecting soil samples, analyzing their physical and biological properties and learning how microbial communities are studied using molecular biological techniques. You will learn how to analyze and critically evaluate papers from the peer-reviewed literature and popular media. 3 credits

Composting & Organic Waste Management  SFS 3040
This course on organic waste management will focus on aerobic composting, vermicomposting and anaerobic digestion. It addresses the history of organic waste management in the US, both on farms and in municipalities. This comprehensive introduction to farm and non-farm based organic feedstock management will address several key topics in this growing industry: the increasingly important role of organics diversion, management systems at different scales, Best Management Practices, the role of composting in current and future farm systems, soil health
benefits, associated environmental remediation projects, and the evolving regulatory approaches to organic waste management practices. Prerequisite: None, but previous coursework in sustainable agriculture, natural resources management, and/or environmental policy is strongly recommended.  

3 credits

**Advanced Organic Agriculture**  
SFS 3052
The economically successful and ecologically sustainable management of agroecosystems requires knowledge from multiple disciplines including botany, soil ecology, plant ecology, entomology, marketing, and small business management. Students will delve into all of these fields as they survey the theory and practice of cutting edge organic vegetable production and marketing techniques including soil management, plant propagation, pest management, season extension, and direct marketing. Particular emphasis will be placed on planning, observation, and record keeping with a constant eye on economic efficiency. Prerequisites: SFS 1011 Fundamentals of Organic Agriculture, or permission of instructor.  

4 credits

**Sustainable Farming Systems**  
SFS 3054
“Sustainable agriculture” tends to progress from scientific/ecological theories to a set of guiding principles to on-farm applications to evaluations of economic viability. These sets of guiding principles generally evolve into systematic approaches to agriculture and how some farmers in our region have utilized these systems in farm design and practice. Systems studied will include holistic farm management, grass-based farming, Amish systems, agroforestry, and permaculture. Students will spend extensive time on an assigned farm and will design an agriculturally-based campus land use model.  

3 credits

**Advanced Topics in Sustainable Agriculture**  
SFS 3057
This course will teach the application of systems theory and systems thinking to the challenge of understanding and designing farm systems. Students will learn how to develop conceptual and analytical models of various components of a farm system including crops and other plants, insects, soil nutrients, energy, marketing strategies, and various farm technologies. Such models will be integrated in the development of a systems model for Cerndwen farm.  

3 credits

**A History of Agriculture: Civilizations, Technology & the Environment**  
SFS/HIS 3058
Understanding how previous agricultural methods and technologies have impacted humans and the environment is critical to determining the best methods and technologies for contemporary agriculture—approaches that can best feed human populations while ameliorating the environment. Beginning with an overview of the evolution of agriculture, the course will then focus on the historical development of agriculture in the U.S., with an emphasis on soils, technologies, and on-farm practices.  

3 credits

**Biodiversity Issues in Agriculture: Diversifying Food and Diets**  
SFS 3060
Agricultural biodiversity both determines and is determined by diets. Urbanization, industrialization, globalization and loss of traditional knowledge have profoundly changed patterns of food production and consumption in ways that impact ecosystems and diets. The reduction of food diversity and simplification of diets towards a limited number of energy-rich yet micronutrient-poor plant and animal-derived foods are global trends associated with serious health consequences such as micronutrient deficiencies and diet-related chronic diseases. This course is an in-depth examination of the linkages between biodiversity, food and nutrition using research from around the globe. The course will culminate with the design of a food system field project that seeks to improve nutrition and dietary diversity with agricultural biodiversity.  

3 credits

**Practicum in Sustainable Agriculture**  
SFS 3200
This course is an opportunity for students to participate in the technical aspects of agricultural production, including fieldwork, planning, and/or analysis. Students will be required to complete 90 hours of work and consultation with a qualified agricultural practitioner as well as complete background readings and written assignments. Prerequisites: Permission of instructor.  

1-3 credits

**Junior/Senior Seminar**  
SFS 4001
This 1-credit seminar provides SFS majors with the opportunity for self-reflection and self-assessment of their cumulative coursework and practical experiences, with the aim of creating a focus that will direct further study and personal development. Students will research sustainable food systems career paths and opportunities, and then develop the skills, abilities, and goals necessary to become professionals in these sustainable food systems fields.  

Course activities include developing effective advocacy, communication and research skills; building resumes and CV; preparing graduate school and job applications; honing business and farm design and planning skills, as well as exploring grant writing and funding. Additionally, students will compare different approaches to sustainable agriculture and/or sustainable food systems research and development, and learn how to integrate and apply information and frameworks from the different disciplines they have studied.  

1 credit

**International Development**  
SFS/SOC 4045
This course is designed to give students of all disciplines the knowledge and skills needed to address some of the toughest challenges in international development. Seeking the middle ground between theory and practice, development projects from around the world are studied and analyzed, emphasizing the roles of donors, NGOs and business and the impact of different development approaches (e.g., community-led, business-led). Theories of international development are explored and students acquire the skills needed to apply theories of change to development challenges in topical areas such as: food systems, food insecurity, poverty, debt, refugees, labor and labor migration. Mindful of “Do No Harm” principles in development, students learn to identify best practices (e.g., gender inclusion, nutrition-focused, engaged youth, markets that work for the poor, rights-based) and design their own international development project, grounded in theory, to address urgent development challenges at the nexus of agriculture and development.  

3 credits

**Agroecology**  
SFS 4054
Agroecology is the application of ecological theory to farms as ecosystems. It is also an approach to the sustainable management of farm systems that has arisen out of the perspective of crop and livestock systems as ecosystems. This course will review the theoretical and practical underpinnings of agroecology and teach the fundamentals of an agroecological approach to farming. In particular, it will teach students how to collect and analyze ecological data within the context of a working farm and use this information to develop more sustainable practices.  

3 credits

**Brunnenburg Internship**  
SFS 4095
This intensive international internship provides competitively selected students with the opportunity to live and work at Brunnenburg Castle & Agricultural Museum, including experience in vineyards, orchards, a living history museum, and rare breed conservation. Students are selected for this experience on a competitive basis.  

3-6 credits

**Undergraduate Teaching Assistant (UTA)**  
UTA 3000
Undergraduate Teaching Practicum
This practicum is intended for students who excelled in a course or who bring extensive, related, prior education or experience to a particular class. It furthers student knowledge of a subject beyond initial exposure and competence by helping a faculty member teach a course on that subject. It also provides a limited apprenticeship in the design and implementation of a college course. This course is repeatable when different courses are covered. Students must have taken the course in which they plan to UTA and may only be a UTA for up to 10 credits.  

1-10 credits
### Wilderness and Outdoor Therapy (WOT)

**Introduction to Therapeutic Adventure**  
WOT 2025  
A critical examination of the process of therapeutic adventure programming from both a historical and philosophical perspective. This course will involve an overview of the therapeutic adventure program management process. Introduction to therapeutic adventure intervention strategies used to restore, remediate, and/or rehabilitate individuals with various illnesses and/or disabilities.  
3 credits

**Theories & Foundations of Adventure Therapy**  
WOT 3071  
This course is designed to introduce students to an overview of the theories and foundations of therapeutic adventure. Specifically, this course will examine: adventure and wilderness theory models, the therapeutic process, programming applications, processing experiences, research, and the future of therapeutic adventure. Prerequisites: WOT 2025 Introduction to Therapeutic Recreation Services.  
3 credits

**Practical Application of Therapeutic Adventure**  
WOT 3072  
This course is designed to give students information regarding the practical application of therapeutic adventure techniques. Different theories and methods utilized in the service of therapeutic practice including the identification of a presenting problem issue, and the selection of strategies of client management and methods of intervention will be explored. The lab component of this course is designed to provide the student with an opportunity to apply the skills discussed in the practical application course through hands-on experiences. The students will be exposed to individual and group processing techniques, with a focus on the use of metaphors in the therapeutic process. Prerequisites: WOT 2025 Introduction to Therapeutic Adventure.  
3 credits

**Field Placement in Psychology**  
WOT/PSY 4011  
This course involves 120 hours of supervision, observation, and preparation for work in an off-campus institutional setting under close faculty supervision. Students will record observations in a weekly journal, conduct a comprehensive final project related to their work at the institution, write a formal paper describing their work and the institution, and discuss their experiences with fellow classmates. Students will meet on a weekly basis with the course instructor and fellow students for guidance, ongoing assessment, and discussion related to their experiences. In addition, students will meet with the course instructor on a weekly basis for individual supervision. Final evaluation by the course instructor will include an evaluation by the student's on-site supervisor. Prerequisites: Either PSY 4005 Counseling Psychotherapy or WOT 3071 Theories and Foundations of Therapeutic Adventure or permission of instructor.  
3 credits

### Wildlife and Forestry Conservation (WFC)

**Field Studies in Sustainability and the Environment**  
WFC 1001  
Students will be introduced to a range of ideas and concepts foundational to forestry, wildlife, and the environment in general. We will approach these ideas through a problem-based exploration of real-world issues. Students will develop skills in problem identification, resource measurement, and strategies for solutions. Students will also learn about the diverse opportunities and career options in the broad areas of wildlife, forestry, and environmental studies.  
3 credits

**Natural Resources Field Experiences**  
WFC 2015  
This field-based course allows the students to engage in applied natural resource issues and problems. Students will visit multiple sites over a two-week time period.  
3 credits

Each site will allow the students to participate in specific projects spanning the fields of forestry, wildlife management, fisheries, and recreation planning. Students will become proficient in several measurement techniques including timber cruising, wildlife population modeling, GIS, and visitor surveys.

**Data Analysis and Modeling**  
WFC/SLA 2020  
This course is intended to build competency in quantitative skills in the field of natural resources management. Specifically, students will learn descriptive and inferential statistical tests in addition to managing data sets to solve applied problems. Further, students will learn how to use natural resources data to model natural and social systems. Collectively, the statistical analyses and modeling will provide a foundation for being able to describe and summarize complex relationships and systems.  
3 credits

**Fish and Wildlife Management**  
WFC 3063  
This course examines the principles of managing fish and wildlife resources with emphasis on the history of fish and wildlife resources in the United States, population ecology, fish and wildlife values, and the administration of fish and wildlife resources and agencies. As an advanced general survey course, "Fish and Wildlife Management" introduces the student to the major concepts, programs, and problems in the preservation and restoration of species.  
3 credits

**Hunting: History, Ethics & Management**  
WFC 3065  
To kill or not to kill, that is the question. Hunting in North America today is a decidedly different enterprise than that which our forebears practiced even up to one hundred years ago. Hunting has shifted from a practice borne out of utilitarian necessity to an endeavor based on choice and leisure preference. It has grown from a rural chore to a full-fledged recreational industry with superstores, luxury guided vacation packages, and a full slate of ESPN programming. This course will trace the history of hunting, the ethical debates surrounding it, and the current wildlife management models built upon hunting pressure.  
3 credits

**Fish and Wildlife Techniques**  
WFC 3073  
This course examines the principles and techniques for studying fish and wildlife, with emphasis on the evolution of fish and wildlife studies in the United States, population ecology, data analysis, and the ethical treatment of study animals. As an advanced general survey course, "Fish and Wildlife Techniques" introduces the student to the major concepts, programs, and problems in the preservation and restoration of species, with an emphasis on testing biological hypotheses.  
4 credits

**Silviculture**  
WFC 3075  
This class represents a study of ecologically-based decisions and practices designed to achieve a range of objectives related to forest management. Students will begin by learning how trees grow and forests develop such that they can determine how different treatments will affect residual trees and stands. Further, students will consider how different silvicultural prescriptions are used to produce timber and non-timber forest benefits. Attention will be given to issues of forest health, biodiversity, soil, and water resources as well as their effect on broader social, economic, and ecological issues.  
3 credits

**Forest Policy & Management**  
ENV/WFC 3082  
In this course, students will examine the causes and consequences of past policies aimed to promote the long-term economic and ecological health of forest ecosystems. Students will learn about the political institutions and parties involved in the creation and implementation of forest policies at the local, state, national, and international levels. Contemporary issues related to forest management to be covered may include private lands issues, community-based conservation, woody biomass-to-energy initiatives, climate change and carbon sequestration, wilderness policy, and management, and urban forestry. Through field trips to local forests, conversations with forestry professionals, and course assignments, students will gain deeper understandings of what sustainable forestry policies might look like in the northeastern United States.  
3 credits
Resource Impacts and Management  WFC 4025
This course addresses the inevitable result of introducing recreation participation into natural areas. Attention will be given to the study of the four major categories of resource impact: soil, water, vegetation, and wildlife. Students will also participate in a resource monitoring and data collection project. Prerequisite: ADE 1000 Introduction to Recreation & Outdoor Studies or permission of the instructor.  3 credits

Natural Resources Capstone and Exam  WFC 4052
This course is the capstone of the WFC major. Students will conduct a thorough self-evaluation of their progress through the WFC program. In addition, students will prepare a portfolio of professional work in advance of seeking full-time employment. Finally, the culminating aspect of this course is a series of exams, both oral and written, developed to test the student’s achievement of the WFC program goals.  1 credit

Natural Resources Internship  WFC 4053
This experience is designed to be completed during a student’s junior or senior year. Students work with an approved agency/organization involved in natural resources management. Students must document 120 hours worth of work and complete weekly reports in addition to a Special Project. Prerequisite: Successful completion of 50% of the WFC major curriculum requirements.  3 credits

Women’s Studies (WST)

Women’s Studies  WST/SOC 2005
Women’s Studies uses an interdisciplinary approach to examine the experiences of women and their place in society. The course explores the meaning of sex and gender, gender role socialization, issues regarding women’s role and treatment in society, and the consequences for women.  3 credits

Women Across Cultures  WST/SOC 2013
This course focuses on the status of women in various cultures, their needs and problems, priorities and potential. Different perspectives applicable to women’s lives and experiences are covered. Special emphasis is given to women in non-Western societies.  3 credits

Special Topics in Women’s Studies  WST3015
Instructors and students delve into a specific topic related to women in this course. It is intended to further students’ knowledge and understanding about the female experience and the place of women in the world. It is open to all areas of inquiry and will be offered as often as demand and conditions prevail.  3 credits

Feminist Philosophy  WST/PHI3030
The course is a survey of the perspectives and issues of feminist and gender theory in philosophy, including ethics, social-political theory, ecofeminism, metaphysics, religion, philosophy of science, aesthetics and theories of knowledge. Topics will include historical and contemporary philosophic theories by and about women, as well as social and political issues concerning a plurality of gendered perspectives.  3 credits

Psychology & Gender  WST/PSY 4022
This course will facilitate an examination of gender as it exists in our lives, as a cultural construct having profound psychosocial implications and as an object of theoretical discourse. By means of a close study of primary texts, attention will be given to historical transformations of concepts of gender in psychology since Freud. Prerequisite: PSY 2034 Theories of Personality or permission of instructor.  3 credits

Independent Study
Course Numbers

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