Our Mission

Green Mountain College prepares students for productive, caring, and fulfilling lives by taking the environment as the unifying theme underlying its academic and co-curricular programs. This innovative interdisciplinary approach to liberal arts education is grounded in the institution’s strong tradition of effective teaching and mentoring, and is complemented by a diversity of community-oriented campus life opportunities. Through a wide range of liberal arts and career-focused majors, the college fosters the ideals of environmental responsibility, public service, global understanding, and lifelong intellectual, physical, and spiritual development.
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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 location 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.

**Why Environmental 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 Environmental Liberal Arts (ELA) curriculum.

Unlike traditional classes, the four core ELA 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 “environment” in the very broadest sense and try to avoid narrow definitions and stereotypes. Here, “environment” 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 has a lot of the best in small-town rural living—beautiful lakes, trails, two great diners, a cozy pub, a library, and lots of beautiful historic houses and churches. Year-round outdoor recreational opportunities are plentiful with hiking, biking, rock climbing, ice climbing, skiing, paddling, and camping. Killington’s world-class ski resort is

“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
about 40 minutes away—and you can get a great discount as a student. The Adirondack Mountains in New York State offer limitless outdoor opportunities as well. Great shopping towns like Burlington and Middlebury, Vt., and Queensbury, N.Y., 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. GMC offers a three-year bachelor of science degree in Resort & Hospitality Management in cooperation with Killington, Ltd., the largest ski area in the east, and special certificate programs in resort management and renewable energy and ecodesign (REED).

**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. GMC’s programs in adventure education and youth development and camp management are accredited by the Council on Accreditation of the National Recreation and Park Association and the Association for Leisure and Recreation. The College is affiliated with the United Methodist Church, which guides our ecumenical approach to spiritual development. GMC is also a member of the Eco League, a consortium of five environmentally-focused colleges.
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 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, France, 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.
Environmental Liberal Arts

General Education Requirements

Green Mountain College has a national reputation for its signature 36-37 credit Environmental Liberal Arts Program, better known as ELA. This program provides a common experience shared by all students. Perhaps the greatest strength that a liberal arts education provides students is the desire and ability to learn and to apply both new and old knowledge in innovative ways. This strength is a foundation for career success, seeking and living a good life, and post-baccalaureate study. A second strength complements the first: the development of moral courage and wisdom acquired by grappling with some of the most important issues of our time. The ELA Program ensures that our graduates are better 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.

The ELA combines a strong liberal arts course of study with a focus on sustainability and the environment, helping students develop the skills and knowledge required of citizens who choose to help build a sustainable world. We believe that understanding the dynamic systems in which we are embedded, both natural and social, is central to the development of a person’s intellect and character. The core themes of the environment and sustainability reflect the philosophy of a liberal arts education at the College.

The ELA ensures that our 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 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 program consists of four core courses (15 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.

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.
ELA Goals & 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 & 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 & 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.
Images of Nature
This intro course explores some of the ways in which human societies make sense of the natural world. Students read literature that ranges from poetry to environmental philosophy, and develop a sense of how culture determines our understanding of our environment. Frequent field trips help root students in their new home while they test ideas from classroom readings. The ELA portfolio begins with this course.

A Delicate Balance
This capstone course helps students understand what may be required to create a sustainable future for the world and themselves. Students read literature in political philosophy and civic engagement. They reflect on their own development and apply what they have learned in community projects. This project is a culmination and expression of their personal interest and involvement with Green Mountain College’s mission.

Dimensions of Nature
This course explores the development of scientific thought as humans endeavored to understand the structure, origin, and character of the natural world. Using original sources, students learn how the process of science has evolved from Aristotle and Euclid to Darwin, Watson and Crick. This course emphasizes critical reading, critical thinking and clarity of written and oral expression.

THE
Environmental Liberal Arts
CORE COURSE SEQUENCE

Voices of Community
Voices of Community is a writing seminar and provides students with extensive practice in composition and revision. Writing skills are honed through a series of assignments that explore the environment of human relationships and communities in which we find ourselves. Understanding and appreciating diversity in human communities is one focus of this course.
Distribution Categories

Quantitative Analysis
The quantification of phenomena allows us to understand why and how systems function. Students 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, deduction, and induction in ways that sharpen problem-solving skills, enhance formal reasoning skills, and develop methods of quantification and analysis. Acquisition of such skills is 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 ELA and must substitute another course from any category for the Natural Systems course.

Human Systems
Human beings are deeply embedded in complex social relationships. 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 different contexts. Aesthetic values play an important role in environmental decision-making. Exposure to multiple cultures’ perspectives on beauty deepens our understanding and appreciation for the aesthetic dimensions of our surroundings.

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 a 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 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, and spiritual development and the effects of our individual lifestyle choices on ourselves and our communities, both natural and human.
### ELA Requirements

#### Core Courses (15 credits)

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One:</td>
<td>ELA 1000</td>
<td>Images of Nature</td>
<td>6</td>
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<tr>
<td></td>
<td>ELA 1500</td>
<td>Voices of Community: First Year Writing Seminar</td>
<td>3</td>
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<tr>
<td>Year Two:</td>
<td>ELA 2000</td>
<td>Dimensions of Nature</td>
<td>3</td>
</tr>
<tr>
<td>Year Three:</td>
<td>ELA 4000</td>
<td>A Delicate Balance (capstone seminar)</td>
<td>3</td>
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</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Analysis</td>
<td>ELA 1002</td>
<td>Environmental Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELA 1101/MAT 1015</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELA 1102</td>
<td>The Mathematical Experience</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELA 1105</td>
<td>Quantitative Environmental Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Natural Systems</td>
<td>ELA 1013</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELA 1015</td>
<td>The Evolution Revolution</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ELA 1016</td>
<td>Astronomy: A Guided Tour of the Heavens</td>
<td>4</td>
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<tr>
<td></td>
<td>ELA 1017</td>
<td>Intro to Environmental Chemistry</td>
<td>4</td>
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<td></td>
<td>ELA 1110</td>
<td>Local Flora</td>
<td>3</td>
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<td></td>
<td>ELA 1112</td>
<td>Wildlife Ecology</td>
<td>3</td>
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<td></td>
<td>ELA 1114</td>
<td>Conservation Medicine</td>
<td>3</td>
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<td></td>
<td>ELA 2011</td>
<td>Biotechnology</td>
<td>3</td>
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<td></td>
<td>ELA 2012</td>
<td>Natural History of Vermont</td>
<td>3</td>
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<tr>
<td></td>
<td>ELA 2110</td>
<td>Natural Disasters</td>
<td>3</td>
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<tr>
<td></td>
<td>ELA 3010</td>
<td>Climate Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Human Systems</td>
<td>ELA 1023</td>
<td>Contemporary Social Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELA 1027</td>
<td>Simplicity &amp; Sustainability</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELA 1028</td>
<td>Food, Society, Environment</td>
<td>3</td>
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<tr>
<td></td>
<td>ELA 1029</td>
<td>Native American Perspectives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELA 1123</td>
<td>Energy &amp; Society</td>
<td>3</td>
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<td></td>
<td>ELA 2021</td>
<td>Law &amp; Society</td>
<td>3</td>
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<tr>
<td></td>
<td>ELA/ECO 3023</td>
<td>Contemporary Political Economy</td>
<td>3</td>
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<tr>
<td></td>
<td>ELA/ENV 3021</td>
<td>Sustainable Development</td>
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## Aesthetic Appreciation

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELA 1031</td>
<td>Theatre: The Audience Environment</td>
<td>3</td>
</tr>
<tr>
<td>ELA 1033</td>
<td>Social Power of Art in Time</td>
<td>3</td>
</tr>
<tr>
<td>ELA 1035</td>
<td>The Western Imagination</td>
<td>3</td>
</tr>
<tr>
<td>ELA 1037</td>
<td>Nature in Music</td>
<td>3</td>
</tr>
<tr>
<td>ELA 1039</td>
<td>Nature In Theatre and Film</td>
<td>3</td>
</tr>
<tr>
<td>ELA 1135</td>
<td>The Nature of Design</td>
<td>3</td>
</tr>
<tr>
<td>ELA 2031</td>
<td>Garden Design</td>
<td>3</td>
</tr>
<tr>
<td>ELA 2032</td>
<td>Stage to Screen: Social Issues in Theatre &amp; Film</td>
<td>3</td>
</tr>
<tr>
<td>ELA 2035</td>
<td>Natural Science Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ELA/COM 3039</td>
<td>New Media Ecology</td>
<td>3</td>
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## Moral Reasoning

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELA 1041/PHI 1001</td>
<td>Philosophic Reflections on Our Cultural Environment</td>
<td>3</td>
</tr>
<tr>
<td>ELA 1043</td>
<td>Utopias: Envisioning the Good Society</td>
<td>3</td>
</tr>
<tr>
<td>ELA/PHI 1045</td>
<td>Environmental Ethics</td>
<td>3</td>
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## Historical Contexts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ELA/HIS 1057</td>
<td>World History and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ELA/HIS 1058</td>
<td>American Views of the Environment</td>
<td>3</td>
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## The Examined Life

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELA 1025</td>
<td>Seeing Ourselves</td>
<td>3</td>
</tr>
<tr>
<td>ELA 1065</td>
<td>Forests, Parks, &amp; Wilderness</td>
<td>3</td>
</tr>
<tr>
<td>ELA 1066</td>
<td>The Vegetarian Lifestyle</td>
<td>3</td>
</tr>
<tr>
<td>ELA 1121</td>
<td>Multiculturalism, Diversity Awareness, &amp; Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>ELA 2045</td>
<td>International Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>ELA 2065</td>
<td>Homesteaders Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total ELA Credits:** 36-37
Broaden Your Horizons

College Honors Program
Simply put, our mission is to promote academic excellence and intellectual rigor. Through the Honors Program, we seek to attract and retain academically motivated students to Green Mountain College and provide them with an enhanced learning experience. The 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 Environmental Liberal Arts (ELA) curriculum. Honors students register for the Honors section of the four ELA 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. In addition, Honors students register for honors sections of ELA distribution courses and independent projects such that the total honors credit coursework completed in the Honors program equals 24 credits. Exceptions will be made for students who are not admitted to the honors program as freshmen—sophomores are required to complete 12 honors credits, juniors and seniors are required to complete six honors credits. Progressive students will only be required to complete the Honors sections of the ELA core courses.

Additionally, Honors students have opportunities to participate in Honors seminars throughout their college career, and are by special invitation included in select College functions, including meetings and dinners with visiting speakers and dignitaries. Honors students may also apply to the Honors Floor, a special section of housing reserved for program participants that includes study rooms and facilities, and to SAGE Hall.
FOUR YEARS: GUARANTEED
In 2009, we announced the Green Mountain College Four-Year Guarantee in response to an often overlooked factor in the high cost of a college education: Students often need five years or longer to complete all their course requirements for graduation. One national study shows that only 37% of students attending a four-year college or university actually graduate in four years. That can translate into tens of thousands of extra dollars spent on the path to a baccalaureate degree.

GMC is now making the following pledge to incoming freshmen: “We guarantee that you will graduate in four years or we will cover all tuition costs for any additional course work at GMC needed for graduation.”

If you maintain a 2.0 GPA, take a minimum 15-credit course load each semester, and meet regularly with your faculty advisor, you won’t have to pay for tuition at GMC beyond four years. This is an expression of faith in the strength of our programs and in our faculty advising system. At GMC, your advisor is a long-term partner in developing the best program of study for you.

For details, please visit: www.greenmtn.edu/4years
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 be awarded an Honors Certificate recognizing their special academic achievement. In addition, both your College diploma and your official transcript will note your successful completion of work required for College Honors.

The Honors Society
All students admitted into the College Honors Program automatically receive membership in the College Honors Society. The Honors Society also gives you opportunities to interact socially and on special projects with other students whose ability and initiative match your own.

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 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 entire College. Raising food on a college campus requires students to consider the ecological, economic, and ethical issues associated with

Over the last decade, the administration and the board of trustees have made substantial investments in energy efficiency, waste reduction, conservation, and local or “green” purchasing.

Climate Commitment.
Green Mountain College was the first college or university in Vermont to sign the American College & University Presidents Climate Commitment. Through the agreement, colleges pledge to establish policies to achieve carbon neutrality. As a Leadership Circle member, the College also provides guidance and helps to promote the initiative. GMC plans to be one of the nation’s first climate neutral campuses by 2011.

COW Power.
In 2006, Green Mountain College signed up to get more than 50 percent of its electricity from Vermont dairy farms through Central Vermont Public Service, the College’s local utility. When the College’s biomass plant is operational in 2010, GMC will generate an additional 20% of its electricity needs and most of the heat required for campus buildings.

Vermont Climate Collaborative.
GMC President Paul Fonteyn serves on the Vermont Climate Collaborative, a group created to guide Vermont’s response to climate change and development of the green economy. At a charter signing October 1, 2008, Vermont Governor James Douglas called the Collaborative a signature partnership that brings together the state’s higher education institutions, businesses, legislators and nonprofit organizations to allow Vermont to lead the nation in environmental policies and the creation of a thriving green economy.

Green Purchasing.
Green Mountain College’s block course, titled “Food, Agriculture, and Community Development in the Northeast,” received the Vermont Governor’s Award for Environmental Excellence and Pollution Prevention. As a final project, the class wrote sustainable purchasing guidelines for Withey Dining Hall, which has resulted in expanded purchasing of local food.
our plates and palates. The growth of the GMC Farm and Food Project over the past decade is rooted in the sustainability interests of many of our students. 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 is based on 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 discuss 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 25 different countries. The College also sponsors an impressive array of programs aimed at providing students with a cross-cultural dimension to their education and fostering an authentic global outlook. GMC also offers a number of study abroad opportunities each year that reflect the academic programs of the College. Among these have been academic trips to 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. The following are some of the study abroad programs available through Green Mountain College.

Argentina: Universidad del Centro Educativo Latinamericano (UCEL)
GMC offers the opportunity to study the Spanish language and South American culture in Argentina for three credits in humanities. Participants join with students from other colleges and universities in classes for every level of Spanish instruction, including one for beginners. The program is held in association with the Universidad del Centro Educativo Latinamericano (UCEL), a university related to our college through the International Association of Methodist Schools, Colleges and Universities (IAMSCU). UCEL is located in Rosario, Argentina, which is three hours from Buenos Aires, and has an enrollment of 2,000 students. The university is accredited by the Ministry of Higher Education in Argentina.

France: L’Institut Européen de Français
Students may earn college credit for this three-week academic and cultural immersion course taught in the ancient city of Montpellier near the Mediterranean Sea. Students do intensive language study during the week, followed by excursions to historic and cultural landmarks of the region on the weekend.
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.

Italy: Brunnenburg Castle

Located in the heart of the autonomous province of South Tirol in the Italian Alps, Brunnenburg Castle is home to Green Mountain College students for in-depth semester long programs held on a biannual basis, on summer study tours, and as interns. Brunnenburg’s working alpine farm—including a vineyard, wine cellar, orchards, gardens, and rare breeds of livestock—is linked to its museum of alpine agriculture. Students live in the 17th century farmhouse and study inside the walls of the castle, surrounded by the tools and tradi-
Innovative. Green Mountain College was one of only three schools in North America to receive a 2009 Sustainability Innovator Award. The College’s Student Campus Greening Fund was recognized by The Sustainable Endowments Institute as an exemplary student-run program designed to put into action greening initiatives and reduce the school’s environmental impact.

Kiwi Green. In 2008, the online magazine *Kiwi* included Green Mountain College as one of the top 75 environmental institutions of higher learning in the U.S. The magazine cited the College’s Farm and Food Project, including the two-acre organic garden and solar- and wind-powered greenhouse.

Sustainable. In 2007, Green Mountain College earned one of four Campus Sustainability Leadership Awards from the Association for the Advancement of Sustainability in Higher Education (AASHE). The award recognized GMC’s outstanding overall commitment to sustainability in their governance and administration, curriculum and research, operations, campus culture, and community outreach.

Education about sustainability begins at home, where we live and work. Green Mountain College has been nationally recognized for its sustainability efforts on campus. Much of the recognition comes from projects proposed and designed by GMC students and funded through the student-operated Campus Greening Fund.

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 (five 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 three-week, three-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 1st.

**Wales: University of Wales, Aberystwyth**
Many Welsh immigrants, attracted by the area’s slate industry, settled in Vermont’s Slate 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 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 non-consecutive 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), Prescott College (Prescott, Ariz.), Northland College (Ashland, Wisc.), and Col-
lege of the Atlantic (Bar Harbor, Maine). Best of all, students can participate in the Eco League 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 affiliate of the National Outdoor Leadership School (NOLS) in Lander, Wyo. NOLS college credit is administered by the programs of Adventure Education and Youth Development & Camp Management. 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)
- **ELA 1064: Leisure Appreciation and the Natural Environment** (3 credits)
- **REC 1009: Outdoor Skills Practicum** (1-4 credits)
- **REC 1041: Outdoor Living Skills** (3 credits)
- **REC 2315: Wilderness First Responder (WFR, 3 credits)**

Students must register with the Green Mountain College Registrar’s Office prior to attending NOLS.

**Internships**
Green Mountain College 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. Students gain a deep 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:

- Securing a full-time faculty sponsor willing to work with the students on the independent study.
- Filling out the independent study form obtained in the Registrar’s Office or online.
- Submitting 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 appropriate Division Chair 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. Students acquire the skills and knowledge associated with a rigorous graduate degree in business administration while emphasizing environmental and social responsibility.

MBA students may choose one of two concentrations: General Business Administration or Non-Profit Organizational Management. 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 resulting in a strategy design and implementation plan that supports organizational effectiveness. This is a two-year program requiring 37 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. The GMC master’s 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.

The program 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 39 credit hours.
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
- Art
- Art w/ Secondary Licensure
- Biology
- Biology w/ Secondary Licensure
- Business
- Communications
- Elementary Education
- Elementary Education w/ Special Education Endorsement
- English
- English w/ Secondary Licensure
- Environmental Management
- Environmental Studies
- Fine Art
- History
History w/ Secondary Licensure
Interdisciplinary Studies
Natural Resources Management
Philosophy
Psychology
Resort & Hospitality Management
Self-Designed
Sociology/Anthropology
Writing
Youth Development & Camp Management

MINORS:
Adventure Recreation
Asian Studies

Biology
Biopsychology
Chemistry
Communications
Economics
Education
English
Environmental Education
Environmental Studies
General Business
Geology
History
Math
Music
Philosophy
Psychology

Recreation
Recreation Management
Religious Studies
Sociology/Anthropology
Theatre Arts
Therapeutic Adventure
Visual Art
Women’s Studies
Writing

CERTIFICATES:
Pre-Law
Renewable Energy & Ecological Design
Resort Management
Adventure Education

Program Director: Thomas Stuessy
Division of Sciences & Outdoor Leadership

PROGRAMS OFFERED:
- BS in Adventure Education
- Minor in Adventure Education
- Minor in Recreation
- Minor in Recreation 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.

To accomplish this, the 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.

Establishing a strong outdoor skill set allows young professionals to safely manage the “tools” of adventure, such as paddling, backpacking, rock and ice climbing, or expedition management. Second, developing the human skills necessary to perform effectively as a young professional is equally important. Students are challenged 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 design and manage an outdoor program to meet specific desired outcomes requires a solid grasp of educational skills. Through the adventure recreation major, students 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 build effective working relationships as young professionals as the result of a curriculum that accurately reflects the real world of adventure educators;
- Be able to plan, implement and evaluate high quality and safe adventure learning experiences for others among a variety of activities;
- Be able to critically and accurately self-assess relative to human, outdoor and educational skills and to deliver articulate and effective feedback to others;
- Be able to facilitate desired learning outcomes of adventure experiences into learning for their own future participants;
- Be able to perform a variety of administrative functions relevant to adventure programming; and
- Be able to articulate and utilize knowledge of adventure programming as it pertains to both natural and human ecological systems.

CAREER OPPORTUNITIES
Many of our graduates are employed by outdoor education centers, wilderness therapy programs, adventure guide services, resorts, municipal agencies, college and university adventure programs, and expeditionary leadership programs including Outward Bound (OB) and the National Outdoor Leadership School (NOLS). 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 each major include, but are not limited to:
- Professional Guide services
- Collegiate adventure programming
- Outdoor school leader (OB & NOLS)
- Adjudicated wilderness youth programs
- Resort adventure director

Degree Requirements
- Municipal adventure program director
- Ski/Snowboard school services
- Paddlesport center program staff
- Nonprofit natural resource associations

Optional professional certification tracks (ADV courses) allow students with a particular interest or focused career goal to seek appropriate levels of certification and obtain college credit with 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 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 the National Ski Patrol System, 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.

Formal non-credit and credit bearing work experience (practicum hours and internship) is an integral part of each of the degree programs. The internship is 9-12 credit hour work experience in the student’s selected area of specialization. More detailed information regarding the internship program is contained in a separate publication: The Internship Manual.

Specific guidelines that students need to satisfy prior to engaging in the internship experience are as follows:

- Have a valid nationally recognized and program director approved Wilderness First Responder (WFR) and/or Outdoor Emergency Care (OEC) prior to the internship;
- Have earned at least one instructor level certification in an outdoor skill prior to the internship;
- Have attended at least one national conference in area of study prior to the internship;
- Complete 200 hours of practical experience of approved, documented adventure programming work prior to their internship; and
- Possess a minimum GPA of 2.50 in major program requirements.

LEADERSHIP OUTSIDE the CLASSROOM

Students have the opportunity to become certified leaders in a variety of field-based courses that utilize the natural resources available near the Green Mountain College campus. These courses require additional fees. A partial listing of certification courses that are typically offered include:

Professional Climbing Instructors Association (PCIA)
The fall block for sophomores includes an opportunity to earn the bottom and top site management certification from the PCIA in Acadia National Park in Maine. The certification process includes a five day training program and a two day certification exam. Guide services, collegiate adventure programs, summer camps and climbing gyms will likely require some sort of certification prior to being hired. This certification course is a great way to begin a career that incorporates climbing instruction. The fees associated are included in the fall block.

Wilderness Education Association (WEA) Courses
Program faculty are National Standards Program Certification Instructors for the Wilderness Education Association. This qualifies the faculty to offer Wilderness Education Workshops (1-3 day), Stewards (10 day), and National Standards Program (21-35 day) Outdoor Leader Certification courses. The Adventure Education program utilizes the WEA Curriculum during the May course each year.
National Ski Patrol (NSP) Courses
As an affiliate member with certified instructors of the National Ski Patrol System educational curriculum, Green Mountain College offers certification courses in Outdoor Emergency Care, Level 1 Avalanche and Mountain Travel & Rescue Levels I & II.

American Canoe Association (ACA)
With faculty and staff certified as Instructor Trainers for the ACA a broad range of skill and instructor certification courses in canoeing and kayaking (river and coastal) are offered.

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.

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

Leave No Trace (LNT) Certification Courses
As affiliate members of the Wilderness Education Association and approved site for LNT, Inc. courses, the program is able to offer 3-day LNT Trainer and 5-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.

Choose one Essentials Course
- REC 3006 Essentials of Rock and Ice Climbing
- REC 3007 Essentials of Winter Mountain Travel
- REC 3008 Essentials of Challenge Course Technology
- REC 3009 Essentials of Paddling
- REC Essentials of Scuba I, II, III, or IV

Credits: 51-54

General Electives
Total electives vary depending on total of other credits.
Credits: 29-33

ELA Requirements
See ELA section of this catalog for details.
Credits: 36-37

TOTAL CREDITS for a BS 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.

Note: Adventure Education majors should have at least one major and one minor professional certification prior to graduation.
**Adventure Major Application Process and Field-Based Semester**

During the third semester (the fall semester of Sophomore year), students seeking a degree in Adventure Education must apply to the program for admission to the major. Only students in good academic standing (2.0 GPA or better) and who have successfully completed the first year writing course (ELA 1500 Voices of Community) are eligible to apply. Application consists of a letter of intent and a brief interview. Transfer students may apply if they have completed all 1000 level Adventure Major Professional Core requirements and successfully met the stated criteria. For further details students should contact the Adventure Education Program Director.

Upon acceptance into the Adventure Education Major, students are eligible to participate in the field-based semester (fall semester of sophomore year). During this semester, students will enroll in courses only within the Adventure Education major including: REC 2033 Foundations of Adventure Education, REC 2062 Outdoor Leadership Practicum, REC 2063 Adventure Group Processing and Facilitation, and REC 2027 Outdoor Program Design and Management. Each of these courses are intensive field-based learning experiences designed to provide the student with practical skills and knowledge with direct application to the profession of Adventure Education.

After the fall block students enroll in 3066, Field Leadership Capstone. Reaching beyond the fall block requirements, the Field Leadership Capstone utilizes a 22-day field expedition which requires that students move past isolated leadership opportunities and into managing all aspects of a four to five day adventure education course. The experience will require that students manage all risks, logistics, teaching progressions, course blocking, budgets and evaluation systems associated with their specific course.

**ADVENTURE RECREATION MINOR**

The adventure recreation minor is available to all Bachelor’s degree candidates. It is particularly well suited for those students in Youth Development and Camp Management, Education, and Environmental Studies.

**Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>REC 1000</td>
<td>Introduction to Recreation and Outdoor Studies</td>
<td>3</td>
</tr>
<tr>
<td>REC 1041</td>
<td>Outdoor Living Skills</td>
<td>3</td>
</tr>
<tr>
<td>REC 2026</td>
<td>Program Planning &amp; Leadership for Outdoor Recreation</td>
<td>4</td>
</tr>
<tr>
<td>REC 4010</td>
<td>Management of Outdoor &amp; Adventure Programs</td>
<td>3</td>
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</tbody>
</table>

Choose one of the following two courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>REC 3062</td>
<td>Human Dimensions of Leadership</td>
</tr>
<tr>
<td>REC 3064</td>
<td>Ecological Connections in the Pursuit of Adventure</td>
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**Elective (choose one)** 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>REC 3006</td>
<td>Essentials of Rock &amp; Ice Climbing</td>
</tr>
<tr>
<td>REC 3007</td>
<td>Essentials of Winter Mountain Travel</td>
</tr>
<tr>
<td>REC 3008</td>
<td>Essentials of Paddling</td>
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<tr>
<td>REC 3009</td>
<td>Essentials of Challenge Course Technology</td>
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<tr>
<td>REC</td>
<td>Essentials of SCUBA I, II, III, or IV</td>
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</tbody>
</table>

**TOTAL CREDITS for a MINOR in ADVENTURE RECREATION:** 19

**RECREATION MINOR**

The recreation minor is available to all Bachelor’s degree candidates except those majoring in Adventure Education.

**Requirements**

<table>
<thead>
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</tr>
<tr>
<td>REC 2041</td>
<td>Camp Counseling &amp; Youth Leadership</td>
<td>4</td>
</tr>
<tr>
<td>REC 3021</td>
<td>Social and Psychological Dimensions of Leisure</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective *(choose one)*  
REC 3006  Essentials of Rock & Ice Climbing  
REC 3007  Essentials of Winter Mountain Travel  
REC 3008  Essentials of Paddling  
REC 3009  Essentials of Challenge Course Technology  
REC  Essentials of SCUBA I, II, III, or IV

**TOTAL CREDITS for a MINOR in RECREATION:**  17

**RECREATION MANAGEMENT MINOR**

**Requirements**

<table>
<thead>
<tr>
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<td>Introduction to Recreation and Outdoor Studies</td>
<td>3</td>
</tr>
<tr>
<td>REC 2026</td>
<td>Program Planning &amp; Leadership for Outdoor Recreation</td>
<td>4</td>
</tr>
<tr>
<td>BUS 3050</td>
<td>Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>REC 4010</td>
<td>Management of Outdoor &amp; Adventure Programs</td>
<td>3</td>
</tr>
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</table>

*Choose one of the two courses below:*  
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BUS 1125</td>
<td>Marketing</td>
</tr>
<tr>
<td>BUS 4051</td>
<td>New Venture Creation &amp; Entrepreneurship</td>
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</tbody>
</table>

*Choose one of the two courses below:*  
<table>
<thead>
<tr>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 3021</td>
<td>Social and Psychological Dimensions of Leisure</td>
</tr>
<tr>
<td>REC 3062</td>
<td>Human Dimensions of Leadership</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS for a MINOR in RECREATION MANAGEMENT:**  19
Art

Program Director: Karen Swyler
Division of Humanities, Education, & Arts

PROGRAMS OFFERED:
- BFA in Fine Art
- BA in Art
- BA in Art with K-12 Certificate in Education
- Minor in Visual Art

The creative arts respond to the ever-changing conditions of our environment. In a global community where language and customs differ, the service of art is imperative. Artists tell a personal story of human experience. They give awareness to our senses, and bring us views of things we can see, feel, understand and love. They also show us things to which we respond with outrage, activism and solutions. As a profession, art responds to the living environment through participation, synthesis and design. Exposure to regional opportunities such as coursework at the Carving Studio and Sculpture Center in West Rutland expand opportunities for student expression while studying in a professional setting.

ART MAJORS
Although a portfolio is not required for admission into the first year of the program, prospective student portfolios are helpful in evaluation and advising. All students will enter the program as BA Art candidates; near the end of the third and sixth semesters of study, portfolio reviews will assess student BFA or BA options. Students need faculty endorsement via portfolio review in order to pursue a BFA degree. To be awarded the BFA, students must achieve a minimum of 2.75 in the major. Art Majors and students who seek a BA in Art with K-12 Certificate in Education, will complete the required Art Core Courses, in addition to coursework in their area of concentration.

LEARNING OUTCOMES FOR ART MAJORS
The successful student will:
- Understand the use of media and materials of studio art
- Learn the evolution of art in a variety of social and historical contexts
- Incorporate environmental knowledge to interpret the world through expressive media
- Advance studio practice in a chosen area of concentration

BACHELOR of FINE ARTS in FINE ART
This professional degree program focuses on intensive studio work in the arts, supported by general studies. Approximately 55% of the course work is the creation and study of visual art. Each student in the BFA 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. To pursue the BFA students must have faculty endorsement after the fifth semester portfolio review and maintain a 2.75 g.p.a. in the major. All BFA candidates will present a senior exhibition of their work.

DEGREE GOALS for the BFA in FINE ART
The successful student will:
- Satisfy the common goals for all Arts 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 BFA in FINE ART
Art Core
ART 1001 Drawing from the Environment 3
ART 1002 Drawing from the Human Form 3
ART 1013 Studio Explorations I 3
ART 1014 Studio Exploration II 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 Three (3) Advanced Studio Electives 9
ART Any 3000-4000 Art Elective 3
ART 4013 Internship (additional course fee) 6 or 9
(ART 4013 and 4015 require a min. GPA of 2.50 in the major, and 2.0 overall.)

Choose one from the following four courses: 3
ART/CMJ 2055 Graphic Communication
ART 3051 Illustration
ART 3057 Studio Seminar in Design (with approved subtitle)
ART 3062 Digital Photography

Choose one from the following three courses: 3
ART 3005/4005 Topics in History & Theory
ART/SOC 3016 Asian Art
ART 4022 Issues in Art

Two-Dimensional Course Elective Options 3
(choose one from the following courses)
ART 3032, 4031 Painting
ART 3027/4027 Studio Seminar in Painting
ART 2045/3045/4045 Figure Studio: 2-D
ART 3009/4009 Studio Seminar in Drawing
ART 3012 Printmaking
ART 3067/4067 Studio Seminar in Printmaking
ART 3051 Illustration
ART 3057/4057 Studio Seminar in Design (with 2-D sub-title)
ART 3061/4061 Studio Seminar in Photography
ART 3062 Digital Photography

Three Dimensional Course Elective Options 3
(choose one from the following courses)
ART 2093 Stone Carving
ART 3049 Environmental Sculpture
ART 3015 Ceramics II: Wheel Throwing
ART 3020/4020 Ceramics III: Low-fire Techniques
ART 3021 Figure Studio: 3-D
ART 3047, 4047 Studio Seminar in Sculpture
ART 3057 Studio Seminar in Design (with 3-D sub-title)
ART 4034 Ceramic Sculpture

Credits: 61 or 64

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

Credits: 14-19

ELA Requirements
See ELA section of this catalog for details.

Credits: 36-37

TOTAL CREDITS for a BFA in FINE 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 4-credit senior exhibition. The option is selected in consultation with the faculty advisor.

**LEARNING OUTCOMES for the BA in ART**
The successful student will:
- Satisfy the common goals for all Arts 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 BA in ART**

**Art Core**
- ART 1001 Drawing from the Environment 3
- ART 1002 Drawing from the Human Form 3
- ART 1013 Studio Explorations I 3
- ART 1014 Studio Exploration II 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 Three Advanced Studio Electives 9

Choose one from the following four courses: 3
- ART/ CMJ 2055 Graphic Communication
- ART 3051 Illustration
- ART 3057 Studio Seminar in Design *(with approved subtitle)*
- ART 3062 Digital Photography

Choose one from the following three courses: 3
- ART 3005/4005 Topics in History & Theory
- ART/SOC 3016 Asian Art
- ART 4022 Issues in Art

Choose either Internship or Senior Exhibition: 6
- ART 4013 Internship* *(additional course fee)* OR
- ART 4015 Senior Exhibition/Presentation & Portfolio 4

(These courses require a minimum GPA of 2.50 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.

**General Electives**
Total electives varies depending on total of other credits.

**ELA Requirements**
See ELA section of this catalog for details.

**TOTAL CREDITS for a BA in ART:** 120

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

**The BACHELOR of ARTS in ART with K-12 TEACHER LICENSURE**
This degree allows students to become licensed to teach Art in grades K-12. Students complete a modified B.A. in Art, and a sequence of study and field experiences in Education. During their 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 K-12 Teacher Licensure
The successful student will:
- Satisfy the common goals for all Arts Majors
- Complete studio practice in all visual arts areas, in preparation to conduct classroom instruction
- Complete all Major Requirements within the Education curriculum

REQUIREMENTS

Art Core:
ART 1001 Drawing from the Environment 3
ART 1002 Drawing from the Human Form 3
ART 1013 Studio Explorations I 3
ART 1014 Studio Exploration II 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 2 studio concentration courses at 3000-4000 level 6

Choose one from the following four courses: 3
ART/CMJ 2055 Graphic Communication
ART 3051 Illustration
ART 3057 Studio Seminar in Design (with approved subtitle)
ART 3062 Digital Photography

Choose one from the following three courses: 3
ART 3005/4005 Topics in History & Theory
ART/SOC 3016 Asian Art
ART 4022 Issues in Art

Education Core
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 2031 Secondary Education Methods I 3
EDU 3100 Observation Practicum 4
EDU 4031 Assessment and Management of Behavior 3
EDU 4082 Art Methods 4
PSY 2041 Human Development I 3
EDU 4085 Student Teaching 12

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

Credits: 42
(Note: EDU 4082 requires a minimum GPA of 3.0 in Education, 3.0 in Art, and 2.7 overall; Note: EDU 4085 requires a minimum GPA of 3.0 in Education, in Art, and overall.)

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

Credits: 2-3

ELA Requirements
See ELA section of this catalog for details.

Credits: 36-37

TOTAL CREDITS for a BA in ART with K-12 TEACHER CERTIFICATION: 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.
Asian Studies

Program Director: Mark Dailey
Division of Sciences & Outdoor Leadership

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, 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 those including Asian languages. Students participating in study abroad programs should meet with the Asian Studies Program Director to select appropriate classes.

**Choose from:**

- AST 2000/3000 Special Topics in Asian Studies 3
- HIS 2016 The United States & the Vietnam War 3
- HIS 3025 History of Modern China 3
- PHI/REL 3023 Asian Philosophies 3
- SOC 3009 Cultural Dimensions of Globalization 3
- SOC 3011 Anthropology of Contemporary China 3
- SOC 3013 Third World Developments 3

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

**TOTAL CREDITS for a MINOR in ASIAN STUDIES:** 18

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**Biology**

**Program Director: Natalie Coe**

Division of Sciences & Outdoor Leadership

**PROGRAMS OFFERED:**

- BS in Biology
- BA in Biology
- Conservation Biology Track
- General Biology Track
- BA in Biology with Secondary School Teacher Licensure
- Minor in Biology
- Minor in Biopsychology

**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. The strength of the biology program lies in regionally rich field and laboratory-based coursework and research. Nearby outdoor “labs” include the Poultney River, which runs through our 155-acre campus, our 85-acre Lewis Deane Nature Preserve overlooking Lake St. Catherine, the Lake Champlain and Hudson River watersheds, and the Taconic, Green, and Adirondack Mountains. Well-equipped chemistry and molecular biology laboratories ensure that students gain proficiency in a variety of research techniques.

A concomitant focus on both field and laboratory work complements the breadth and depth of required coursework. The program gives students a deep understanding of regional biology, which serves as a model for learning and understanding other ecosystems. Students are expected to apply theoretical knowledge to real world problems.
Green Mountain College’s biology programs are more interdisciplinary, more focused on environmental issues and more rooted in the region than is common in most biology programs.

**LEARNING OUTCOMES for BIOLOGY MAJORS**

After completing lower division courses, the successful student 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 introductory theories
- Describe classical scientific experimentation
- Utilize library and electronic research resources

Upper division courses foster understanding of increasingly complex content, and prepare students for independent scientific inquiry (both at the undergraduate and graduate levels). Upper division courses carry an increased emphasis on reading, research, and writing skills. After completing upper division courses, the successful student will:
- Fully comprehend the biodiversity and ecology of our bioregion
- Communicate complex theories and applications (written and oral)
- 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

**PRE-MED, PRE-VET, PRE-DENTISTRY**

For students interested in medical or veterinary careers, the department is in close contact with professionals in these fields through its pre-med advisory committee. This committee works with department members to assist students for acceptance to medical, dental or veterinary school.

Because admission to these programs is so competitive, students are advised to identify their vocational goals early in their academic careers and to work with the pre-med advisor. There is also a student Pre-med Club, which works in animal/human health activities and helps connect students with internships and volunteer opportunities. The club sponsors one or two trips to medical or veterinary schools each year.

**DEPARTMENTAL HONORS**

The biology faculty may invite qualified 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.

**REQUIREMENTS for BS in BIOLOGY**

**Biology Core**

*Choose one of the following two courses:*

- BIO 1033 Winged World
- BIO 1034 From Fins to Fingers: Vertebrate Natural History & Evolution

*Choose one of the following three courses:*

- BIO 1035 Disease and Disorder: History, Humans, & Hope
- BIO 1036 Solar Powered Life: The Biology of Plants
- BIO 1037 The Four Seasons: Plant and Animal Adaptations to a Changing Environment
- BIO 1000 First Year Seminar*
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 2025</td>
<td>Ecology</td>
<td>4</td>
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<tr>
<td>BIO 2015</td>
<td>Cell Biology</td>
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<td>BIO 3005</td>
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<td>BIO 4000</td>
<td>Senior Seminar</td>
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</tr>
<tr>
<td>BIO</td>
<td>Four courses at the 3000-4000 level</td>
<td>12-16</td>
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<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>
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<tr>
<td>CHE 2022</td>
<td>Organic Chemistry II</td>
<td>4</td>
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<td>PHI 3009</td>
<td>Philosophy of Science</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>
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<tr>
<td>MAT 1032</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits:</strong> 59-63</td>
<td></td>
</tr>
</tbody>
</table>

**General Electives**

Total electives may vary depending on total credits taken.

**Credits: 21-25**

**ELA Requirements**

See ELA section of this catalog for details. Biology majors are exempt from the Natural Systems category of Environmental Liberal Arts.

**Credits: 36**

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

*Transfer students with more than 15 credits are exempt from BIO 1000

**TOTAL CREDITS for BS in BIOLOGY:**

120

**REQUIREMENTS for BA in BIOLOGY**

**Biology Core**

Choose one of the following two courses:

- BIO 1033 Winged World
- BIO 1034 From Fins to Fingers: Vertebrate Natural History & Evolution

Choose one of the following three courses:

- BIO 1035 Disease and Disorder: History, Humans, & Hope
- BIO 1036 Solar Powered Life: The Biology of Plants
- BIO 1037 The Four Seasons: Plant and Animal Adaptations to a Changing Environment

Choose One Track

**General Biology Track**

Choose one of the following two courses:

- MAT 1031 Calculus I
- MAT 1015 Introduction to Statistics

Choose one of the following:

- CHE 1022 General Chemistry II
- PHI 3009 Philosophy of Science

**Conservation Biology Track**

Choose one of the following two courses:

- BIO 3021 Conservation Biology
- ENV 2011 Public Policy & the Environment
- MAT 1015 Introduction to Statistics

Choose one of the following:

- CHE 1022 Gen Chemistry II
- PHI 3025 Animal Ethics

**Credits: 23**

**Credits: 22-26**

*Degrees Requirements*
Biology Electives
Choose four courses at the 3000-4000 level; at least one from each area below

Organismal Biology
BIO 3012  Topics in Organismal Biology
BIO 3073  Animal Behavior
BIO 3013  Botany

Cell & Molecular Biology
BIO 3019  Genetics
BIO 4015  Biochemistry

Ecology & Evolutionary Biology
BIO 4003  Evolution
BIO 3025  Advanced Topics in Ecology

Environmental Law is strongly recommended for the Conservation Biology track.

Credits: 28-32

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

General Biology Track: 35-39
Conservation Biology Track: 29-33

ELA Requirements
See ELA section of this catalog for details. Biology majors are exempt from the Natural Systems category of Environmental Liberal Arts.

Credits: 36

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

*Transfer students with more than 15 credits are exempt from BIO 1000

TOTAL CREDITS for BA in BIOLOGY: 120
Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).

THE BACHELOR OF ARTS IN BIOLOGY WITH SECONDARY SCHOOL TEACHER LICENSURE
This degree prepares students to be licensed to teach science (biology, physics, chemistry and earth/space science) in grades 7-12. In addition to completing the B.A. in Biology, students must complete the sequence of study and field experiences of the Secondary Education Program. During their 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.

The sequence of science courses will include the following required science, Environmental Liberal Arts and Education courses:

Science Core
Choose one of the following two courses: 4
BIO 1033  Winged World
BIO 1034  From Fins to Fingers: Vertebrate Natural History & Evolution

Choose one of the following three courses: 4
BIO 1035  Disease and Disorder: History, Humans, & Hope
BIO 1036  Solar Powered Life: The Biology of Plants
BIO 1037  The Four Seasons: Plant and Animal Adaptations to a Changing Environment

BIO 1000  First Year Seminar* 1
ELA 1013  Environmental Science 3
BIO 1023  Basic Anatomy & Physiology 4
BIO 2025  Ecology 4
BIO 2015  Cell Biology 4
CHE 1021  General Chemistry I 4
BIO 4000  Senior Seminar 1

Choose one of the following two courses: 1
BIO 2005  Sophomore Seminar
BIO 3005  Junior Seminar

Degree Requirements 45
General Biology Track

*Choose one of the following two courses: 4
CHE 1022  General Chemistry II
CHE 2021  Organic Chemistry I
BIO  Four courses at the 3000-4000 level 12-16

*Choose one of the following two courses: 3
MAT 1015  Introduction to Statistics
MAT 1031  Calculus I

Credits: 49-53

Education Core:

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 2031  Secondary Education Methods I 3
EDU 3100  Observation Practicum 4
EDU 4012  Teaching Methods in Secondary Science 4
EDU/PSY 4031  Assessment and Management of Behavior 3
EDU/BIO 4035  Content for Secondary Science Teachers 4
EDU 4085  Student Teaching 12

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

Credits: 43

General Electives

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

ELA Requirements

See ELA section of this catalog for details. Biology majors are exempt from the Natural Systems category of Environmental Liberal Arts.

Credits: 36

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

*Transfer students with more than 15 credits are exempt from BIO 1000

TOTAL CREDITS for BA in BIOLOGY WITH SECONDARY SCHOOL TEACHER LICENSURE: 120

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

BIOLOGY MINOR

The biology minor is available to all Bachelor’s degree candidates. To fulfill the requirements for a biology minor, the student must complete 7 courses, 5 of which are specified below.

*Choose one of the following two courses: 4
BIO 1033  Winged World
BIO 1034  From Fins to Fingers: Vertebrate Natural History & Evolution

*Choose one of the following three courses: 4
BIO 1035  Disease and Disorder: History, Humans, & Hope
BIO 1036  Solar Powered Life: The Biology of Plants
BIO 1037  The Four Seasons: Plant and Animal Adaptations to a Changing Environment

*Choose one of the following two courses: 4
BIO 2025  Ecology
BIO 2015  Cell Biology

*Choose one of the following two courses: 4
CHE 1022  Gen Chemistry II
CHE 2021  Organic Chemistry I

Che 1021  General Chemistry I 4
BIO*  Elective at 3000-4000 level 3-4

Credits: 46
BIO* Elective at 3000-4000 level 3-4

TOTAL CREDITS for a MINOR in BIOLOGY 26-28
*The additional 2 courses in biology are selected in consultation with academic advisors. These two courses may not also count towards major requirements.

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

Biopsychology Core Requirements
PSY 1003 Introduction to Psychology 3
CHE 1021 General Chemistry I 4

Choose one of the following two courses: 4
BIO 1035 Disease and Disorder: History, Humans, & Hope
BIO 1023 Basic Anatomy & Physiology

Choose one of the following three courses: 3
PSY 2041 Human Development I
PSY 2042 Human Development II
PSY 2063 Biological Basis of Behavior

Choose one of the following two courses: 3-4
BIO 2013 Genetics of Human Behavior
BIO 2015 Cell Biology

Category Electives:
Choose one of the following three courses:

Category I 3
PHI 2005 Philosophy of Mind
PSY 3012 Perception
PSY 4013 Abnormal Psychology

Choose one of the following four courses:

Category II 3-4
BIO 3019 Genetics
BIO 3073 Animal Behavior
BIO 4015 Biochemistry
BIO 4003 Evolution

Credits: 6-7

TOTAL CREDITS for a MINOR in BIOPSYCHOLOGY: 23-25

Credits: 17-18

Degree Requirements 47
Business

Program Director: William H. Prado
Division of Environmental Studies & Management

PROGRAMS OFFERED:
■ B.S. in Business
■ Minor in Business
■ Minor in Economics

The Business program at Green Mountain College provides graduates with a solid foundation in the fundamentals of business, preparing them for successful careers in a variety of business settings from large corporations to small business start-ups as well as non-profit and public sector organizations. Our programs complement the College’s Environmental Liberal Arts curriculum by emphasizing the increasingly important role that environmental stewardship, social concerns, and business ethics are playing in private and public management affairs.

BACHELOR of SCIENCE in BUSINESS
Students in the Bachelor of Science in Business Program learn critically important business skills and knowledge needed to succeed in 21st century businesses and nonprofit organizations. Students learn current practices related to management, leadership, marketing, accounting, human resources management, operations management, business law, and strategy.

In addition to strong coverage of fundamental business subjects, students in our program have access to a faculty that is recognized for its expertise in the area of sustainable business practices, one of the fastest growing fields for business professionals. Competitive advantage based on social and environmental stewardship is a central feature of GMC’s approach to business education in support of students seeking successful business careers.

Students in our program receive individual attention from faculty members, many of whom have experience as both educators as well as business practitioners—and who know what it takes to succeed in today’s fast-paced, dynamic business world. Our hands-on courses put students into the field to learn what it takes to be successful in business.

Learning Outcomes for Business Majors
■ Understand central concepts in the functional areas of business including management, accounting, economics, finance, and marketing.
■ Recognize the increasingly important role that environmental stewardship and social concerns play in private business, non-profit, and public management settings.
■ Gain experience in private business, non-profit, and public management through case studies, internships, and applied course work.
■ Develop an appreciation of one’s personal interests and abilities, and how they can translate into a successful career in business.

REQUIREMENTS for a BS in BUSINESS
Business and Economics Courses
BUS 1073  Contemporary Business  3
MAT 1015  Introduction to Statistics  3
BUS 1125  Marketing  3
ECO 2001  Introduction to Microeconomics  3
ECO 2002  Introduction to Macroeconomics  3
BUS 2001  Financial & Managerial Accounting  3
BUS 3008  Finance  3
BUS 3050  Legal & Ethical Environment of Business  3
BUS 4015  Management Internship  3
BUS 4022  Business Strategy and Sustainability Capstone  3

Choose four of the following courses:
BUS 2063  Human Resources Management  3
BUS 3040  Supply Chain & Operations Management  3
BUS 3060 Transformational Leadership 3
BUS 4051 New Venture Creation & Entrepreneurship 3
BUS 2000/3000/4005 Special Topics/Seminar 3

Credits: 42

General Electives
Total electives vary depending on total of other credits.
Credits: 41-42

ELA Requirements
See ELA section of this catalog for details.
Credits: 36-37

TOTAL CREDITS for BS in BUSINESS: 120

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

BUSINESS MINOR
The Business Minor is designed to provide students who have majors outside the business department with a background in fundamentals of private business and public management. The minor is open to all Green Mountain College students other than those in degree programs sponsored by the business department.

BUS 1073 Contemporary Business 3
BUS 1125 Marketing 3
BUS 2001 Financial & Managerial Accounting 3
BUS/ECO Elective at the 2000 level or above 3
BUS Elective at the 3000 level or above 3
BUS Elective at the 3000 level or above 3

TOTAL CREDITS for a MINOR in BUSINESS: 18

ECONOMICS MINOR
An economics minor provides students with a general perspective from which to analyze economic problems and the opportunity to make use of analytical methods for international economic issues, environmental concerns or the methodologies economists use to address their discipline. Available to all Bachelor’s degree candidates.

ECO 2001 Intro to Microeconomics 3
ECO 2002 Intro to Macroeconomics 3

Choose one of the following two courses:
ECO 3001 Intermediate Microeconomics 3
ECO 3002 Intermediate Macroeconomics

Electives (Choose three) 9
ECO 2023 Economics of the Environment
ECO 3000 Special Topics in Economics
ECO 3001 Intermediate Microeconomics*
ECO 3002 Intermediate Macroeconomics*
ECO 3033 International Trade
ECO 3015 Contemporary Political Economy

* If not used to satisfy one of the requirements above

TOTAL CREDITS for a MINOR in ECONOMICS: 18
Chemistry

Program Director: Susan H. Sutheimer
Division of Sciences & Outdoor Leadership

Program Offered:
- Minor in Chemistry

Chemistry Minor
The chemistry minor is offered to all students interested in deepening their knowledge of the natural sciences, providing an opportunity for students to improve analytical and diagnostic skills while focusing on the many exciting aspects of chemistry. Special emphasis is placed on topics that fit well with Green Mountain College’s environmental mission including sustainable and green chemistry. The minor provides critical skills focused on data acquisition, analysis and interpretation, and technical expertise with standard analytical instrumentation. Completion of the minor will increase preparedness for post-baccalaureate positions in a variety of fields, graduate or medical school examinations, and graduate studies in biological or physical sciences.

Core Requirements
CHE 1021   General Chemistry I   4
CHE 1022   General Chemistry II  4
CHE 2021   Organic Chemistry I   4
BIO/CHE 3015 Biochemistry 3

Credits: 15

Chemistry Electives
Choose two courses from the following
CHE 2022   Organic Chemistry II  4
CHE 3003   Analytical Chemistry  3
CHE 3005   The Chemistry of Sustainability 3
CHE 3021   Green Chemistry 3
CHE 3012/4012 Special Topics in Chemistry 1-4

Credits: 6-8

Total Credits for a Minor in Chemistry: 21-23
Communications

Program Director: Ron Steffens
Division of Humanities, Education & Arts

PROGRAMS OFFERED:
- BA in Communications
- Minor in Communications

BACHELOR of ARTS in COMMUNICATIONS
Green Mountain College offers a Communications degree with two concentrations and a Communications minor.

1. Communications: Media Practices. Students complete a unified core and advanced and applied courses from which they craft a unique communication expertise. Students are advised to complete Communications and general electives that support in-depth specialization as communicators as well as specific subject-area expertise. Minors or double-majors are encouraged.

2. Communications: Media Advocacy. Students complete a similar core and advanced courses as the Media Practices concentration, with the addition of coursework and internships that support interdisciplinary advocacy campaigns. Students in this concentration select an “Area of Practice” to add focused studies in a discipline supporting their professional goals as media advocates.

3. A Minor in Communications integrates with any major the college offers. The minor adds core communication skills to support media publishing and communication of the subject-area expertise from the student’s major field of study.

LEARNING OUTCOMES FOR COMMUNICATIONS MAJORS
The successful student will:
- Gather content and deliver refined messages in any form and for all media
- Write for and publish a variety of media
- Gain project management experience
- Analyze current and emerging communication practices

Because the practice of Communications requires a range of subject-area expertise, each student is encouraged to develop a unique focus within the general communications curriculum. Such a focus will integrate a student’s interests with their coursework in the Environmental Liberal Arts and other academic disciplines. To support this engagement, a combination of coursework and publishing opportunities emphasize fields in which Green Mountain College offers expertise, including environmental communication, environmental writing, and media advocacy.

Communications students complete their coursework with a professional portfolio that synthesizes coursework with the experience gained through an off-campus internship or a media practicum at campus publications and community communications projects.

Communications graduates may continue their studies with a range of graduate degrees. Career choices include editorial positions for media publications, positions as information specialists for government, business and non-profit organizations, and work in strategic communications and media advocacy.

GOALS for COMMUNICATIONS MAJORS
Students completing a Communications major with a concentration in Media Practices or Media Advocacy will gain a coherent set of knowledge, skills and abilities that include:
- An understanding of principles, laws, history, values, ethics, and civic role of communications.
Critical analysis, synthesis, and communication of information for civic and rhetorical purpose.

An ability to integrate and publish text, images, audio, and video for a variety of audiences and purposes.

These programmatic learning goals correlate with specific values and competencies identified by accrediting councils in the field. Students are introduced to these learning goals in a variety of courses that integrate history, theory and practice. A level of mastery is developed as students publish a digital portfolio that documents professional practices and engagement with college and community publishing projects. Within this portfolio students are expected to refine and demonstrate mastery of a personal communications focus while achieving the comprehensive goals of the Communications program.

In addition to the common learning outcomes and goals for all majors, students who select a Communications: Media Advocacy concentration will achieve specific goals unique to the concentration:

- The ability to demonstrate an understanding of the history and role of individuals and institutions in using the media to affect social and political change.
- Conduct research and evaluate information by methods appropriate to the field of media advocacy.
- Apply tools and technologies appropriate to the clients, campaigns and causes served.

Students who select a Communications: Media Practices concentration will achieve specific goals unique to the concentration:

- Conduct research and evaluate information that support interdisciplinary expertise, media analysis and publishing practices.
- Apply advanced techniques, tools and technologies to edit and author publications, with specific expertise in one or more media.

**Requirements for BA in Communications**

**Communication Core**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CMJ 1011</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMJ 2013</td>
<td>Writing for Media</td>
<td>3</td>
</tr>
<tr>
<td>CMJ 2015</td>
<td>Media Convergence</td>
<td>3</td>
</tr>
<tr>
<td>CMJ /ART 2055</td>
<td>Graphic Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMJ 3007</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>CMJ 4003</td>
<td>Media Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*Credits: 18*

**Concentration**

1. Media Advocacy (25 credits)
2. Media Practices (19 credits)

*Credits: 19-25*

**General Electives**

Total electives vary depending on total of other credits.

*Credits: 40-47*

**ELA Requirements**

See ELA section of this catalog for details.

*Credits: 36-37*

**Total Credits for BA in Communications:** 120

*Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses)*.
Choose one of the following courses:  
CMJ 3010 Media Leadership & Ethics  
CMJ 3021 Beginning Video Production  
CMJ 3025 Environmental Communication  

Areas of Practice: Select four of the following courses:  
ENV 2011 Public Policy & the Environment  
ENV 2015 Environmental Advocacy, Public Policy & Corporate Sustainability  
ENV 2045 International Negotiation & the Environment  
SUS 3003 Building Sustainable Communities  
ENV 3011 Environmental Law  
ENV 3012 Nonprofits Management & Policy  
ENV 3021 Sustainable Development: Theory & Policy  
ENV 3035 Comparative Environmental Politics  
NRM 4030 Environmental Conflict Management  
SOC 1003 Social Problems  
SOC 2007 Social Stratification  
SOC 3009 Cultural Dimensions of Globalization  
SOC 3001 Human Ecology  
SOC 3013 Third World Developments  
SOC 3025 Ethnographic Field Methods  
SOC 3032 Criminology  
WST 2005 Women’s Studies  
WST 2013 Women Across Cultures  
WST 3015 Special Topics in Women’s Studies

Credits: 25

Students are encouraged but not required to select a minor in one of these Areas of Practice, or in other disciplines that support their communication interests. Some courses may require prerequisites that are not listed here.

2. Media Practices Concentration
CMJ 3010 Media Leadership & Ethics  
CMJ 4013 Professional Portfolio  

Choose one of the following:  
CMJ 3020 Media Advocacy & Campaign  
CMJ 3025 Environmental Communication  

Choose one of the following:  
CMJ 3013 Communication Workshop  
CMJ 3011 Environmental Writing Workshop  

Choose one of the following:  
CMJ 4010 Media Practicum (1 credit per term)  
CMJ 4015 Internship  

Electives: Choose two courses:  
CMJ Any additional 3 credit CMJ course  
CMJ 3013 Communication Workshop (with different topic)  
CMJ 4003 Media Seminar  
CMJ 3011 Environmental Writing Workshop (with different topic)  
CMJ 3017 Writing Workshop  
HIS 2015 Mass Culture in America  
SPH 1003 Speech Communication  
ART 2061 Photography: Analog Media  
ART 3061 Topics in Photography  
ART 2054 Advanced Graphic Design  
ART 3051 Illustration  
ART 3057 Topics in Design

Credits: 19

Degree Requirements
COMMUNICATIONS MINOR
Available to all bachelor degree candidates.

Communications Core
CMJ 1011  Introduction to Mass Communication  3
CMJ 2013  Writing for Media  3
CMJ 2015  Media Convergence  3

Supporting Courses (Choose at least 3)
SPH 1003  Speech Communication  3
HIS 2015  Mass Culture in Modern America  3
CMJ 2055  Graphic Communication  3
CMJ 3007  Persuasion  3
CMJ 3010  Media Leadership and Ethics  3
CMJ 3020  Media Advocacy & Campaigns  3
ENG 3011  Environmental Writing Workshop  3
CMJ 3013  Communications Workshop  3
CMJ 3025  Environmental Communication  3
CMJ 4003  Media Seminar  3

TOTAL CREDITS for a MINOR in COMMUNICATIONS:  18
**Education**

**Program Director:** Jen Powers  
Division of Humanities, Education, & Arts

**Programs Offered:**
- BS in Elementary Education
- BS in Elementary Education with Special Education Endorsement
- BA in Art with K-12 Teacher Licensure
- BA in Social Studies with 7-12 Licensure
- BA in English with 7-12 Teacher Licensure
- BS in Biology with 7-12 Teacher Licensure
- Minor in Education
- Minor in Environmental Education

The Education Department’s students meet the requirements for teacher licensure in the State of Vermont, and several other states via the Interstate Certification Compact. Specific competencies can be found at the Vermont Department of Education’s Five Standards for Vermont Educators. The Five Standards incorporate skills, knowledge, and habits under the headings:

- Learning (*content expertise*)
- Professional Knowledge (*methodology and pedagogy*)
- Colleagueship
- Advocacy
- Accountability


**Learning Outcomes for Education Majors**
The successful student will:
- Understand the goals, theories, practices, and history of environmental education.
- Know a variety of environmental education teaching methods and instructional strategies.
- Recognize, design, and implement effective environmental education.

*(adapted from the National Council for Accreditation of Teacher Education, Environmental Education Program Standards Draft – November 2004)*

Approximately 80 students are enrolled in Green Mountain College’s education programs leading to licensure in elementary education, elementary education with special education endorsement, K-12 Art, secondary English education, secondary Biology/Science 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.

Green Mountain students spend 600 hours student teaching, with one faculty supervisor for every five student teachers. In 2007-09, 100% of Green Mountain’s education program graduates passed the Vermont Licensure Portfolio, and 100% passed applicable Praxis I and II examinations. Please see [http://www.ets.org](http://www.ets.org) for more information on Praxis I and II.

**Admission to Student Teaching:**
Prior to being allowed to student teach, candidates will:
- Have senior standing.
- Complete all required education courses.
- Meet GPA requirements (see below).
- Be able to complete all course work in the major within one semester.
- Be recommended by faculty in both the major and Education.
- Pass Praxis I and Praxis II. You are exempt from Paxis I if you scored $\geq 1100$ on the SAT with a score of 500 or better in both math and verbal OR if your ACT score $\geq 22$ on verbal and math.
- Complete an application to student teach by the required deadline.
**Grade Point Average (GPA) Requirements**

*Elementary Education and Special Education:*
To be recommended for licensure, a student must have achieved a GPA of 3.0 in Education courses and a 2.7 overall prior to student teaching, and must receive a grade of B or better for student teaching.

*Secondary Education*
To be recommended for licensure, a student must have achieved a 3.0 GPA in Education courses, have a 3.0 GPA in subject major courses, have a 3.0 average overall, and receive a grade of B or better for student teaching.

*Art K-12 Education*
To be recommended for licensure, a student must have achieved a 3.0 GPA in Education courses, have a 3.0 GPA in subject major courses, have a 3.0 average overall, and receive a grade of B or better for student teaching.

**Praxis**
To student teach, a student must pass Praxis I and the appropriate Praxis II subject matter test. Information on arranging to take the Praxis is available at http://www.ets.org/. To help prepare students to pass Praxis, all education students are required to take EDU 1200 (recommended during fall semester, freshman or sophomore year) unless exempt from Praxis I. The course is a zero credit course. At the conclusion of the course, students will take Praxis I. (See course description for more detail.)

**To be recommended for licensure, students must:**
- Receive a grade of B or better in student teaching.
- Complete all College graduation requirements.
- Complete all content area requirements.
- Complete all education requirements.
- Receive a grade of pass on a licensure portfolio and interview that demonstrates competency with the standards established by the State of Vermont as well as effective application of course work during student teaching.

**Bachelor of Science in Elementary Education**
This program prepares students for elementary school teaching. Each student works closely with a faculty advisor to develop a planned program of study that will focus on the individual goals of the student while meeting all requirements for graduation and Vermont licensure. Each student is required to complete field work, methodology, and theory courses in a carefully planned sequence in preparation for teacher licensure. During senior year students complete fifteen weeks of full-time student teaching at the elementary level. All student teaching must be done in the immediate area of the College. See eligibility requirements under Early Field Experience (EDU 2000), Observation Practicum (EDU 3100) and Student Teaching (EDU 4085).

**Requirements for a BS in Elementary Education**

**Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1062</td>
<td>Teacher as Decision-Maker</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>EDU 2019</td>
<td>The Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2021</td>
<td>Literacy and Language I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2041</td>
<td>Human Development I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3100</td>
<td>Observation Practicum</td>
<td>4</td>
</tr>
<tr>
<td>EDU 3032</td>
<td>Literacy and Language II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3070</td>
<td>Social Studies Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3071</td>
<td>Math Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3072</td>
<td>Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU/ PSY 4031</td>
<td>Assessment and Management of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDU 4085</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>
Choose one from the following two courses:

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

**Education Credits: 47**

**Liberal Arts Concentration (LAC)**
30 credits in one liberal arts area from the following categories:
- Writing & English
- Art
- The Sciences (Biology, Chemistry, Geology)
- Psychology/Sociology/Anthropology
- History
- Philosophy

**ELA core courses that count toward LAC:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA 1500</td>
<td>VC Writing Seminar (Writing &amp; English)</td>
<td>3</td>
</tr>
<tr>
<td>ELA 2000</td>
<td>Dimensions of Nature (Philosophy, The Sciences)</td>
<td>3</td>
</tr>
</tbody>
</table>

**LAC Credits: 30**

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

**Credits: 7-10**

**ELA Requirements**
See ELA section of this catalog for details.

**Credits: 36-37**

**TOTAL CREDITS for BS in ELEMENTARY EDUCATION:** 120

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

**SECONDARY EDUCATION LICENSURE**
GMC offers programs leading to secondary licensure (grades 7-12) in English, Social Studies, Biology, and Art (K-12). Students in these programs complete a major in the relevant discipline (Art, English, History, Biology) along with a sequence of education courses and field experiences. Secondary Education is not a major by itself. More detail about the requirements for each program area can be found under that program’s listings in this catalog.
**REQUIREMENTS for SECONDARY EDUCATION LICENSURE**

**Education Core**
- EDU 1062 Teacher As Decision-Maker 3
- EDU 1200 Praxis (unless exempt) 0
- EDU 2000 Field Experience 2
- EDU 2018 Developmental Psychology II 3
- EDU 2019 The Exceptional Child 3
- EDU 2031 Secondary Education Methods I 3
- EDU 3100 Observation Practicum 4

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

- EDU/PSY 4031 Assessment and Management of Behavior 3
- EDU 4081 Secondary Education Methods, History and English 4
- EDU 4085 Student Teaching 12

_Credits: 40_

*Art students take the 4 credit EDU 4082 Art Methods, in place of EDU 4081. Science students take the 4 credit EDU 4012 Teaching Methods in Secondary Science in place of EDU 4081, and EDU/BIO 4035 Content for Secondary Science Teachers.*

**ENVIRONMENTAL EDUCATION MINOR**

The environmental education minor is available to all 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.

**Fundamental Courses Required (at least 9 credits)**
- EDU 1000 Intro to Environmental Education 3
- EDU 3012 Environmental Interpretation & Communication 3
- EDU 3014 Environmental Education: Place-based Education 3

_Credits: 9_

**Electives (choose from the list below)**
- BIO 1110 Local Flora 3
- BIO 2025 Ecology 3
- EDU 2017 Developmental Psychology II 3
- PSY 2041 Human Development 1 3
- BIO 2052 Natural History of Birds 4
- EDU 3013 Philosophy of Education 3
- EDU 3015 History of Education 3
- CMJ 3025 Environmental Communication 3
- EDU 4053 Environmental Education Practicum 3

_Credits: 9-10_

**TOTAL CREDITS for a MINOR in ENVIRONMENTAL EDUCATION:** 18-19

Due to the requirement for first aid skills in many environmental education jobs, we urge students to take one of the following if they anticipate working with the public in outdoor settings.
- REC 2015 Outdoor Emergency Care
- REC 2315 Wilderness First Responder

**EDUCATION MINOR**

The education minor is available to all 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 chair.

**Education Core**
- EDU 1062 Teacher As Decision Maker 3
- EDU 2000 Early Field Experience 1
Choose one from the following two courses:
PHI 3013  Philosophy of Education  
EDU 3015  History of Education

Choose one from the following three courses:
EDU 2018  Developmental Psychology II
EDU 2019  The Exceptional Child
PSY 2041  Human Development I

Education Electives

Credits: 10
Credits: 8-9

TOTAL CREDITS for a MINOR in EDUCATION: 18-19

Note: Students completing the minor are not eligible to student teach.

English & Writing

Program Director: Mitch LesCarbeau
Division of Humanities, Education, & Arts

PROGRAMS OFFERED:
- BA in English
- BA in English with Secondary School Teacher Certification
- BFA 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 workplace-related writing offer students in any major a greater fluency in expression and an appreciation of our literary heritage. Graduates in the program’s 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 that meet criteria outlined in Writing program rubrics.
- Demonstrate proficiency with English-language literature and its patterns of development through exams and essays that meet criteria outlined in English program rubrics.
- 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 in literary analysis.

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-Green Mountain College plans.

**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 single authors and literary movements, 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 BA in ENGLISH**

**English Core**

<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>
<tr>
<td>ENG 2011</td>
<td>British Literature to 1800</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2012</td>
<td>British Literature from 1800 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2015</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2020</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2021</td>
<td>American Literature to 1860</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 2022</td>
<td>American Literature from 1860 to the Present</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose one of the following workshops:*

<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></td>
</tr>
<tr>
<td>CMJ 3017</td>
<td>Communications Workshop</td>
<td></td>
</tr>
</tbody>
</table>

*Choose one of the following diversity 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></td>
</tr>
</tbody>
</table>

*Choose one of the following senior capstone experiences:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 4000</td>
<td>Senior Thesis</td>
<td>4</td>
</tr>
<tr>
<td>ENG 4001</td>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

**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 three seminars (*3 credits each*) from at least two of the following categories.

<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></td>
</tr>
<tr>
<td>ENG 4017</td>
<td>Seminar in Literary Figures and Movements</td>
<td></td>
</tr>
<tr>
<td>ENG 4018</td>
<td>Seminar in Interdisciplinary Approaches to Literature</td>
<td></td>
</tr>
</tbody>
</table>

**Credits: 9**

**General Electives**

Total electives vary depending on total of other credits.

**Credits: 43-44**

**ELA Requirements**

See ELA section of this catalog for details.

**Credits: 36-37**

**TOTAL CREDITS for BA 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 CERTIFICATION
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 their 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
English Core
ENG 1010  Introduction to Literary Studies  3
ENG 2011  British Literature to 1800  3
ENG 2012  British Literature from 1800 to the Present  3
ENG 2015  Introduction to Creative Writing  3
ENG 2020  History of the English Language  3
ENG 2021  American Literature to 1860  3
ENG 2022  American Literature from 1860 to the present  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
CMJ 3017  Communications Workshop

Choose one of the following diversity courses:
ENG 3007  World Literature  3
ENG 4015  The Literature of Diversity

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
ENG 4017  Seminar in Literary Figures and Movements
ENG 4018  Seminar in Interdisciplinary Approaches to Literature  
Credits: 6

Education Core
EDU 1062  Teacher As Decision-Maker  3
EDU 1200  Praxis (Unless Exempt)  0
EDU 2018  Developmental Psychology II  3
EDU 2019  The Exceptional Child  3
EDU 2000  Field Experience  1
EDU 2031  Secondary Education Methods I  3
EDU 3100  Observation Practicum  4
EDU/PSY 4031  Assessment and Management Behavior  3
EDU 4081  Secondary Education Methods, History & English  4
EDU 4085  Student Teaching  12

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

Credits: 39

General Electives
Total electives vary depending on total of other credits.
Credits: 8-9

ELA Requirements
See ELA section of this catalog for details
Credits: 36-37

TOTAL CREDITS of BA in ENGLISH
with SECONDARY SCHOOL CERTIFICATION:  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 any 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 a 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
- Gain proficiency in the use of Standard Written English, learning to express themselves in a clear and cogent manner.
- Become familiar 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.
- Become familiar with the basics of publishing, including cover letters, professionalism of finished product, and marketing strategies.
- Become familiar with how the skills gained as a writing major can be put to use after graduation.

REQUIREMENTS for BFA in WRITING

Literary Backgrounds Component
ENG 1010 Introduction to Literary Studies 3

Choose three of the following survey courses:
ENG 2011 British Literature before 1800
ENG 2012 British Literature from 1800 to the Present
ENG 2021 American Literature to 1860
ENG 2022 American Literature from 1860 to the Present

Choose one of the following three seminars:
ENG 4016 Seminar in Literary Genres
ENG 4017 Seminar in Literary Figures and Movements
ENG 4018 Seminar in Interdisciplinary Approaches to Literature

Credits: 15

Writing Component
ENG 2015 Introduction to Creative Writing 3
ENG 3011 Environmental Writing Workshop 3
ENG 3017 Writing Workshop 3
ENG 4009 Senior Writing Project (includes public reading) 4

Choose three of the following writing courses:
ENG 3011 Environmental Writing Workshop
ENG 3017 Writing Workshop
CMJ 3017 Communications Workshop

Credits: 22
**General Electives**
Total electives vary depending on total of other credits

**ELA Requirements**
See ELA section of this catalog for details

**TOTAL CREDITS for a BFA 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.

**English Core**
*Choose three of the following surveys:* 9
- ENG 2011 British Literature to 1800
- ENG 2012 British Literature from 1800 to the Present
- ENG 2021 American Literature to 1860
- ENG 2022 American Literature from 1860 to the Present

*Choose two of the following courses:* 6
- ENG 3007 World Literature
- ENG 4015 Literature of Diversity
- ENG 4016 Seminar in Literary Genres
- ENG 4017 Seminar in Literary Figures and Movements
- ENG 4018 Seminar in Interdisciplinary Approaches to Literature

*Choose one of the following writing electives:* 3
- ENG 3011 Environmental Writing Workshop
- ENG 3017 Writing Workshop
- CMJ 3017 Communications Workshop

**WRITING MINOR**
Available to all bachelor degrees candidates.

*Choose one of the following surveys:* 3
- ENG 2011 British Literature to 1800
- ENG 2012 British Literature from 1800 to the Present
- ENG 2021 American Literature to 1860
- ENG 2022 American Literature from 1860 to the Present

*Choose one of the following upper-division literature courses:* 3
- ENG 3007 World Literature
- ENG 4015 Literature of Diversity
- ENG 4016 Seminar in Literary Genres
- ENG 4017 Seminar in Literary Figures and Movements
- ENG 4018 Seminar in Interdisciplinary Approaches to Literature

*Choose 4 workshops from at least two of the following categories:* 12
- ENG 3011 Environmental Writing Workshop
- ENG 3017 Writing Workshop
- CMJ 3017 Communications Workshop

**TOTAL CREDITS for a MINOR in WRITING:** 18

**TOTAL CREDITS for a MINOR in ENGLISH:** 18
Environmental Management

Program Director: Jacob Park
Division of Environmental Studies & Management

PROGRAM OFFERED:
- B.S. in Environmental Management

The Environmental Management major emphasizes the intersection between business, environmental science and public policy. Corporations once understood their obligations toward the environment primarily in the context of compliance with appropriate laws and regulations. Today, however, many corporations seek to go “beyond compliance” and view environmental management as a key business strategy for gaining a competitive advantage and new business opportunities in the global marketplace. Driven by growing consumer demands for enhanced environmental performance and greater knowledge about sustainability risks, businesses, government agencies, and non-profit groups are increasingly seeking employees with a strong understanding of the linkages between business, environmental science, and public policy. Drawing upon the College’s strengths in environmental liberal arts, students completing a degree in Environmental Management are prepared to pursue a variety of different careers in both the private and public sectors. Graduates are also well positioned for graduate study in many different disciplines including law, business, and public policy.

LEARNING OUTCOMES for ENVIRONMENTAL MANAGEMENT MAJORS
- Develop competency in the strategy of corporate environmental management and social responsibility.
- Understand the intersections between business, environmental science, and public policy.
- Gain experiences in and learn about potential interests and abilities, and how they can translate into a successful career in the environmental management field.
- Develop an appreciation of one’s personal interests and abilities, and how they can translate into a successful career in the environmental management field.

REQUIREMENTS for BS in ENVIRONMENTAL MANAGEMENT

Environmental Management Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1073</td>
<td>Contemporary Business</td>
<td>3</td>
</tr>
<tr>
<td>ANY 1000-level BIO, CHE or GLG Lab Course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENV 2011</td>
<td>Public Policy &amp; the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2023</td>
<td>Economics of the Environment</td>
<td>3</td>
</tr>
<tr>
<td>BIO 2025</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4015</td>
<td>Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4051</td>
<td>New Venture Creation &amp; Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4022</td>
<td>Business Strategy and Sustainability Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits: 26

Business & Environment Studies Distribution Courses

Students need to select three BUS courses and three ENV courses for a total of 18 credits. Three courses must be at the 3000 level or higher. Students may apply up to three 1-credit classes to fill this requirement.

Credits: 18

General Electives

Total General Electives may vary depending on credits taken in ENV Concentration.

Credits: 39-40

ELA Requirements

See ELA section of this catalog for details.

Credits: 36-37

TOTAL CREDITS for a BS in ENVIRONMENTAL MANAGEMENT: 120

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

Program Director: Rebecca Purdom
Division of Environmental Studies & Management

PROGRAMS OFFERED:
- B.A. in Environmental Studies
- Minor in Environmental Studies

BACHELOR of ARTS in ENVIRONMENTAL STUDIES
Environmental Studies at Green Mountain College provides students with a solid understanding of ecological processes and a broad background in the range of disciplines which study human interactions with the environment. The major provides all students with basic information and skills from the natural sciences, environmental policy, and economics, and it provides opportunities for students to pursue their interests in sustainable agriculture, public policy, law, philosophy, education, international politics, biology, geology, chemistry, history, anthropology, GIS, communications, and economics.

LEARNING OUTCOMES for ENVIRONMENTAL STUDIES MAJORS
The successful student will:
- Acquire strong research and hands-on problem solving skills, which will prepare them for professions in environmental fields and for graduate school.
- Be empowered to be active citizens in their communities. They will have the reflective and communications skills to listen and respond to diverse perspectives, and they will be skilled in resolving conflicts.
- Demonstrate critical comprehension of alternative global perspectives and frameworks in a way that is richly responsible to cultural traditions and political complexities.
- Be environmentally, geographically, and historically literate: locally, regionally, and globally.
- Have strong scientific reasoning skills, particularly in ecosystem thinking.
- Have strong analytical, critical thinking, reading, and writing skills.
- Have reflected on multiple perspectives regarding the appropriate ethical relationship between humans and nonhuman nature.

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 their capstone experience, usually completed during the summer following their junior year. Internship proposal guidelines are sent electronically to all majors, and they are available from any faculty advisor. Proposals must be approved by faculty advisors and then submitted for review to the Environmental Studies Committee by April 25 for summer or fall interns, and by November 24 for winter or spring interns. On rare occasions, the Environmental Studies Committee approves proposals for a research capstone experience.

During their junior year, students take a course titled The Environmental Professional. In addition to preparing for internships and honing interpersonal skills essential to success in environmental fields, students in this course assess their strengths and areas for development in anticipation of their final year of undergraduate education.
To prepare for this junior year assessment, all Environmental Studies majors should keep 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, and Food, Agriculture, and Community Development in the Northeast

**REQUIREMENTS for a BA in ENVIRONMENTAL STUDIES**

<table>
<thead>
<tr>
<th>Environmental Studies Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 1001 Introduction to Environmental Studies</td>
<td>1</td>
</tr>
<tr>
<td>BIO 2025 Ecology</td>
<td>4</td>
</tr>
<tr>
<td>ECO 2023 Economics of the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 2011 Public Policy and the Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose one of the following lab courses: **</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 1021 General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>ELA 1017 Introduction to Environmental Chemistry</td>
<td></td>
</tr>
<tr>
<td>ELA 1011 Introduction to Geology</td>
<td></td>
</tr>
</tbody>
</table>

**Credits: 19**

**Students concentrating in Natural Science must take General Chemistry. Environmental Chemistry is strongly recommended for all other concentrations.**

**Concentration**
By fall of their junior year, students must declare one of these five areas of primary concentration:
1. Sustainable Agriculture and Food Production (21 credits)
2. Sustainable Design & Energy (21 credits)
3. Environmental Policy (18 credits)
4. Environmental Education & Communication (18 credits)
5. Natural Science (27 credits)

**Credits: 18-27**

**General Electives**
Total General Electives may vary depending on credits taken in ENV Concentration.

**Credits: 37-47**

**ELA Requirements**
See ELA section of this catalog for details.

**Credits: 36-37**

**TOTAL CREDITS for BA in ENVIRONMENTAL STUDIES:** 120
Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).
ENVIRONMENTAL STUDIES CONCENTRATIONS

1. Sustainable Agriculture and Food Production
   **Goals of this concentration:** By combining their experiences in the classroom and on the college farm, students in this major will integrate innovative farming skills and knowledge with an interdisciplinary, liberal arts perspective to prepare them for farming and/or professional careers in sustainable agriculture and food production.

   **Concentration Core**
   ENV 1011 Fundamentals of Organic Agriculture 3
   ENV 1075 Farm Skills Intensives (1 credit each) 3
   ENV 3054 Sustainable Farming Systems 3
   **Credits: 9**

   **Concentration Electives — Choose 12 credits**
   ENV 1211 Introduction to Cerridwen Farm 1
   ENV 2060 Biodiversity Issues in Agriculture: Seeds & Trees 3
   ENV 2061 Biodiversity Issues in Agriculture: Livestock 3
   ENV 2067 Animal Husbandry 3
   ENV 2002 Food Preservation 3
   GLG 2031 Soils 4
   BIO 3013 Botany 4
   PHI 3025 Animal Ethics 3
   ENV/HIS 3058 A History of Agriculture 3
   ENV 3075 Agroecology in the Alps 3
   ENV 3057 Advanced Topics in Sustainable Agriculture 3
   BUS 4051 New Venture Creation & Entrepreneurship 3
   **Credits: 12**

2. Sustainable Design & Energy
   **Goals of this concentration:** By combining their experiences in the classroom and on site with renewable energy applications and design/build activities, students in this major will integrate innovative design and fabrication skills and knowledge with an interdisciplinary, liberal arts perspective to prepare them for graduate studies and/or professional careers in sustainable design/renewable energy.

   **Concentration Core**
   ELA 1135 The Nature of Design 3
   ENV 3125 Ecological Design 3
   ENV 2100 Renewable Energy Technology & Applications 3
   **Credits: 9**

   **Concentration Electives — Choose 12 credits**
   ENV 4025 Environmental Design/Build 3
   ELA 1123 Energy & Society 3
   ENV 4000 Topics in Energy and the Environment 3
   ENV 2010 Intro to Geographical Information Systems 4
   BUS 4051 New Venture Creation & Entrepreneurship 3
   ENV 3012 Non-Profit Management 3
   ENV 4100 LEED Certification Exam Preparation 1
   ENV 3004 Building Sustainable Communities 3
   ENV 3016 Land Use Planning 3
   BUS 3050 Legal and Ethical Environment in Business 3
   **Credits: 12**

3. Environmental Policy
   **Goals of this concentration:** Students will understand how environmental goals are pursued and achieved through governmental organizations. Students will combine theoretical study, exposure to practitioners in the field, and hands-on experience in policy-setting settings to develop and hone managerial and advocacy skills. Students will learn the value of consensus, efficiency, justice and cross-cultural understanding in light of governing environmental concerns.

   **Concentration Core**
   ENV 3011 Environmental Law 3

   **Choose one of the following three courses:**
   PHI 3045 Environmental Philosophy
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 3007</td>
<td>Topics in Social &amp; Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHI 4011</td>
<td>Philosophy of Law</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration Electives — Choose 12 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 2015</td>
<td>Environmental Advocacy, Public Policy &amp; Corporate Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>ENV 2045</td>
<td>International Negotiation &amp; the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 2100</td>
<td>Renewable Energy Technology &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>ENV 3014</td>
<td>Watershed Management &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENV 3016</td>
<td>Land Use Planning</td>
<td>3</td>
</tr>
<tr>
<td>ENV 3021</td>
<td>Sustainable Development: Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>ENV 3028</td>
<td>Wildlife Law &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENV 3037</td>
<td>International Environmental Law &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENV 4015</td>
<td>Environmental Policy Research, Writing, and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Electives — Choose 9 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3014</td>
<td>Environmental Education: Place-Based Education</td>
<td>3</td>
</tr>
<tr>
<td>CMJ 3007</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>CMJ 3020</td>
<td>Media Advocacy and Campaign</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3011</td>
<td>Special Topics in Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3012</td>
<td>Topics in Organismal Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3013</td>
<td>Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3021</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3025</td>
<td>Advanced Topics in Ecology</td>
<td>3</td>
</tr>
<tr>
<td>GLG 3001</td>
<td>Special Topics in Geology</td>
<td>3</td>
</tr>
<tr>
<td>GLG 3041</td>
<td>Hydrogeology</td>
<td>4</td>
</tr>
<tr>
<td>GLG 3051</td>
<td>Sedimentology &amp; Stratigraphy</td>
<td>4</td>
</tr>
<tr>
<td>ENV 3054</td>
<td>Sustainable Farming Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENV 3057</td>
<td>Advanced Topics in Sustainable Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>ENV 4054</td>
<td>Agroecology</td>
<td>3</td>
</tr>
</tbody>
</table>

**4. Environmental Education & Communication**

*Goals of this concentration:* Education and communication serve to inspire and support effective environmental advocacy. In this interdisciplinary major, students will learn to engage diverse audiences while teaching and communicating environmental awareness, knowledge, and skills associated with sustainable interactions with the environment. Coursework and projects will focus on field-based interpretation, the development of learning modules, and the publication of media campaigns. Students will be able to lead, manage, and communicate educational- and advocacy-based programs that seek an informed resolution of environmental issues.

**Concentration Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1000</td>
<td>Introduction to Environmental Education</td>
<td>3</td>
</tr>
<tr>
<td>CMJ 2015</td>
<td>Media Convergence</td>
<td>3</td>
</tr>
<tr>
<td>EDU/CMJ 3012</td>
<td>Environmental Interpretation &amp; Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**5. Natural Sciences**

*Goals of this concentration:* Students will understand patterns and processes in the Earth’s ecosystems, demonstrate skill in field and lab study, and apply science to environmental problems in diverse career paths from research and education to resource management and planning to achieve sustainable human-ecosystem systems.

Students in this concentration take introductory biology, general chemistry, geology and ecology, and an additional 15 credits as electives within the sciences. We encourage students to develop expertise in one area but also to take electives in other fields of science. We also encourage students to gain research experience, either through summer research opportunities or with GMC faculty.

**Concentration Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 1021</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>GLG 1011</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
</tbody>
</table>
Choose one of the following courses

BIO 1033  The Winged World 4
BIO 1034  From Fins to Fingers: Vertebrate Natural History & Evolution 4
BIO 1035  Disease & Disorder: History, Humans, and Hope 4
BIO 1036  Solar Powered Life: The Biology of Plants 4
BIO 1037  The Four Seasons: Plant and Animal Adaptations to a Changing Environment 4

Credits: 12

Concentration Electives—Choose 15 credits

CHE 2021  Organic Chemistry I 4
CHE 2022  Organic Chemistry II 4
GLG 2031  Soils 4
GLG 2041  Geomorphology 4
Any 3-4000 level BIO, CHE, or GLG courses 3-15

Credits: 15

Environmental Studies Electives 10-13

Credits selected from either the core or the concentrations listed in the Environmental Studies major. At least six of these credits must be at the upper level.

TOTAL CREDITS for a MINOR in ENVIRONMENTAL STUDIES 21-24

ENVIRONMENTAL STUDIES MINOR

The environmental studies minor 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. The following courses are required for the minor:

ENV 1001  Introduction to Environmental Studies 1
BIO 2025  Ecology 4
ENV 2011  Public Policy and the Environment 3

Choose one of the following two courses: 3

ENG 3011  Environmental Writing Workshop
PHI 3045  Environmental Philosophy
Geology

Program Director: John Van Hoesen
Division of Environmental Studies & Management

PROGRAM OFFERED:
- Minor in Geology

Students interested in creating a self-designed major in Geology should contact the Program Director.

GEOLOGY MINOR
The geology minor provides students with 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/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 a geology minor participate in a field experience.

Requirements
- GLG 1011 Introduction to Geology 4
- GLG 2041 Geomorphology 4

Electives (Choose from list below; Must take at least three — one must be at the 3000 level and two must be at least 4 credits)
- GLG 2110 Natural Disasters 3
- GLG 2031 Soils 4
- GLG 2071 Geology Field Experience 3
- GLG 3001 Special Topics in Geology 3
- GLG 3041 Hydrogeology 4
- GLG 3051 Sedimentology and Stratigraphy 4
- ENV 2010 Introduction to Geographic Information Systems 4

TOTAL CREDITS for a MINOR in GEOLOGY: 19
History

Program Director: Thomas E. Williams
Division of Humanities, Education, & Arts

PROGRAMS OFFERED:
- BA in History
- BA 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.
- Place events and the interpretation of those events in their appropriate time and place.
- 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, research, 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.
- Gauge the quality and appropriateness of source material.
- Evaluate and critique different historical perspectives and explanations.
- Organize information and ideas in support of their written arguments.
- 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 students 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 BA in HISTORY

History Core

Choose one from the following three courses: 3
HIS 1021 United States History to 1877
HIS 1022 United States History since 1877
HIS 1058 American Views of the Environment

HIS 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

*Does not include HIS 4001

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

Credits: 47-48

ELA Requirements
See ELA section of this catalog for details.

Credits: 36-37

TOTAL CREDITS for BA in HISTORY: 120

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 LICENSURE 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.

REQUIREMENTS for BA in HISTORY with SECONDARY SCHOOL TEACHER LICENSURE in SOCIAL STUDIES:

History Core

HIS 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 (ELA 1020 may be used) 3
HIS Two courses at any level 6
HIS* Four courses at 3000-4000 level 12

Credits: 39

*Does not include HIS 4001

Education Core

EDU 1062 Teacher As Decision-Maker 3
EDU 1200 Praxis (Unless Exempt) 0

Credits: 39-40

Credits: 47-48
EDU 2018  Developmental Psychology II  3  
EDU 2019  The Exceptional Child  3  
EDU 2000  Field Experience  1  
EDU 2031  Secondary Education Methods I  3  
EDU 3100  Observation Practicum  4  
EDU 4031  Assessment and Management Behavior  3  
EDU 4081  Secondary Education Methods, History & English  4  
EDU 4085  Student Teaching  12  

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

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**Credits: 39**

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

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**Credits: 5-6**

**ELA Requirements**  
See ELA section of this catalog for details.  

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**Credits: 36-37**

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**TOTAL CREDITS for BA in HISTORY with SECONDARY SCHOOL TEACHER CERTIFICATION in SOCIAL STUDIES:** 120  
*Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).*

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**HISTORY MINOR**  
The history minor is available to all bachelor’s degree candidates. Students must complete 18 to 19 credits in history. 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.  

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**TOTAL CREDITS for a MINOR in HISTORY:** 18-19
Interdisciplinary Studies

Program Director: Mitch LesCarbeau
Division of Humanities, Education, & Arts

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 for BA in INTERDISCIPLINARY STUDIES

Primary Concentration 21
Choose from any major or minor offered by the college. At least 9 credits must be at the 3000-4000 level.

Secondary Concentration 15
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 3

General Electives
Total electives vary depending on total of other credits. Credits: 44-45

ELA Requirements
See ELA section of this catalog for details. Credits: 36-37

TOTAL CREDITS for BA in INTERDISCIPLINARY STUDIES: 120
Note: All students are required to complete 33 credits of upper-division work (3000-4000 level courses).
Mathematics

Program Director: James Wright
Division of Sciences & Outdoor Leadership

PROGRAM OFFERED:
- Minor in Mathematics

MATHEMATICS MINOR
The study of mathematics not only enables students to learn mathematical principles and applications, but also to develop their ability to think logically and critically. Mathematics is important not only in the physical, biological, and social sciences, but in business, economics, and environmental studies as well. A mathematics background provides students a foundation for success in many other disciplines.

The mathematics minor provides a solid quantitative component to complement any major. A minor in mathematics also makes a student’s background more attractive to almost any employer, and helps prepare a student for graduate study or further study in medical, dental, veterinary, or law school.

Prior to initial enrollment, all students, including transfer students, are required to take the mathematics placement exam unless they scored 490 or higher on the SAT mathematics section or 21 or higher on the ACT mathematics section or transfer in appropriate mathematics credit. The exam is designed to assess each student’s skill level in mathematics. The results along with SAT scores and prior courses are used to determine a Level of Proficiency (Levels 1-5). Placement into an appropriate course is then based on this level. Students are permitted to repeat the placement exam one time.

REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>MAT 2001</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 3100</td>
<td>Mathematical Modeling I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 3200</td>
<td>Mathematical Modeling II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 3500</td>
<td>Seminar in Mathematics</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL CREDITS for a MINOR in MATHEMATICS: 18
Music

Program Director: James Cassarino
Division of Humanities, Education, & Arts

PROGRAM OFFERED:
- Minor in Music

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

REQUIREMENTS

Minor in Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1001</td>
<td>Elements of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 1011</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 2053</td>
<td>Special Topics: History/Music Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUS 3001</td>
<td>Theory and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MUS 4001</td>
<td>Senior Recital</td>
<td>3</td>
</tr>
</tbody>
</table>

Applied Major Instrument or Voice 1 (4 semesters) 4

Choose one of the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1003</td>
<td>College Choir</td>
<td>1</td>
</tr>
<tr>
<td>MUS 2061</td>
<td>Concert Band</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS for a MINOR in MUSIC PERFORMANCE: 20

Minor in Music Literature & History or Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1001</td>
<td>Elements of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 1011</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 2053</td>
<td>Special Topics: History/Music Literature</td>
<td>6</td>
</tr>
<tr>
<td>MUS 3001</td>
<td>Theory and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MUS 4001</td>
<td>Senior Recital</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1003</td>
<td>College Choir</td>
<td>1</td>
</tr>
<tr>
<td>MUS 2061</td>
<td>Concert Band</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS for a MINOR in MUSIC LITERATURE: 19
Natural Resources Management

Program Director: Jim Harding
Division of Environmental Studies & Management

PROGRAM OFFERED:
- BS in Natural Resources Management

Green Mountain College offers a comprehensive degree in Natural Resources Management. 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, and park management will benefit from this degree.

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 graduate study in fields such as natural resources, forestry, wildlife biology, recreation management, or public policy. Graduates will gain specific 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, wilderness, recreation, energy production and others. Additional expertise can be gained in conservation biology, forest ecology, and environmental law.

LEARNING OUTCOMES for NATURAL RESOURCE MANAGEMENT MAJORS
- 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., photosynthesis, forest succession, and predator-prey relationships).
- Measure and mathematically analyze natural resource data.
- Conduct a comprehensive forest stand inventory.
- Be attuned to the current issues in natural resources management.
- Appreciate the complexity of multiple-use, resource management.

The fundamental components of truly effective natural resources management are those skills found at the intersection of the natural and social sciences. This degree is not about producing biologists or environmental scientists, nor is this degree intended to develop aspiring bureaucrats or government agents. Rather, a degree in natural resources management 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 BS in NATURAL RESOURCES MANAGEMENT**

**Professional Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRM 1001</td>
<td>Introduction to Natural Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BIO 2025</td>
<td>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>
</tr>
<tr>
<td>NRM 4022</td>
<td>Integrated Resource Planning</td>
<td>3</td>
</tr>
<tr>
<td>NRM 4051</td>
<td>Natural Resources Mgmt. Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NRM 4053</td>
<td>Natural Resources Mgmt. Internship*</td>
<td>12</td>
</tr>
</tbody>
</table>

Choose any four-credit lab course, options include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1033</td>
<td>The Winged World</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1034</td>
<td>From Fins to Feathers</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1035</td>
<td>Disease &amp; Disorder: History, Humans, &amp; Hope</td>
<td></td>
</tr>
<tr>
<td>BIO 1036</td>
<td>Solar Powered Life: The Biology of Plants</td>
<td></td>
</tr>
<tr>
<td>BIO 1037</td>
<td>The Four Seasons: Plant and Animal</td>
<td></td>
</tr>
<tr>
<td>CHE 1021</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>ELA 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>

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

**Distributions**

Students must choose at least three classes from each of the social science and natural science distributions below. Upper division special topics courses with the NRM, ENV, BIO, GLG, and REC prefixes may also be counted toward distributional requirements.

**Social Science/Policy Distribution (any 3 courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 3011</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>ENV 3014</td>
<td>Watershed Management &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENV 3016</td>
<td>Land Use Planning</td>
<td>3</td>
</tr>
<tr>
<td>NRM 3065</td>
<td>Hunting: History, Ethics &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>REC 3161</td>
<td>Philosophy of Recreation on Public Lands</td>
<td>3</td>
</tr>
<tr>
<td>REC 3175</td>
<td>Ecotourism</td>
<td>3</td>
</tr>
<tr>
<td>REC 4010</td>
<td>Mgmt. of Outdoor and Adventure Programs</td>
<td>3</td>
</tr>
<tr>
<td>NRM 4030</td>
<td>Environmental Conflict Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits: 9

**Natural Science Distribution (any 3 courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3013</td>
<td>Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3021</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3025</td>
<td>Advanced Topics in Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 3012</td>
<td>Topics in Organismal Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 3005</td>
<td>Advanced Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 3012</td>
<td>Special Topics in Chemistry (Limnology)</td>
<td>3</td>
</tr>
<tr>
<td>GLG 2031</td>
<td>Soils</td>
<td>3</td>
</tr>
<tr>
<td>GLG 3010</td>
<td>Climate Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>NRM 4025</td>
<td>Resource Impacts and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits: 9-10

**General Electives**

Total electives vary depending on total of other credits.

Credits: 28-30

**ELA Requirements**

See ELA section of this catalog for details.

Credits: 36-37

**TOTAL CREDITS for a BS in NATURAL RESOURCES MANAGEMENT:** 120

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

Program Director: Heather Keith
Division of Humanities, Education, & Arts

Programs Offered:
- B.A. in Philosophy
- Minor Philosophy

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; and Liberty, Fraternity, Equality: Our Social-Political Culture War.

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 also regularly accepted into strong graduate programs in Philosophy. The communication, problem-solving and critical thinking skills that students develop are in high demand. Beyond preparation for good careers, the major attempts to enhance intellectual curiosity and to encourage a careful, balanced approach to life decisions.

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 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 have the reflective and communication skills needed 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 an ELA required course in moral reasoning (including papers and exams).
**REQUIREMENTS for BA in PHILOSOPHY**

**Philosophy Core**

- PHI 2021 Logic 3
- PHI 4000 Senior Seminar in Philosophy: Down the Rabbit Hole 3

*Choose two of the following three courses:* 6

- PHI 2011 Topics in 19th through 21st Century Philosophy
- PHI 3011 Topics in Ancient Philosophy
- PHI 3012 Topics in Modern Philosophy

**Philosophy Electives**

- PHI Three (3) electives at any level 9
- PHI Four (4) electives at 3000-4000 level 12

**Credits: 33**

**General Electives**

Total electives varies depending on total of other credits.

**Credits: 50-51**

**ELA Requirements**

See ELA section of this catalog for details.

**Credits: 36-37**

**TOTAL CREDITS for a BA in PHILOSOPHY:** 120

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

**Honors in Philosophy**

To qualify for 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**

- PHI 2021 Logic 3
- PHI Two electives at any level 6
- PHI Three electives at 3000-4000 level 9

**TOTAL CREDITS for a MINOR in PHILOSOPHY:** 18
Pre-Law
Program Director: Sam Edwards
Division of Environmental Studies & Management

PROGRAM OFFERED:
- Certificate in Pre-Law

PRE-LAW CERTIFICATE PROGRAM
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.

In addition to ensuring that students master the essential skills and understand the requisite background knowledge for a career in law or policy, the program also provides advising to help students select the best path to such a career. We provide a variety of services to students, including:
- Assistance with course work planning.
- Locating appropriate internship and volunteer opportunities.
- Exploring career opportunities, including legal work, public policy formation, advocacy and related fields
- Preparing for the Law School Admissions Test (LSAT) applying to law and graduate schools.

The program offers students the opportunity to learn more about careers in law and policy through regular fieldtrips and other activities reserved for students in the program. Students are also encouraged to attend presentations by invited speakers from a wide range of areas in law and policy.

The Pre-law Certificate Program Committee will award a student the Pre-law Program Certificate and will issue a letter certifying successful completion program for any student who meets the following requirements:

PROGRAM REQUIREMENTS
Core Course Requirements
HIS 3023 America since 1960 3
GOV 1013 American Government 3
PHI 2021 Logic 3

Choose one of the following two courses: 3
ECO 2001 Introduction to Microeconomics
ECO 2002 Introduction to Macroeconomics

Credits: 12

Distribution Course Requirements (10-12 Credits)

Knowledge-oriented courses:
Business Law I
Constitutional Law
Environmental Law
International Environmental Law & Policy
Law and Society
Philosophy of Law
Public Policy & the Environment
Social Theory
Topics in the US Supreme Court
Topics in the Vermont Supreme Court
Wildlife law

Degree Requirements
**Skill-oriented courses:**

*Communication skills*
Environmental Advocacy, Public Policy, and Corporate Responsibility
International Negotiation & the Environment
Media Campaigns and Advocacy
Persuasion

*Analytical skills*
Calculus I
Calculus II
Intermediate Macroeconomic Analysis
Intermediate Microeconomic Analysis

*Research skills*
Directed Study in the Social Sciences
Environmental Policy Research, Writing, and Analysis
Environmental Studies Thesis
Honors Thesis
Independent study with a significant research project

Students must also:
- Complete an experience related to the profession such as an internship in a legal setting, a job shadow, substantial volunteer work, or an independent project.
- Demonstrate strong writing skills such as through a substantial research project in their major area of study.
- Demonstrate through community service or similar volunteer experience a commitment to serving others.
- Obtain an overall GPA of 3.3 or higher.

**Total Certificate**  22-24 Credits

*Note: See the Director of the Pre-law Certificate Program for a complete listing of courses offered each semester*
Progressive Program

Program Director: Heather Keith
Division of Humanities, Education, & Arts

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 ELA, 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.
COMPETENCIES for LEVEL III REVIEW

Students will demonstrate the following:

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

II. Progressive Learning Skills: Critical Thinking, Self-Awareness, & Self-Directedness
   a. 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.

III. Community Awareness & integration
   a. Demonstrate 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. Demonstrate awareness of one’s own and other cultures.
   d. Ability to contribute to the GMC community.

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.

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
   c. Ability to undertake a creative project of professional caliber
   d. Ability to write in a prescribed format.

II. Progressive Learning Skills: Critical Thinking, Self-Awareness, & 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. Advanced 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:**
120 hours of total coursework
33 hours coursework at the 3000/4000 level
Four ELA 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)

**Requirements for a B.A./B.S. in a Traditional Major within the Progressive Program:**
120 hours of total coursework
33 hours coursework at the 3000/4000 level
Four ELA 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

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.

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**Psychology**

**Program Director: Alan Marwine**
Division of Sciences & Outdoor Leadership

**Programs Offered:**
- BA 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.

**Learning Outcomes for Psychology Majors**
The successful student will:
- Master 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 BA in Psychology**

**Psychology Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 1003</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>PSY 2034</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2041</td>
<td>Human Development I</td>
<td>3</td>
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<tr>
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<td>Biological Bases of Behavior</td>
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<tr>
<td>PSY 3011</td>
<td>Social Research I</td>
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<tr>
<td>PSY 3014</td>
<td>Social Research II</td>
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<tr>
<td>PSY 4021</td>
<td>Senior Seminar</td>
<td>3</td>
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</table>

*Choose one of the following two courses:*

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<thead>
<tr>
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<tr>
<td>PSY 4007</td>
<td>Advanced Research Methods &amp; Statistics</td>
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</tr>
<tr>
<td>PSY 4011</td>
<td>Supervised Field Placement in Psychology</td>
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</tr>
</tbody>
</table>

**Psychology Electives**

**Credits: 26**

**General Electives**

Total electives vary depending on total of other credits.

**Credits: 39-40**

**ELA Requirements**

See ELA section of this catalog for details.

**Credits: 36-37**

**Total Credits for a BA in Psychology:** 120

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

**Total Credits for a Minor in Psychology:** 18
Religious Studies

Program Director: Heather Keith
Division of Humanities, Education, & Arts

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 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 six courses from:
- PHI 1001/ELA 1041 Philosophic Reflections 3
- REL 2000/3000 Special Topics in Religious Studies 3
- PHI/REL 2003 Philosophy of Religion 3
- REL 2005 World Religions 3
- REL 2009 Stories of the Spirit 3
- PHI 2009/REL 2015 Religious Beliefs & Atheism 3
- PHI/REL 2013 Philosophies of Being Human 3
- PHI/REL 3023 Asian Philosophies 3

TOTAL CREDITS for a MINOR in RELIGIOUS STUDIES: 18
Renewable Energy & EcoDesign

Program Director: Lucas Brown
Division of Environmental Studies & Management

PROGRAM OFFERED:
- Certificate in Renewable Energy & EcoDesign

The Renewable Energy and EcoDesign (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 work force development needs of these dynamic and growing industries, positioning our students for successful careers in the emerging green economy.

Core Courses
- ELA 1135 The Nature of Design 3
- ELA 1123 Energy & Society 3
- ENV 2100 Renewable Energy Technology & Applications 3
- ENV 3125 Ecological Design 3
- ENV 3100 REED External Practicum 3

Credits: 15

Electives
- Students choose a minimum of 7 credits
- ENV 4000 Topics in Energy & the Environment 3
- ENV 4025 Environmental Design/Build 3
- ENV 2010 Intro to Geographic Information Systems 4
- BUS 4051 New Venture Creation & Entrepreneurship 3
- ENV 3012 Non-Profit Management 3
- ENV 4100 LEED Certification Exam Preparation 1

TOTAL CREDITS for a CERTIFICATE in RENEWABLE ENERGY & ECODESIGN 22
Resort & Hospitality Management

Program Director: Frank Pauzé
Division of Environmental Studies & Management

PROGRAMS OFFERED:
- BS in Resort & Hospitality Management
- Certificate 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 Killington Resort 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, and
- 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. 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 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 Environmental Liberal Arts Program (ELA) 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 Highridge Conference Center, in one of the five condominium villages that are managed by Killington.

Review Board
Every student goes through a review process at the end of her/his first and second winter term co-op experience. The 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 is gathered from a variety of sources: the student’s GPA in major and ELA 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 the General Manager from The Lodge. The Board will review each student, and will then issue a letter to the student outlining the student’s strengths, areas for development, as well as an action plan for the upcoming academic year. The student will then have a meeting with her/his faculty advisors to debrief and finalize an action plan for the upcoming year.

The following criteria will be used for the review process:
- Academic: Overall GPA, major GPA, ELA 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
- Dismissal from the Resort & Hospitality Management program

Students who receive a finding of “Pass” need take no further action.

For students receiving “probation” findings, 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.

Students receiving a “dismissal” finding will meet with the Program faculty to discuss exit strategies from the Resort & Hospitality Management program and options within the College.
### REQUIREMENTS for a BS in
### RESORT & HOSPITALITY MANAGEMENT

#### Resort & Hospitality Management Core
- **RHM 1125** Marketing 3
- **RHM 1375** Human Resource Issues 3
- **RHM 1425** MIS & Data Management 3
- **RHM 1475** Financial & Budget Management 3
- **RHM 1525** Introduction to Resort & Hospitality Management 3
- **RHM 1550** Food & Beverage Operations 3
- **RHM 2150** Marketing Research 3
- **RHM 3225** Hospitality/Resort Law 3
- **RHM 3295** Strategy & Policy 3
- **RHM 3575** Lodging Operations 3
- **BUS 4022** Business Strategy & Sustainability Capstone 3
- **BUS 4051** New Venture Creation & Entrepreneurship 3
- **CMJ 2055** Graphic Communication 3
- **CMJ 2025** Professional Communications 3
- **SOC/PSY** One Sociology or Psychology course 3

**Credits: 45**

Choose one track

#### Resort Management Track
- **HSP 2175** Events Planning 3
- **REC 3175** Eco-Tourism 3
- **RLM 1050** Co-Op I 9
- **RLM 2050** Co-Op II 9
- **RLM 2125** Retail & Consumer Behavior 3
- **RLM 3050** Internship 3
- **RLM 3275** Green Development 3

**Credits: 33**

#### Hospitality Management Track
- **HSP 1050** Co-Op I 9
- **HSP 2050** Co-Op II 9
- **HSP 2175** Events Planning 3
- **HSP 2525** Beverage Management 3
- **HSP 2625** Quantity Foods & Purchasing 3
- **HSP 3050** Internship 3
- **HSP 3525** Green Facilities Management 3

**Credits: 33**

#### General Electives
**Credits: 5-6**

#### ELA Requirements
See ELA section of this catalog for details. **Credits: 36-37**

#### TOTAL CREDITS for BS in RESORT MANAGEMENT: 120

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

### CERTIFICATE PROGRAM in
### RESORT & HOSPITALITY MANAGEMENT
The Certificate Program in Resort & Hospitality Management is designed to provide a well-focused and solid foundation in the field of resort and/or hospitality operations. Mixing instruction and practical experience, the program prepares students for both entrance and advancement in the rapidly growing field of resort and hospitality management. Although based on a large Northern resort area, the course of study is applicable to management of resorts in a wide variety of settings and climates.

Students in the Certificate Program will participate in a balance of classroom studies and hands-on paid co-op/practicum work. The goal of this program is to build academic and professional skills without completing a baccalaureate degree. An RHM Certificate prepares the student for a management track position and provides an excellent base of professional experience to bring to an employer.

The certificate program requires the successful completion of 18 credits under one of two options. Those students without significant resort experience (as determined by the program director) will be re-
required to complete 15 credits of resort management courses as well as a Co-Op at The Killington Resort. Those students wishing to petition the co-op requirement will be required to complete an additional 3 credit Resort management class in its place.

**CERTIFICATE SCHEDULE**

**Option #1:**
- Semester Study I (September - December) **15 credits of study**
- Resort or Hospitality Practicum (December - March) **3 credits of study**

**Option #2:**
- Resort or Hospitality Practicum (December - March) **3 credits of study**
- Semester Study II (April - June) **15 credits of study**

**TOTAL CREDITS for a CERTIFICATE in RESORT MANAGEMENT:** 18

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**Self-Designed Major**

**PROGRAMS OFFERED:**
- BA 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 or 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

Program Director: Evangelina Blust
Division of Sciences & Outdoor Leadership

PROGRAMS OFFERED:
- BA 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.

Majors in the field may minor in psychology, history, women’s studies, economics, and environmental studies, among others.

Core
SOC 1001 Human Origins 3
SOC 1002 Cultural Anthropology 3
SOC 1011 Introduction to Sociology 3
SOC 3001 Human Ecology 3
SOC 3002 Social Theory 3
SOC 3010 Social Research I 4

Choose one of the following two courses: 3-4
SOC 3012 Social Research II
SOC 3025 Ethnographic Field Methods

Choose one of the following two courses: 3
SOC 3000 Practicum
SOC 3063 Independent Research

SOC 4013 Senior Seminar 3

Credits: 28-29

Sociology/Anthropology Electives
Choose one course from each of the following categories:
Inequality 3
SOC 2001 American Minorities
SOC 2005 Women’s Studies
SOC 2007 Social Stratification

Degree Requirements 93
SOC 2013  Women Across Cultures

**Social Institutions**  3
SOC 1003  Social Problems
SOC 2023  Marriage and Family
SOC 3032  Criminology

**Area Studies**  3
SOC 3009  Cultural Dimensions of Globalization
SOC 3011  Anthropology of Contemporary China
SOC 3013  Third World Developments
SOC 3016  Asian Art

**Other Electives**  6
Choose two courses at the 3000/4000 level from the following categories: Sociology/Anthropology, Psychology, History, Economics or Women’s Studies.

**Credits: 15**

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

**Credits: 39-41**

**ELA Requirements**
See ELA section of this catalog for details.

**Credits: 36-37**

**TOTAL CREDITS for BA in SOCIOLOGY/ANTHROPOLOGY:**  120

*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**
SOC 1011  Introduction to Sociology  3

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

**Credits: 6**

**Electives**
Select four from the following (at least two courses must be at the 3000/4000 level)  12
SOC 1001  Human Origins (if not taken as core)
SOC 1002  Cultural Anthropology (if not taken as core)
SOC 1003  Social Problems
SOC 2001  American Minorities
SOC 2003/3003  Independent Study in Sociology/Anthropology
SOC 2005  Women’s Studies
SOC 2007  Social Stratification
SOC 2013  Women Across Cultures
SOC 2015/3015/4015  Special Topics in Sociology/Anthropology
SOC 2023  Marriage and the Family
SOC 3001  Human Ecology
SOC 3011  Anthropology of Contemporary China
SOC 3013  Third World Developments
SOC 3016  Asian Art
SOC 3021  Social and Psychological Dimensions of Leisure
SOC 3023  Social Psychology
SOC 3032  Criminology

**Credits: 12**

**TOTAL CREDITS for MINOR in SOCIOLOGY/ANTHROPOLOGY:**  18
Theatre

Program Director: Paula Mann
Division of Humanities, Education, & Arts

PROGRAM OFFERED:
- Minor in Theatre Arts

PROGRAM MISSION STATEMENT
Any degree candidate may elect to graduate with a Theatre 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 theatre 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) Demonstrate an appreciation and critical evaluation of the art form as part of a liberal arts education.

2) 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 theatre 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:
Performance Concentration
DRA 1002/ELA 1031 Theatre: The Audience Environment 3
DRA 1003 Acting I 3
DRA 2013 Theatre Workshop: Production & Performance 4
(4 semesters x 1-credit per semester)

Choose one of the following two courses:
DRA 2015 Acting II 3
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.

TOTAL CREDITS for a MINOR in PERFROMANCE THEATRE ARTS: 19
REQUIREMENTS

Literature Concentration

DRA 1002/ELA 1031 Theatre: The Audience Environment 3
DRA 3001 History of Theatre: The Subversive Art 3
ELA 1039 Nature in Theatre and Film or 3
ELA 2032 Stage to Screen: Social Issues in Theatre and Film 3

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 THEATRE ARTS: 18
Women’s Studies

Program Director: Evangelina Blust
Division of Sciences & Outdoor Leadership

PROGRAM OFFERED:
■ Minor in Women’s 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.

Core
WST 2005       Women’s Studies       3

Electives (choose 5 from the following/3 credits each)
WST 2013       Women Across Cultures
WST 3015       Special Topics in Women’s Studies
WST PHI 3030    Feminist Philosophy
WST 4000       Independent Study in Women’s Studies
ENG 4015*      Literature of Diversity*
WST 4022       Psychology and Gender

Credits: 15

*May count towards minor when topic relates to women’s literature

TOTAL CREDITS for a MINOR in WOMEN’S STUDIES: 18
Youth Development & Camp Management

Program Director: Thayer Raines
Division of Sciences & Outdoor Leadership

PROGRAMS OFFERED:
- BS in Youth Development & Camp Management
- Minor in Therapeutic Adventure

The Youth Development and Camp Management degree provides students with the skills and training to work in a variety of youth development programs including after school programs, day camps, vacation and summer programs, public recreation departments, and wilderness schools.

LEARNING OUTCOMES FOR YOUTH DEVELOPMENT & CAMP MANAGEMENT MAJORS
The successful student will:
- Develop into an entry level leader for the growing recreation industry capable of filling positions in program and facility management at the director, coordinator, or supervisor level.
- Gain high quality balanced training and education experiences in theory and practical knowledge.
- Gain individualized student development in and out of the classroom through projects, electives, practicum, internship and self-designed opportunities.
- Meet or exceed the accreditation standards for college recreation programs as established by the National Recreation and Park Association.
- Depending on area of concentration, gain the ability to pursue graduate study in fields of adventure education, recreation management, leisure studies, youth development and camp management.

Career opportunities within the Youth Development & Camp Management major include, but are not limited to:
- Youth program director for community recreation department or private club.
- Program director for youth agency (Boys & Girls Club, YMCA, Youth Ministry).
- Resort or cruise ship youth activity/day camp director.
- Resident camp or retreat center director.
- Teen center or after school program director.

Optional professional certification tracks (ADV courses) allow students with a particular interest or focused career goal to seek appropriate levels of certification and obtain college credit with 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 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 the National Ski Patrol System, 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.

Formal non-credit and credit bearing work experience (practicum hours and internship) is an integral part of each of the degree programs. The internship is a 12 credit hour, 10 week, 400 hour (minimum) work experience in the student’s selected area of specialization. More
detailed information regarding the internship program is contained in a separate publication: The Internship Manual.

Specific guidelines that students need to satisfy prior to engaging in the internship experience are as follows:

- Have a valid nationally recognized first aid and CPR card upon entering their sophomore year.
- Complete 200 hours of practical experience of approved, documented recreation work prior to their internship.
- Earn a minimum GPA of 2.50 in major program requirements to enroll in the internship.
- Obtain certification at the Wilderness First Aid (WFA) or Divers First Aid level or above. Appropriate emergency response certification is best determined by the students intended career path. Certification must be obtained from the National Ski Patrol (NSP), Professional Association of Dive Instructors (PADI), Stonehearth Outdoor Learning Opportunities (SOLO), Wilderness Medical Associates (WMA), Wilderness Medical Institute (WMI), Wilderness Medical Training Center (WMTC) or some level of Department of Transportation approved Emergency Medical Technician.

Leadership Outside the Classroom
Students have the opportunity to become certified leaders in a variety of field-based courses that utilize the excellent natural resources available near the Green Mountain College campus as well as remote settings in places such as New Zealand. These courses require additional fees. Please see the Adventure Education major for a partial listing.

REQUIREMENTS for a BS in
YOUTH DEVELOPMENT & CAMP MANAGEMENT

Professional Core

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<th>Course Title</th>
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<tr>
<td>REC 1000</td>
<td>Introduction to Recreation &amp; Outdoor Studies</td>
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<td>MAT 1015</td>
<td>Introduction to Statistics</td>
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<tr>
<td>REC 2026</td>
<td>Program Planning &amp; Leadership for Outdoor Recreation</td>
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<td>Camp Counseling &amp; Youth Leadership</td>
<td>4</td>
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<tr>
<td>REC/SOC 3021</td>
<td>Social and Psychological Dimensions of Leisure</td>
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</tr>
<tr>
<td>BUS 3050</td>
<td>Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>REC 4010</td>
<td>Management of Outdoor &amp; Adventure Programs</td>
<td>3</td>
</tr>
<tr>
<td>REC 4014</td>
<td>Camp &amp; Youth Program Management</td>
<td>1</td>
</tr>
<tr>
<td>NRM 4022</td>
<td>Integrated Resource Planning</td>
<td>3</td>
</tr>
<tr>
<td>REC 4051</td>
<td>Recreation &amp; Outdoor Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>REC 4053</td>
<td>Internship in Youth Development &amp; Camp Management</td>
<td>12</td>
</tr>
</tbody>
</table>

Credits: 42

Choose one of the following two courses:

- BUS 1125  Marketing           3
- BUS 4051  New Venture Creation & Entrepreneurship

Choose one of the following two courses:

- PSY 2041  Human Development I 3
- PSY 2042  Human Development II

Electives 9

Students must complete 3 courses in Anthropology, Sociology and/or Psychology

Credits: 15

General Electives

Total electives vary depending on total of other credits.

Credits: 26-27

ELA Requirements

See ELA section of this catalog for details.

Credits: 36-37

TOTAL CREDITS for BS in
YOUTH DEVELOPMENT & CAMP MANAGEMENT: 120

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

Note: Youth Development & Camp Management majors should have at least one major and one minor professional certification as approved by the Program Director prior to graduation.

**Therapeutic Adventure Minor**
The Therapeutic Adventure minor is available to all bachelor degree candidates. It is particularly well suited to those students in Recreation, Education and Psychology. To fulfill the requirements for a therapeutic adventure minor, the student must complete the following required courses:

**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>REC 2025</td>
<td>Introduction to Therapeutic Adventure</td>
<td>3</td>
</tr>
<tr>
<td>REC 2033</td>
<td>Foundations of Adventure Education</td>
<td>3</td>
</tr>
<tr>
<td>REC 3071</td>
<td>Theories &amp; Foundations of Therapeutic Adventure</td>
<td>3</td>
</tr>
<tr>
<td>REC 3072</td>
<td>Practical Application of Therapeutic Adventure</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS for a MINOR in THERAPEUTIC ADVENTURE:** 15

**ADVENTURE RECREATION PROFESSIONAL CERTIFICATION TRACKS** *(Optional, 1-18 credits)*

Within Youth Development & Camp Management, students are given the opportunity to participate in professional certification tracks. The tracks are not required. Courses identified within these tracks (“ADV” courses) are scheduled by outside organizations that charge fees above the cost of tuition for Green Mountain College. The right to change the fees and schedule of a course is retained by the organization sponsoring the course. Proper documentation of course completion must be presented to the Registrar in order to receive credit toward graduation. Students may transfer credit for Outward Bound, National Outdoor Leadership School (NOLS), and Wilderness Education Association courses completed for college credit from other Social Sciences and Professional Studies institutions. In addition to accepting course credit transferred from other institutions of higher education, GMC has entered into an articulation agreement with NOLS, which permits students to obtain credit for attendance while remaining enrolled at Green Mountain College.

**PROFESSIONAL ASSOCIATION of DIVE INSTRUCTORS (PADI) CERTIFICATION**

**Semester Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 1000</td>
<td>Open Water “Flex” Scuba or Open Water Executive Scuba Certification</td>
<td>1</td>
</tr>
<tr>
<td>ADV 1001</td>
<td>Advanced Training for Open Water Divers</td>
<td>1</td>
</tr>
<tr>
<td>ADV 1003</td>
<td>Rescue Diver</td>
<td>1</td>
</tr>
<tr>
<td>ADV 1004</td>
<td>Master Scuba Diver</td>
<td>1</td>
</tr>
<tr>
<td>ADV 1005</td>
<td>Dive Master</td>
<td>2</td>
</tr>
<tr>
<td>ADV 1007</td>
<td>Boat Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 1008</td>
<td>Peak Performance Buoyancy</td>
<td>non-credit</td>
</tr>
<tr>
<td>ADV 1009</td>
<td>Emergency First Response</td>
<td>non-credit</td>
</tr>
<tr>
<td>ADV 1010</td>
<td>Oxygen First Aid/CPR</td>
<td>non-credit</td>
</tr>
<tr>
<td>ADV 1011</td>
<td>Propulsion Vehicle Specialist</td>
<td>non-credit</td>
</tr>
<tr>
<td>ADV 2001</td>
<td>Project A.W.A.R.E. Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2002</td>
<td>Cavern Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2003</td>
<td>Altitude Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2004</td>
<td>Deep Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2005</td>
<td>Drift Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2006</td>
<td>Dry Suit Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2007</td>
<td>Equipment Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2008</td>
<td>Underwater Glider Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2009</td>
<td>Ice Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2010</td>
<td>Multilevel Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2011</td>
<td>Underwater Naturalist Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2012</td>
<td>Underwater Navigator</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2013</td>
<td>Night Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ADV 2014</td>
<td>Underwater Photographer</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2015</td>
<td>Quarry Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2016</td>
<td>Search &amp; Recovery Diver</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2017</td>
<td>Shark Awareness Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2018</td>
<td>Underwater Videographer</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2019</td>
<td>Wreck Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2101</td>
<td>Enriched Air Diver Specialist</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2102</td>
<td>Ultimate Navigator</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2103</td>
<td>Reef Courses (must take 2 to receive credit)</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3003</td>
<td>Assistant Instructor</td>
<td>3</td>
</tr>
<tr>
<td>ADV 3005</td>
<td>Instructor Development</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: Instructor certification credit may be obtained in each ADV 2000 Specialty area listed above at the ADV 3000 Level (1 credit each).*

**AMERICAN CANOE ASSOCIATION (ACA)**

**PADDLESPORT INSTRUCTOR CERTIFICATION**

**Semester Hours**

Instructor Certification may be obtained in touring or river canoe, river kayak, coastal kayak, surf kayak, rafting, and safety & rescue. Students may take courses more than once if Instructor Certification is sought in more than one discipline.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 3020</td>
<td>Instructor Certification Level 1</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3021</td>
<td>Instructor Certification Level 2</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3022</td>
<td>Instructor Certification Level 3</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3023</td>
<td>Instructor Certification Level 4</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3024</td>
<td>Instructor Certification Level 5</td>
<td>1</td>
</tr>
</tbody>
</table>

**Challenge Course Certification and Leadership**

Courses listed are from an Association of Challenge Course Technology (ACCT) Level 4 Professional Vendor Member course catalog. Students seeking credit for facilitator training must consult with the faculty in the ROS Department to verify provider’s ACCT standing prior to enrollment. Provider’s must at a minimum be a Level 3 Professional Vendor Member of the ACCT

**Semester Hours**

<table>
<thead>
<tr>
<th>Certification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 2060 Level 1 Challenge Course Technician</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3060 Level 2 Challenge Course Facilitator</td>
<td>1</td>
</tr>
<tr>
<td>ADV 4060 Level 3 Challenge Course Manager</td>
<td>1</td>
</tr>
</tbody>
</table>

**Leadership**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 1030</td>
<td>Adventure Programming</td>
<td>2</td>
</tr>
<tr>
<td>ADV 1031</td>
<td>Adventures in Low Elements</td>
<td>1</td>
</tr>
<tr>
<td>ADV 1130</td>
<td>Adventures in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ADV 1131</td>
<td>Achieving Fitness: An Adventure Approach</td>
<td>1</td>
</tr>
<tr>
<td>ADV 1230</td>
<td>Adventure Based Counseling</td>
<td>2</td>
</tr>
<tr>
<td>ADV 1531</td>
<td>Creating Healthy Habits -</td>
<td></td>
</tr>
<tr>
<td>ADV 2030</td>
<td>Debriefing Tools — Expanding Your Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2031</td>
<td>Advanced Facilitation Skills</td>
<td>2</td>
</tr>
<tr>
<td>ADV 2130</td>
<td>Adventure Curriculum for Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>ADV 2230</td>
<td>Adventure with Youth at Risk</td>
<td>2</td>
</tr>
<tr>
<td>ADV 2331</td>
<td>Adventure in Low Elements</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3030</td>
<td>Advanced Skills &amp; Standards</td>
<td>2</td>
</tr>
<tr>
<td>ADV 3031</td>
<td>Zip Wire Skills &amp; Standards</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3032</td>
<td>Adventure Program Management:</td>
<td></td>
</tr>
<tr>
<td>ADV 3130</td>
<td>Critical Knowledge For the Challenge Course Manager</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3131</td>
<td>The Portable Adventure</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3132</td>
<td>Adventures in Building Community and Diversity</td>
<td>2</td>
</tr>
<tr>
<td>ADV 3133</td>
<td>Adapting Your Adventure Program for Corporate Clients</td>
<td>1</td>
</tr>
<tr>
<td>ADV 3530</td>
<td>Engaging Activities for Social and Emotional Learning: An Adventure Approach</td>
<td>1</td>
</tr>
<tr>
<td>ADV 4130</td>
<td>Technical Skills Intensive</td>
<td>1</td>
</tr>
<tr>
<td>ADV 4230</td>
<td>Physical Education, Health and Wellness Institute</td>
<td>3</td>
</tr>
<tr>
<td>ADV 4231</td>
<td>Adventure with Youth at Risk Institute</td>
<td>3</td>
</tr>
</tbody>
</table>
PROFESSIONAL SKI INSTRUCTORS ASSOCIATION (PSIA) and/or
AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS (AASI)
CERTIFICATION
Semester Hours
Certification can be obtained in five areas: Alpine Ski, Nordic-Track/ 
Skate, Nordic-Downhill, Snowboarding, or Adaptive Skiing.
ADV 1040 Registered 1
ADV 2040 Level I Certification 1
ADV 3040 Level II Certification 1

AMERICAN MOUNTAIN GUIDE ASSOCIATION (AMGA)
CERTIFICATION
Semester Hours
Certification can be obtained in three areas: Ski, Alpine, 
and Rock Guide.
ADV 1050 Certified Top Rope Site Manager 2
ADV 2050 Certified Rock Instructor 3
ADV 2055 Certified Rock Guide 3
ADV 2151 Certified Alpine Guide 3
ADV 2250 Certified Ski Guide 3
ADV 2255 Certified Ski Mountaineering Guide 3
From the moment students enroll at Green Mountain College, a rich and vigorous array of academic support services are available to enhance the learning experience. Griswold Library, The Jose Calhoun Learning Center, and IT / Computer Services partner together to provide our students with the skills and the knowledge needed to grow into mature critical thinkers and 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, videos, 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. Special collections include the Welsh Collection, Vermontiana and the College’s 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, in joint sponsorship with the Jose Calhoun Learning Center and IT Services, sponsors a variety of brief workshops designed to improve students’ research and information literacy skills and computing skills.

The Calhoun Learning Center, the Dickgiesser Electronic Classroom and Computer Services are located in Griswold Library. The library also houses two additional classrooms providing Internet and multi-media access, as well as three different computer labs equipped with specialized software applications. When these labs are not in use for classroom instruction, they’re open and available for student use.

Each academic year Griswold Library employs student workers to provide routine assistance to patrons using the library collection and the computer labs.
Every Green Mountain College student is provided with an e-mail account, Internet access, and access to the campus network. Resident students who bring their own computers to campus may access the network through datajacks in their residence hall rooms. Every student is also given a secure personal network folder in which they may save all of their academic work. Each working day IT Services archives all network folders.

Computing facilities are readily available for students who do not bring their own computers to campus. Three computer labs are located in the library and additional computer terminals are available throughout the library building. An after-hours computer lab is located in the library lobby, a spacious computer lab is maintained in the Withey Student Center, and additional computer terminals are stationed throughout the campus. All computers are networked through the campus servers, providing 24-hour access to the online research services to which the library subscribes. Griswold Library and the Withey Student Center provide students with convenient wireless internet access.

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

Academic Accommodations & Services
GMC 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 must 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.

Learning Support
The Calhoun Learning Center also offers academic support services for all students in a variety of areas. The Center has a writing instructor and a mathematics coordinator on its staff. 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 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. Students can access the services of peer tutors by direct appointment or by signing up for scheduled study tables.
Graduation Requirements

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. Only bona fide candidates, as certified by the Registrar prior to graduation, may receive degrees at commencement. Students who complete their degree requirements in the summer or after the fall semester will qualify for degrees at the next scheduled commencement.*

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

1. The student must earn a minimum of 120 semester hours of credit, of which at least 33 credits must be at the upper-division level (3000-4000 level courses).

2. The student must successfully complete all general requirements and an approved program of study. The student 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.

3. The student must 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.

4. The student must achieve a minimum cumulative grade point average of 2.00.

5. The student 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. The student must fulfill all financial obligations due to the College.

7. The student must declare his or her candidacy, no later than the last day of drop/add in the spring semester, in order to receive a degree in May or June.

*Before the last day of class, students may petition the Registrar’s Office for permission to participate in commencement without meeting graduation requirements. To be approved, they must meet the following conditions:

a. The student is registered for all their remaining credits at GMC in the summer immediately following commencement or in the Killington tri-semester.
b. The student has a maximum of 6 credits of coursework, or a 12-credit internship remaining to finish their degree requirements.

c. The student has a minimum cumulative GPA of 2.0.

d. The student’s financial obligations to the College have been met.

**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 enrolled in a minimum of 9 credits.

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

**Part-Time Enrollment Status Guidelines**

1. Part-time student may live in a residence hall with the approval of the Vice President of Student Life.

2. Part-time student may not participate in intercollegiate athletics.

3. 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**
If extenuating circumstances arise, a student may request a leave of absence (LOA) mid-semester through the Student Life Office. These circumstances include, but are not limited to, a death in the family, medical reasons, and personal well-being. The request must be reviewed and approved by the Vice President of Student Life before a leave of absence will be granted. If the LOA 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. If the student does not return within one year, the LOA 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 who 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 pe-
riod in studio or laboratory courses.
Grades of Pass (P) or Withdrawal (W)
carry no negative quality point condi-
tions, 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.

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

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.

I (Incomplete Work)
Given only at the end of the semester.

The following are appropriate reasons
for receiving an incomplete:

1. Illness that is satisfactorily docu-
mented.

2. Death or illness in the student’s
family that can be satisfactorily
documented.

3. Participating in an internship re-
sulting in incomplete coursework.

4. Extenuating circumstances.

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

1. A student may request an incom-
plete within three business days
subsequent to the scheduled final
exam or the last day of class if no
final exam is offered. Any appro-
priate documentation must be sup-
plied within five business days of
the request.

2. Using the appropriate incomplete
form, an instructor will contract
with the student for a deadline to
clear an incomplete which must be
completed within 12 weeks of the
last day of the course. 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.

3. If a faculty member becomes ill,
dies, or leaves the institution, then
any final decisions about grades
will be determined by the program.
A student’s academic standing will
be adjusted if necessary after incom-
pletes are completed.

4. A student’s academic standing (e.g.
probation) will be adjusted, if neces-
sary, after incompletes are completed.

NG (No Grade Submitted)
Used only on mid-semester grade re-
ports 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 cal-
culating grade point averages.

Pass/No Pass
Pass/No Pass grades only apply to
courses that do not carry credit to-
wards meeting graduation require-
ments. 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 repeated. Students who request 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.

All grades a student receives at Green Mountain College will appear on the permanent record. In computing the cumulative grade point average, the best grade received at Green Mountain College will be used. If a course is repeated after receipt of a passing grade, no gain in total credit will occur.

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.

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 available on the MyGMC portal system. 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.

Release of Academic Information
Green Mountain College releases information regarding a student’s academic record/performance to a student’s parents/guardians if the College has written authorization from the student or 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>
</tr>
</thead>
<tbody>
<tr>
<td>1-12</td>
<td>1.70</td>
</tr>
<tr>
<td>13-27</td>
<td>1.80</td>
</tr>
<tr>
<td>28-45</td>
<td>1.90</td>
</tr>
<tr>
<td>46+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Failure to meet such standards will result in a student being placed on academic probation. Students who are not in good academic standing may not compete in varsity intercollegiate athletics. 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 graded 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 graded 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.

**Alpha Chi** is a coeducational national honor society, which promotes academic excellence and exemplary character among college and university students and honors those achieving such distinction. Only those juniors and seniors achieving in the top 10 percent of their class are eligible for membership.

**Academic Awards** are presented each year to 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 Environmental 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.

**Transfer Credit After the Normal Period of Residency**
If a student should fail to qualify for a degree after the normal period of residency, the Academic Standards Committee may be petitioned to accept both credits and quality points from an accredited institution to meet degree requirements. This arrangement must be negotiated at least 12 weeks prior to the next commencement date.

**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 Environmental 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 (IB)**
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. All students are required to meet with their advisor and will obtain their ID, Pin number, and registration start time during this meeting. ID and Pin numbers are used to log into the registration website. 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. These include, but are not limited to, over-enrolling a course, 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 by email 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 Web Registration Module. 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 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 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
An 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 to allow 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. Full-time tuition is charged for 12 credit summer internships.

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.

**Attendance Policy**

**Classes**

Regular attendance is expected at all scheduled class sessions. Faculty members are responsible for keeping a written record of attendance and for advising students of expectations for performance and participation in their courses.

Whenever it appears that a student’s attendance record is jeopardizing academic standing, an instructor may provide written notice to the Dean of the Faculty. The Dean of the Faculty will send to the student, Registrar, and the advisor a copy of the Academic Warning from the instructor with a warning that disregard of the report may result in the student being dropped from the course. 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 dropping the course does not jeopardize the student’s full-time status, the registrar’s office will remove the student from the course 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 a written Academic Warning to the student. Warnings are to be submitted to the Dean of the Faculty for distribution to the student, registrar, 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). 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 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 acknowledgement, 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 an examination. Examples of unauthorized help include collaboration of any sort during an examination (unless specifically approved by the instructor); collaboration before an examination
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).

Bribery
Offering or giving any article of value or service to an instructor 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; 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 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 is required for educational staff.

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 in-
accurate, 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 Vice President 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. There is a charge for additional transcripts. 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.

Nondiscrimination Policy

Green Mountain College does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, or veteran’s status in its recruitment, admissions, or employment activities.

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, an 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 delib-
erate 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.
Office of Student Life
The Green Mountain College Office of Student Life blends service with a dedication to personal development and supports a safe and respectful environment for student learning. Our goal is to create a living and learning community that fosters active citizenship and a sustainable environment.

Student Life at GMC includes the following offices: Residence Life, Student Involvement, Student Conduct, GreenMAP, the Wellness Center, Career Services, and Athletics.

Student Involvement
The Office of Student Involvement provides leadership opportunities, advises 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 maintains reference materials for student clubs and organizations on subjects such as publicity and promotion, student leadership, group dynamics, and programming ideas.

Residence Halls
Green Mountain College students are expected to live in the campus residence halls to benefit from being part of a living and learning community. Residence hall operations are overseen by the Director of Residence Life and staff. Trained student resident assistants assist the professional staff. Professional staff have offices in Student Life where they are able to provide convenient access for students. Student Life staff members are trained to provide support and referral to appropriate campus services.

All campus residence halls are co-educational and equipped with study areas, lounges, laundry facilities, and vending machines. Most rooms accommodate two students and include desks, beds, bureaus, bookcases, and full video, voice and data services. Students may add curtains, rugs, reading lamps, and other personal belongings.

Specialty Housing Options
Green Mountain College offers several special-interest student housing opportunities including Honors floor, Recreation floor, Sustainable Living floor, Creative Arts Living floor, Substance Free floors, and SAGE (Students for Academic and Green Engagement) hall. 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 and vegan options. The meal plans are developed based on student input and are designed to meet changing student needs. Chartwell, Inc. is the
College’s food service provider, with offices located on the lower level of Withey Student Center. Information on the meal plans and hours of operation are available online and outside the dining hall. Snacks, light refreshments, and short-order foods may be purchased from The Buttery in the Withey Student Center.

New Student Orientation: The Wilderness Challenge
As part of the regular orientation program, new students have the opportunity to embark on a several-day outdoor exploration known as The Wilderness Challenge. Students can choose from a variety of outdoor adventures, such as hiking, climbing, canoeing, kayaking and biking. The Wilderness Challenge allows students an opportunity to explore their own values, push their personal limits, and have a great time prior to beginning their college careers. It also provides a fantastic way to meet other first year students and quickly make friends.

Campus Environmental Initiatives
All GMC students are urged to make environmental sensitivity part of their daily lives, following the basic ideas of reducing, reusing, and recycling. There are many opportunities to become involved with environmental initiatives on campus, including volunteering on the farm, joining the recycling crew, and developing programs to increase campus sustainability.

Students, faculty, and staff have collaborated on numerous environmental initiatives aimed at improving life on campus and making GMC climate neutral by 2011. The Student Campus Greening Fund provides resources for student sustainability projects. The SCGF has funded a GreenBikes share program, a shower head replacement project, a local-foods initiative in the campus dining hall, and a feasibility study for a new biomass facility.

Athletics
Green Mountain College participates in 14 NCAA Division III sports as part of the North Atlantic Conference. The College supports the following intercollegiate sports: Men’s and Women’s Basketball, Men’s and

“You need to get out there and do it yourself . . . You need to be the force. It’s important to be conscious of your everyday actions and align them with your beliefs.”

– Rob Pudner ’09
Women’s Cross-Country, Men’s Golf, Men’s and Women’s Lacrosse, Men’s and Women’s Skiing, Men’s and Women’s Soccer, Women’s Softball, Men’s Tennis, and Women’s Volleyball.

As a NCAA Division III 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 student-athletes.

**Adventure Programming & Intramurals**

Green Mountain College offers a wide variety of student activities that embody the mission of the College and promote the physical health and well-being of students. Facilities available on campus include: the Geoffrey Leydic Memorial Ropes Course, weight room, swimming pool, ice climbing wall, tennis courts, basketball courts and equipment rental room.

The College offers a traditional intramurals program and a non-traditional adventure program, both of which are open to all students. The intramurals program provides students with a variety of sports and activities promoting a spirit of camaraderie and friendly competition. GreenMAP (Green Mountain Adventure Programming) encourages groups of students to visit nearby natural resource areas such as Lake St. Catherine, the Adirondacks, the Green Mountains or New Hampshire’s White Mountains. Activities include rock climbing, ice climbing, day hikes, overnight backpacking, canoeing, touring & whitewater kayaking, caving, snowshoeing, animal tracking, backcountry telemark skiing & mountaineering. Catering to all ability levels, these programs are managed by on-campus professionals. Students may rent equipment from the College’s equipment room for a nominal fee.

**Student Government**

The Green Mountain College Student Government is elected from and by the student body. The Student Government is the primary legislative branch whose weekly meetings are open to the student body. GMC has a long-standing tradition of including students on specific College committees and having them become an integral part of the decision-making process. This kind of service experience plays 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 multidimensional programs in social, cultural, recreational, and educational areas for the entire College community. Membership is open to any student wishing to assist in the review and selection of performers and production of events. Traditional events include the Spring Concert, weekend movies, musicians, and comedians.

**Alpha Chi**

This is an honor society which promotes academic excellence and exemplary character among college and university students and to honor those achieving such distinction. Only those juniors and seniors in the top ten percent of their class are eligible for membership, if they have been a full-time matriculated student at the College for one year. Affiliated since 1955 with the Association of College Honor Societies, Alpha Chi is the second oldest and second largest honor society in the parent organization.

**Performing Arts at GMC**

All performing arts opportunities are open to any student enrolled at Green Mountain College. Some performance options require audition, but students in all majors are welcome to participate.

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;
GMC Clubs & Organizations

The clubs and organizations listed below play an active role in the development of community on the GMC campus. All students are encouraged to participate in a variety of co-curricular opportunities that are available at Green Mountain.

African American Culture Club
Belly Dancing Club
Bio/Enviro Club
Cheerleading Squad
Club Activism
GMC Programming Board
Debate Club
Diversity Club
Equestrian Club
Farm Crew
HERBAL Tribe
History Club
Intercultural Center (ICC)

International Awareness Club
Jewish Cultural Club
Karate Club (K.I.C.K.)
Knitting Club
Media Co-operative
Men’s Rugby
PANTS
Poultney Partners Mentoring
Pre-law Club
Pre-med Club
Recreation Club
Roots & Shoots
Slow Food

Spirituality Club
Student Assembly
Student Senate
Ultimate Frisbee
Vegetarian & Vegan Club
Women’s Rugby

it has gained distinction for its Welsh language repertoire.

The Theatre Program invites students to audition for two main stage productions each year, in addition to frequent student-directed or produced shows. There are many opportunities to participate backstage or under the spotlight.

Community Outreach & Service Learning

Green Mountain College recognizes the importance of a strong and meaningful relationship with the local community. The Service-Learning Office is 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 to address those needs. Very often, solutions come through service-learning projects, which give students an opportunity to apply theory learned in the classroom to real-life problem solving. 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.

Student Media

*The Mountaineer*, Green Mountain College’s student newspaper, is published by a student staff that collects and reports news that happens both on campus and within the community of Poultney.

*Reverie*, GMC’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 in both publications are available, and all students are encouraged to participate.

**Career Services**
Through a host of services and resources, the Office of Career Services helps students apply their education in jobs compatible with their training, personality, and experience to develop fulfilling and rewarding careers that sustain themselves and the environment.

Staff assists students in choosing a major, exploring internships, career and graduate school opportunities, developing a resume and cover letter, and honing interviewing skills. Alumni serve as mentors to 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. Students can develop a Student Life Transcript beginning their freshman year that documents extracurricular experiences and activities. 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.

**Health & Wellness Activities**
Green Mountain College community members are encouraged to participate in wellness initiatives which change from semester to semester based on the interests of the community. Current initiatives include yoga, Tai Chi, massage therapy, Reiki, meditation, mixed martial arts, belly dancing and African dance. These offerings are provided at little or no cost for our students.

**Religious Life**
Green Mountain College is non-denominational but retains an affiliation with the United Methodist Church. This relationship reflects the convic-
tion that religious questions and values are essential elements in a liberal arts education. The College has broad ecumenical ideals and supports all religious faiths represented in the college community. The Office of the Chaplain 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 serve the needs of the entire campus community.

**Counseling Services**

Counseling services are confidential and focused on providing students with support, counseling, and assistance in developing and accomplishing personal and academic goals. The counselors offer individual and group therapy to students who are experiencing difficulties that impact their personal 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 Center is located at 38 College St., directly across from Moses Green, and is open Monday through Friday from 8:30 a.m. to 5 p.m. Appointments are recommended, and may be arranged by calling the office at (802) 287-4320, or on a walk-in-basis, depending on the availability of the counseling staff. Counselors are available through Campus Security after hours in the event of an emergency.

**Health Services**

Students 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 with your 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. It is currently open Monday through Friday from 8:30 a.m. to 7 p.m. and on Saturday from 8 a.m. to 4 p.m. CFHC is a fully equipped medical facility with on-site x-ray and lab services and provides a full range of primary care and preventative services.

All students are required to provide proof of enrollment in a health insurance program or to enroll 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.
Green Mountain College operates 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 GMC receive an Enrollment Form to be returned to the Admissions Office with a $200 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 admissions 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**

- Signed and dated application form accompanied by a $30 non-refundable application fee or completion of an online application form (which does not require a fee). 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 the GMC “Insight Portfolio,” which may be submitted in lieu of standardized test scores. Students who submit the Insight Portfolio instead of test scores must also submit a graded high school paper with the name of the teacher noted thereon.
- A completed personal statement of 250-500 words.
- A letter of recommendation from a person who can attest to an applicant’s ability to handle college-level work.

**Freshman Applications from home-schooled students**

- Signed and dated application form accompanied by a $30 non-refundable application fee or completion of an online application form (which does not require a fee). The Common Application is also accepted at Green Mountain College.
- Official SAT I or ACT scores. (These are not optional for home-schooled 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.

Transfer Student Applications

- Signed and dated application form accompanied by a $30 non-refundable application fee or completion of an online application form (which does not require a fee). 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, including financial aid transcripts.

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 encouraged to request from the Registrar’s Office a complete credit evaluation of previous academic work 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 GMC 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:
- Signed and dated application form for international students, accompanied by a non-refundable $30 application fee.
- 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.
- 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 information submitted must be in English. According to U.S. Immigration regulations, a Certification of Finances Form with supporting documentation must be filed before an I-20 authorization can be released. 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 will be evaluated by an international credit evaluation service. Students will be responsible for the fee for this service. This evaluation should be done as soon as possible after acceptance to as-
sure 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](http://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)/guardians(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 highly recommended for applicants. 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 1 ©(I) (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.*
Please note: For the most current information on financial aid awards, please call our Financial Aid 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, leadership, community service, environmental practices, or visual and performing arts.

Many GMC students participate in environmental and community activities. Students who have excelled in volunteer community or environmental service may be recognized as service scholarship recipients. Service scholarships may be renewed each year.

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 January 1st. Students may opt to complete the CSS/Profile if they wish to receive a financial aid package before January 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.

GMC participates in the Yellow Ribbon Program offered by the U.S. Department of Veterans Affairs for post-9/11 veterans. Up to 20 students who are certified as eligible can receive matching GMC funds that, when combined with federal assistance, cover tuition and fees, with no out-of-pocket expenses.

Satisfactory Academic Progress
All students receiving federal Title IV and Green Mountain College financial aid funds must meet the Satisfactory Academic Standards outlined below. A student whose academic progress does not meet the standards will be notified of the deficiency and placed on financial aid probation.

I. Academic Requirements
Students must meet ALL of the following requirements before being considered for financial aid or reinstatement of financial aid:

A. Be enrolled in and attending an eligible program for the purpose of completing a BA/BS/BFA degree.

B. Receive credit for at least 67% of Total Attempted Credits. (Total Attempted Credits is defined as the total number of credits a student is enrolled in at the end of the first week of class).
C. Maintain the minimum cumulative Grade Point Average (GPA) requirement as follows:

<table>
<thead>
<tr>
<th>Total Units</th>
<th>Min. Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-12</td>
<td>1.7</td>
</tr>
<tr>
<td>13-27</td>
<td>1.8</td>
</tr>
<tr>
<td>28-45</td>
<td>1.9</td>
</tr>
<tr>
<td>46 &amp; above</td>
<td>2.0</td>
</tr>
</tbody>
</table>

D. Have attempted less than 180 cumulative credits.

II. **Incoming Transfer Students**
All credits attempted at previously attended colleges/universities count towards total cumulative credits. However, these credits will not be counted towards cumulative GPA. The Financial Aid Office reserves the right to require official academic transcripts from all prior colleges attended before determining financial aid eligibility.

**ALL** previous periods of enrollment will be used in determining Satisfactory Academic Progress, regardless of whether or not financial aid was received.

III. **Withdrawal, Incompletes, and No Credit/Failed Courses**
A. Grades of “W”, “I”, “NP”, and “F” receive no credit and are considered unsuccessfully completed and count towards “attempted credits”.

B. If a student withdraws from all of his/her classes during a semester, the student may be required to repay all or a portion of his/her financial aid.

IV. **Financial Aid Probation**
Students not meeting at least one of the academic requirements will be placed on Financial Aid Probation. Students will have a total of 2 probationary semesters (3 trimesters for the Resort/Hospitality Management Program) during their academic career. While on a probationary semester, students may still receive financial aid.

V. **Financial Aid Disqualification**
A. Students will be placed on Financial Aid Disqualification if they do not meet the academic requirements outlined in section I and if they have already used their two probationary semesters. Students can no longer receive financial aid while on disqualification status.

B. If a student feels that he/she has had extenuating or unusual circumstances that contributed to their disqualification status, the student can file a Financial Aid SAP Appeal. Contact the Financial Aid Office for more information about filing an appeal.

C. According to the Financial Aid SAP Appeals Policy, students must submit their appeal no later than one week before the last day of classes.

VI. **Remedial Courses**
Up to 12 credits of remedial course work may be excluded from a student’s cumulative credits attempted.

The Financial Aid Office will check student academic progress at the end of each semester and again before the time of funding.

**Merit Awards**

**Academic Merit Scholarship**
Academic Merit Scholarships are awarded to first year undergraduate students in recognition of academic achievement, based on secondary school credentials and standardized test scores or the Insight Portfolio. These scholarships range in amount from ¼ to full tuition. To receive a scholarship, you must be enrolled as a full-time undergraduate student and complete at least 12 credit hours per semester. You must maintain the required minimum cumulative GPA of 3.0 in order to continue receiving the scholarship. If you fall below the
required cumulative grand point average, you have one semester to raise your GPA to the required minimum before you lose eligibility. Eligibility will be reinstated if minimum GPA is regained.

Transfer Scholarship
Students who have completed at least 24 credit hours and have a cumulative GPA of 2.75 or higher (on a 4.0 scale) are qualified to receive a Transfer Scholarship in an amount up to $7,000. Transfer Scholarships may be renewable up to two years provided the student takes at least 12 credits each semester and maintains the required minimum Cumulative GPA of 2.75. If you fall below the required cumulative grand point average, you have one semester to raise your GPA to the required minimum before you lose eligibility. Eligibility will be reinstated if minimum GPA is regained.

Phi Theta Kappa
Transfer Scholarship
This scholarship is awarded to members of the Phi Theta Kappa International Honor Society who transfer with at least 24 credits. Students with a cumulative GPA between 3.0 and 3.49 will receive a scholarship in the amount of $6,000 and students who have a cumulative GPA of 3.5 or above will receive $8,000. The scholarship is renewable for up to two years as long as a cumulative GPA of 3.0 or higher is maintained. If you fall below the required cumulative grade point average, you have one semester to raise your GPA to the required minimum before you lose eligibility. Eligibility will be reinstated if minimum GPA is regained.

Methodist-Related Awards
Ireson/Methodist Scholarship
This award is named in honor of a former trustee of the College, Orrin F. Ireson, a distinguished Vermont Methodist clergyman and New England church leader. The Ireson Scholarship is automatically awarded to incoming students who are members of a Methodist Church. The $2,000 scholarship is renewable for an additional three years, provided the recipient maintains a record of service and leadership to her/his home congregation and community or to the College community and the local Methodist Church. Eligibility is determined from information obtained on the Admission Application.

Aid to Clergy Children
All children of United Methodist pastors receive a scholarship in the amount of $2,000 when they attend Green Mountain College.

Competitive Scholarships
Environmental Advancement Scholarship
Our Environmental Advancement Scholarship is available to incoming students regardless of major or academic discipline who have an interest in addressing the growing ecological issues and crises confronting our world and who have actively demonstrated that commitment in any way —through research, painting, service projects, poetry or any other activities. Awards vary up to $7,000 and are renewable for up to three years as long as good academic standing is maintained.

Visual and Performing Arts Scholarship
Competitors for the Visual and Performing Arts Scholarship (VPA) are evaluated on creativity, expertise, and potential. VPA Scholarships are awarded to incoming students. To be considered for a VPA Scholarship, applicants need to apply for admission by February 1st and submit a portfolio of their work. Awards vary up to $5,000 and are renewable for up to three years as long as good academic standing is maintained.

Make a Difference Scholarship
Awarded to incoming students in recognition of individuals who have made an impact within their community or in the lives of others. Up to three, full tuition, room, board and fees schol-
arships are awarded on a yearly ba-
sis and are renewable for up to three
years as long as good academic stand-
ing is maintained. Deadline for ap-
plication is January 1st. Applications
can be obtained from the Admissions
Office or online at http://admissions.
greenmtn.edu/admissions.aspx

Other Scholarships
GMC Community Service
Scholarship
The GMC Community Service Scholar-
ship is awarded to incoming stu-
dents on the basis of past and current
participation in community service
activities. The scholarship is awarded
from information provided on the ad-
missions application. Amounts vary
up to $7,000 and are renewable for up
to three years as long as recipient re-
 mains in good academic standing.

GMC Environmental Advancement
Scholarship
The GMC Environmental Advancement
Scholarship is awarded to students who have demonstrated excel-
lence in environmental practice based
on the admissions application. The
award amount ranges up to $7,000
and is renewable annually as long as
the student remains in good academic
standing.

GMC Leadership Scholarship
The GMC Leadership Scholarship is
awarded to incoming students on the
basis of past and current participation
in leadership activities and roles. The
scholarship is awarded from infor-
mation provided on the admissions
application. Amounts vary up to
$7,000 and are renewable for up to
three years as long as the recipient re-
 mains in good academic standing.

Endowed Scholarships
Green Mountain College has a num-
ber of endowed scholarships with spe-
cific eligibility requirements. Informa-
tion about these scholarships can be
found on the GMC website at www.
greenmtn.edu/tuition_aid/scholar-
ships.aspx#specialmerit

Grants
Pell Grants
Eligibility for Pell Grants is deter-
mined by the federal government
based on data reported on the Free
Application for Federal Student Aid
(FAFSA). Pell Grants range from
$976 up to $5,350 for the 2009-2010
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 Applica-
tion for Federal Student Aid (FAFSA).
SEOG grants range from $400 to
$4,000.

Academic Competitiveness Grant
The Academic Competitiveness Grant
is a federal grant awarded only to
first and second-year students who
demonstrate exceptional financial
need and have undertaken a rigor-
ous course of study at the high school
level. Following federal guidelines
only Pell Grant recipients are eligible for this grant. Eligibility and amount are determined annually by data reported on the Free Application for Federal Student Aid (FAFSA) and on number of credit hours attempted/earned. Second-year students must have a cumulative grade point average of 3.0 in order to receive the scholarship. Amount for first-year students is $750 and amount for second-year students is $1,300.

**National Science and Mathematics Access to Retain Talent (SMART) Grant**
The SMART Grant is a federal grant awarded only to third and fourth-year students who demonstrate exceptional financial need and are undertaking a course of study in computer science, engineering, mathematics, technology, life or physical sciences, or certain foreign languages. Following federal guidelines only Pell Grant recipients are eligible for the SMART Grant. Students must also maintain a cumulative grade point average of 3.0 or higher. Eligibility is determined on a semester basis by data reported on the Free Application for Federal Student Aid (FAFSA) and on the number of credit hours attempted/earned. Award amount is $4,000 per year.

**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 the College becomes aware of an outside award later in the award cycle. Contact the Financial Aid 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 seven 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 Financial Aid 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.

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**

**PLUS Loans (Parent Loans)**
The Federal 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. New interest rates for loans disbursed after July 1 of the respective year are announced on July 1. Current interest rate for Plus Loans for 2009-2010 academic year is 8.5%. Repayment begins after the loan has been fully disbursed.

**Stafford Loans (Subsidized and Unsubsidized)**
The Federal Stafford Loans are awarded to students based upon their year in school. Interest rates are fixed for the lifetime of the certified loan; however the interest rates may change every July 1 of the current year for loans disbursed after July 1. Interest rates will never exceed the maximum of 8.25%. Current interest rate for the 2009-2010 academic year are 6.0% for Sub-
sidized Stafford Loans and 6.8% for Unsubsidized Stafford Loans. Stafford Loan repayment starts six months after graduation or if enrollment falls below six credit hours. Currently, the maximums for Federal Stafford Loans for each grade level are shown in table at right.

Loan application materials will be certified after July 1. Federal regulations require first-time borrowers of Federal Stafford Loans (subsidized and unsubsidized) to complete entrance interview loan counseling before the proceeds of their loan can be released. Students must go on-line to the web site, www.mappingyourfuture.org, to complete the necessary federal paperwork. A Stafford loan exit interview must also be done before a student leaves the college. The exit interview is also completed on-line at www.mappingyourfuture.org.

Financial Aid Application Procedure

Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov or obtain a copy from your guidance counselor. Remember to enter the Green Mountain College code of 003687.

Complete the FAFSA as soon as possible after January 1. The GMC priority deadline for entering freshmen and transfers is March 1 of each year. The deadline for returning students is April 15 of each year. You may estimate your answers on the FAFSA if your tax returns will not be completed before the March 1 priority deadline. The tax returns may be collected at a later date and the information on the FAFSA may be updated.

GMC encourages students to apply for any private scholarships or grants for which they may qualify. Please notify the Financial Aid Office at Green Mountain College if you receive such an award.

<table>
<thead>
<tr>
<th>Grade Level</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>
While a quality college education today is not inexpensive, there are various forms of financial aid available which will appreciably lower the cost. The types of aid offered by Green Mountain College are explained in the Financial Aid section of this catalog. Correspondence concerning financial affairs should be addressed to the Business Office of the College. Registration is not completed until all necessary payments have been satisfactorily made. All financial commitments billed to date must be satisfied before a transcript will be released, registration for a subsequent term, or participation in graduation. Additional miscellaneous charges assessed to accounts during the academic year will be billed to the person originally responsible for the account. The $334 student activities fee is used to subsidize almost all student sponsored social and cultural activities. These include films, dances, folk singers, ski buses, picnics, student greening projects, and other events. The use of these funds is planned by the Student Government in consultation with the Director of Campus Activities. All students are assessed activities fees and technology fees, regardless of program of enrollment.

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
The registration deposit is payable on the date indicated in the letter of acceptance; this deposit is credited to the fall semester billing. The deposit is non-refundable.

Upperclass Students
A registration deposit is not required for returning, upper class students.
## Poultney Campus Student Charges

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$12,955</td>
<td>$12,955</td>
</tr>
<tr>
<td>Housing</td>
<td>2,852</td>
<td>2,852</td>
</tr>
<tr>
<td>Board</td>
<td>1,983</td>
<td>1,983</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>328</td>
<td>328</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>167</td>
<td>167</td>
</tr>
<tr>
<td>Total</td>
<td>$18,285</td>
<td>$18,285</td>
</tr>
<tr>
<td>Key Deposit</td>
<td>40</td>
<td>*40</td>
</tr>
<tr>
<td>Orientation Fee (first-year &amp; Transfers)</td>
<td>225</td>
<td>* 100</td>
</tr>
<tr>
<td>Wilderness Challenge (Optional/New Students Only)</td>
<td>350</td>
<td>N/A</td>
</tr>
<tr>
<td>Single Room Premium</td>
<td>** 600</td>
<td>** 600</td>
</tr>
<tr>
<td>Double Single Room Premium</td>
<td>***1,200</td>
<td>***1,200</td>
</tr>
</tbody>
</table>

** Applies to students with single occupancy only.

** Indicates fee for new students only.

### Commuter Student Charges (full time)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$12,955</td>
<td>$12,955</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>328</td>
<td>328</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>167</td>
<td>167</td>
</tr>
<tr>
<td>Total</td>
<td>$13,450</td>
<td>$13,450</td>
</tr>
<tr>
<td>Orientation Fee (First year &amp; Transfers)</td>
<td>225</td>
<td>*100</td>
</tr>
<tr>
<td>Wilderness Challenge (Optional, New Students Only)</td>
<td>350</td>
<td>N/A</td>
</tr>
</tbody>
</table>

** Applies to students with single occupancy only.

* 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 charges are due on or before July 15. Spring semester charges are due on or before January 3.

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## Resort & Hospitality Management Programs

A separate fee structure applies.

### B.S. in Resort & Hospitality Management

<table>
<thead>
<tr>
<th></th>
<th>Fall 18 credits</th>
<th>Winter 9 credits</th>
<th>Spring 15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
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<td>$7,776</td>
<td>$12,955</td>
</tr>
<tr>
<td>Orientation Fee (first-year)</td>
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<td>40</td>
<td>225</td>
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<tr>
<td>Wilderness Challenge (Optional, New Students Only)</td>
<td>350</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

** Applies to students with single occupancy only.

- 120 credits (matriculated)
- 3 year program
- Trimester schedule (13 weeks each)
Certificate Program
Post-Baccalaureate

- 18 credits
- Non-Matriculated
- Pass/fail grading
- $6,000 total for the certificate (18 credits)
- Charges are prorated based on number of credits per trimester:
  - 3 credits = $1,000
  - 6 credits = $2,000
  - 9 credits = $3,000
  - 12 credits = $4,000
  - 15 credits = $5,000
  - 18 credits = $6,000

Certificate Program

- 18 Credits
- Non-Matriculated
- Graded
- Charges are based on number of credits per trimester:
  - 1-11 credits = $864 per credit
  - 12-18 credits = $12,955

Neither on campus housing nor financial aid is available for either Certificate Program.

Payment Due Dates
First trimester charges are due on or before August 31. Second trimester charges are due on or before December 7. Third trimester charges are due on or before March 8.

Internships & Co-Ops
Students enrolled in the Adventure Education, Natural Resource Management, and Youth Development & Camp Management programs who are taking a 12-credit internship will be charged full tuition. Students enrolled in the Business, Interdisciplinary Studies, Art, Environmental Studies, and English programs who are taking a 3-6 credit internship will be charged a per credit rate. These charges will be based on the tuition rate for the academic year in which the internship is completed. Final confirmation will be by the faculty member in charge of the program.

Students engaged in internships must provide their own transportation. Students enrolled in a campus-based internship are required to pay tuition, room, board and all mandatory fees. Students enrolled in an off-campus internship are required to pay tuition and technology fees. Students enrolled in an off campus internship must provide their own living expenses.

Resort Management students will be charged at the prevailing part-time tuition rate for their co-op, internship and any course credit taken during the winter term.

Medical Insurance
All domestic students are required to supply proof of insurance prior to the beginning of each academic year to the Business Office. Student accounts will be charged for the premium and will receive a credit when proof of insurance is provided by September 9, 2009. If proof of insurance is received after the stated date, there will be no adjustment to the account.

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 27, 2010.

Payment of Charges
All charges must be at a satisfactory status through the Business 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 $864.00 per credit.
Excess Credits
Students taking more than 18 credits will be billed $864.00 per credit.

Graduation
A fee of $50 is charged to each student who is a candidate for graduation. If a student does not graduate due to academic deficiency, the fee will be refunded.

Phone and Internet Service
Internet service is provided free of charge to all Green Mountain College students living on campus. Direct telephone lines are provided free of charge on the Poultney campus. However, local and long distance usage charges will be billed directly to the person responsible for the account. Information regarding this service is sent out with summer informational mailings.

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. 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
Purchases at the campus store, including books & supplies, may be made by cash, check, or credit card.

Music lessons on some instruments are offered by arrangement with local instructors. Rates are established yearly. 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.

Skiing lessons are given at area ski resorts. Rates are established yearly.

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
Students should either complete the College’s withdrawal form and return it to the Office of the Dean of Student Life 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 as 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>
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<tbody>
<tr>
<td>Prior to first day of classes</td>
<td>100%</td>
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<tr>
<td>Within first week of classes</td>
<td>75%</td>
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<td>Within second week of classes</td>
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<td>Within third week of classes</td>
<td>25%</td>
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<tr>
<td>After third week of classes</td>
<td>0%</td>
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</table>

Adjustments to 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 Grant
- 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.

**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 Financial Aid Office.

**Registration Deposits**

$200 Registration deposit for first-time/transfer students: Deposits for applicants beginning classes in the Fall semester are non-refundable. Deposits for first-time students beginning classes in January are non-refundable.

Probation and Federal Financial Aid: Please see complete policy in Academic Program chapter.
# Guide to Course Prefixes

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<th>Accounting</th>
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<th>Hospitality Management</th>
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<td>Interdisciplinary Studies</td>
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<td>Honors</td>
<td>HON</td>
<td>Youth Development &amp; Camp Management</td>
<td>REC</td>
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Art (ART)

Drawing from the Environment    ART 1001
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

Drawing from the Human Form    ART 1002
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

Studio Explorations I    ART 1013 (1st SEMESTER)
Studio Explorations II    ART 1014 (2nd SEMESTER)
Studio Explorations is a two-semester studio foundations experience for first year art students. The two semesters of studio practice are designed to get students involved with a wide variety of media while considering significant ideas of organization and expressive form. Classroom discussions will also include safe studio practices and career options. During the two semesters students will explore creative possibilities in most of the media areas available at the College. These will include working with traditional materials in drawing, painting, printmaking, photography, and sculpture, as well as working with computers, found objects, and materials from the natural environment. Studio Explorations I will be offered in the fall semester and Studio Explorations II will be offered in the spring. (No prerequisites. Students are not required to take Studio Explorations I and II in sequence). Studio fee established yearly.
4 studio hours / 6-10 hours of independent work each week    3 credits

Introduction to Painting    ART 2021
This course is an introduction to the materials and vocabulary of the painting process. Students will be working in oil and/or acrylic painting media.

Figure Studio: 2-D    ART 2045/3045/4045
Figure Studio is an advanced level course that provides opportunities for students to study from the life model and translate their ideas in a wide variety of media. Students will develop a further understanding of anatomy, figure movement, the ways that the figure might define and shape space, and the potential of the figure as an expressive compositional element. Prerequisite: ART 1002 Drawing from the Human Form, and at least one other 2000 level studio course. Course may be repeated for credit at 3000 and 4000 level. Studio fee established yearly.
4 studio hours / 6-10 hours of independent work each week    3 credits

Ceramics I: Hand-building    ART 2037
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 of independent work each week    3 credits

Graphic Communication    ART/CMJ 2055
Theory, graphic design, and publishing processes for print, multimedia, and interactive publications form the basis of this course. Focus includes integration of text and imagery, analysis of audience interaction with media, and role of media design in cultural change and values. Student projects feature the planning and publishing of a comprehensive portfolio of media projects: communications portfolios will show enhanced focus in text applications, and arts portfolios will demonstrate concentration in traditional design and layout skills.
3 credits
Photography: Analog Media  ART 2061
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-interpretative 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

Stone and Wood Carving  ART 2093
This course will introduce all the techniques and tools necessary for basic stone carving. Students 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 carvable stone, drilling and splitting stone, roughing-out of forms using pitching 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

Studio Seminar in Drawing  ART 3009/4009
Special topics courses in drawing assume a general competency and literacy in drawing. Topic areas may have a conceptual, technical or historical basis. Students may take this course more than once when a different subtitle is used. Prerequisite: ART 1001 Drawing from the Environment and ART 1002 Drawing from the Human Form.
4 studio hours / 6-10 hours independent work each week 3 credits

Printmaking  ART 3012
This course emphasizes relief printing such as woodblock and lino prints, dry-point and mono-prints as a method of developing personal imagery. Studio fee established yearly. Prerequisite: ART 1001 Drawing from the Environment, and ART 1013 Studio Explorations I or ART 1014 Studio Explorations II.
4 studio hours / 6-10 hours independent work 3 credits

Ceramics II: Wheel Throwing  ART 3015
Students will be exposed to basic and intermediate throwing techniques and forms through demonstrations, research, videos, and practice. Glazes will be developed from raw materials and tested, and students will learn efficient processes of firing electric and gas kilns. A journal of techniques, methods, and ideas will be required. Emphasis will be on function and form. Prerequisite: ART 2037 Ceramics I: Hand-building or permission of instructor. Studio fee established yearly.
4 studio hours / 6-10 hours of independent work each week 3 credits

Asian Art  ART/SOC 3016
The course represents an overview, across the ages, of how various Asian 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.

Ceramics III: Low-fire Techniques  ART 3020/4020
This course focuses on the use of special clays and glazes formulated for use in low temperature firings. Low-fire techniques allow for a wide range of possibilities for the development of surface and color that are not easily obtained using high fire methods. Hand building and wheel throwing techniques may be used to create work that explores form, function, and concept within the rich palette of low fire glazes and clays. Majolica, China painting, decals, and terra sigilatta are some of the surfacing techniques that may be addressed. Work may be fired in electric, gas, raku, and pit kilns. Studio fee established yearly. Prerequisite: ART 2037 Ceramics I: Hand-Building and ART 3015 Ceramics II: Wheel Throwing.
4 studio hours / 6-10 hours of independent work each week 3 credits

Figure Studio: 3-D  ART 3021
Following a tradition thousands of years old, students will learn to construct complete and partial figures and portrait heads from life, using the medium of clay. Sculptural modeling will be based on careful observation of the natu-
Environmental Sculpture  ART 3049
This course focuses on the creation of sculpture that addresses a variety of ideas about how we affect and are affected by our environment. The history and evolution of environmental sculpture and other contemporary art movements will be presented as a foundation for the development of works that may explore the following topics: earth works, natural materials, found objects, installation, and collaborative projects. Through these investigations, students will use their pieces to communicate new and significant ideas about the world around them. The creation of project proposals and designs will be critical in the development of longer-term projects. Demonstrations, presentations, videos, critiques, and field trips will be used to explore a wide range of techniques and ideas. Prerequisite: 3-D experience at or above the 2000 level or permission of instructor. Studio fee established yearly.
4 studio hours / 6-10 hours of independent work each week  3 credits

Illustration  ART 3051
Students in Illustration will learn to visually interpret and communicate the written word through a variety of black-and-white and color media. Computer-based programs will be an area of focus in addition to traditional media. Prerequisite: ART 1001 Drawing from the Environment or ART 1002 Drawing from the Human Form, ART 1013 Studio Explorations I and II.
4 studio hours / 6-10 hours of independent work  3 credits

Studio Seminar in Design  ART 3057/4057
Design seeks to understand the way various elements are planned, structured, or composed in order to accomplish an aesthetic, communicative, or functional purpose. Topics in Design may include specialized courses in environmental design, landscape, furniture, or architectural principles, or even display, theatrical, packaging, product, web, or graphic design. Topics may also include courses related to special areas of design theory such as media and color use. Prerequisite: ART 2055 Graphic Communication or permission of the instructor.
3 credits

Studio Seminar in Photography  ART 3061/4061
Topics in Photography offers the student who has a basic understanding of photography an opportunity to take courses in specialized areas of interest
3 credits
such as studio lighting, figure or portrait photography, or in areas with a special technical focus, including large format photography, digital photography, or special darkroom techniques. Studio fee established yearly. Prerequisite: ART 2061 Photography: Analog Media or ART 3062 Digital Photography.

4 studio hours / 6-10 hours independent work each week 3 credits

Digital Photography ART 3062
Students will learn to use their own digital SLR camera to record images for digital translation, manipulation, or enhancement. Field images will then be transferred to the computer, where instruction in standard image-manipulating programs such as PhotoShop will allow students to make their own custom prints. The course will continue to expand the visual literacy of photography as an expressive-interpretative medium. A survey of photographic applications in popular media such as fine art photography, print journalism, desktop publishing, and design for web page publishing will also be integral to the classroom experience. Studio fee established yearly.

4 studio hours / 6-10 hours of independent work each week 3 credits

Studio Seminar in Printmaking ART 3067/4067
Printmaking assumes a general competency and literacy in drawing. Topic areas may have a conceptual, technical, or historical basis. Students may take this course more than once when a different subtitle is used. Studio fee established yearly. Prerequisite: ART 3012 Printmaking.

4 studio hours / 6-10 hours independent work 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 6 credits

360 hours 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 and resume for presentation to the faculty. 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 30 hours Senior Show preparation 4 credits

Students who are scheduling their senior exhibition for fall semester will take: Senior Exhibition/Presentation & Portfolio as ART 4015 in the fall (4 credits). Students who are scheduling their senior exhibition for spring semester will take: Senior Exhibition/Presentation & Portfolio as ART 4016 in the fall (2 credits) and Senior Exhibition/Presentation & Portfolio as ART 4017 in the spring (2 credits).

Advanced Painting ART 4031
Students in advanced painting 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 to evaluate their individual progress. Prerequisite: ART 2021 Introduction to Painting, ART 3032 Intermediate Painting, or with the permission of the instructor. Studio fee established yearly.

4 studio hours / 6-10 hours of independent work each week 3 credits
Ceramic Sculpture ART 4034
Visual imagery, design, and exploration of ideas within the context of the language of ceramics constitute the backbone of this course. Hand-building and wheel throwing techniques will be explored in conjunction with more advanced techniques including mold making, slip-casting, the use of paper clay, and special firing processes. These methods will serve as the basis for the conceptual development of works informed by the history of ceramics. Work may vary dramatically in size from the small-scale to the large-scale, and may address form, function, and idea. Prerequisite: ART 1013/1014 Studio Explorations I or II, ART 2037 Ceramics I and ART 3015 Ceramics II, or permission of instructor. Studio fee established yearly.
4 studio hours / 6-10 hours of independent work each week 3 credits

Art History (ART)

Art History I: Paleolithic through Romanesque 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.
3 credits

Art History II: Gothic through Dada 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.
3 credits

Special Topics in History & Theory 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, or Nature in Art. Students may take this course more than once when a different subtitle is used. Prerequisites: ART 2001 Art History I: Paleolithic through Romanesque and ART 2002 Art History II: Gothic through Dada, or permission of instructor.
3 class hours 3 credits

Issues in Art ART 4022
Issues in Art is primarily a lecture/seminar focusing on current issues in the art world. Core to the course will be the relationship between the artist and society from the Dada and Surrealist artists of the 1930s and 1940s to the current art scene. Course projects will include research on contemporary issues as well as studio projects that are aimed to provide the student with hands-on applications of ideas under discussion. Prerequisites: ART 2001 Art History I: Paleolithic through Romanesque and ART 2002 Art History II: Gothic through Dada, or permission of instructor.
3 class hours 3 credits

Asian Studies (AST)

Special Topics in Asian Studies AST 2000/3000
3 credits

Biology (BIO)

First Year Seminar 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 1 credit

Basic Anatomy & Physiology BIO 1023
An introduction to the fundamentals of human anatomy and physiology, this course uses both systemic and regional approaches to learning. The lecture material will address cells, tissues, organs, integrative systemic function, and an overview of major organ systems using a systemic approach. The laboratory units will focus on anatomy (recognition of structures and their placement within the body) and histology (microscopic structure of tissues).
3 class hours / 2 laboratory hours 4 credits
Local Flora  BIO/ELA 1110
This course is a field-intensive introduction to the plants and plant communities of Vermont and eastern New York. Plant ecology, evolution, conservation, and identification are important themes. Students learn how plants function in plant communities, explore problems and methods in conservation of local flora, learn to recognize major plant families and many local plant species, and become skilled in the use of field guides and technical keys.

3 credits

Winged World  BIO 1033
This course provides an introduction to basic biological principles, focusing on the evolutionary framework of biology in conjunction with basic genetic and cellular theory. During the semester you will begin to answer three questions:

1. What are the major groups of organisms present on this planet? (pattern)
2. How did they get here? (process)
3. How do we know this? (method of study)

The course will approach these questions from two ends of the spectrum. On the one hand, we will look at the worldwide patterns of all life and try to understand the broad pattern that has resulted from the evolutionary process. On the other hand, we will look specifically at local examples of birds and insects. By looking at individual organisms and local species, we will be working closer to the level at which the process of evolution works. At the same time, we will begin to acquire a familiarity with local fauna and the larger taxonomic groups to which they belong. This course, along with BIO 1034 From Fins to Fingers: Vertebrate Natural History and Evolution, serves as an introduction to evolution and the nature of science. This is a fall semester introductory biology course.

3 class hours / 2 laboratory hours weekly 4 credits

Disease and Disorder: History, Humans, and Hope  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 the lab. This is a spring semester introductory biology course.

3 class hours / 2 laboratory hours 4 credits

Solar Powered Life: The Biology of Plants  BIO 1036
Plants convert sun, water, and rock into food, habitat, and life itself. To a great extent, plants create our sense of place, from enchanted northern forest to southern live oak hammock. To see how plants work, this course examines structure and function from molecular to organismal levels of organization. Topics include biochemistry, cell structure, cell interactions, physiology, genetics, anatomy, morphology, reproduction, and development. Students conduct original research in the lab. This is a spring semester introductory biology course.

3 class hours / 3 laboratory hours 4 credits

Sophomore Seminar  BIO 2005
The sophomore seminar is an annual reading seminar. Students are responsible for facilitating discussion and critical reading assessments. Prerequisite: BIO 1000 First Year Seminar or permission of instructor.

1 class hour 1 credit
Junior Seminar  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 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

Genetics of Human Behavior  BIO 2013/PSY 2014
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. This course may also be taken as PSY 2014.
3 credits

Cell Biology  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 micropipettes, 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: Either BIO1033 Winged World or BIO 1036 Solar Powered Life or BIO 1037 The Four Seasons, and CHE 1021 General Chemistry I.
3 class hours / 3 laboratory hours  4 credits

Field Biology  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  3 credits

Ecology  BIO 2025
The course is the study of the interactions of organisms with their environment through application of biology, chemistry, and mathematics. Referring to current and classical research, lectures introduce the sub-disciplines of ecology, including physiological, behavioral, population, community, ecosystem, and landscape ecology. Labs and field trips emphasize observation, scientific method, sampling methods, problem solving, data analysis, and report writing. Prerequisite: Any laboratory course and Level 3 or higher math proficiency.
3 class hours / 2 laboratory hours alternate weeks  4 credits

Natural History of Birds  BIO 2052
Ornithology is the scientific study of birds. This group of organisms is one of the most easily observed and most widely studied. It has traditionally served as an indicator of planetary health. Topics include identification, ecology, behavior, anatomy, physiology, and evolution. Binoculars are recommended purchase.
3 class hours / 3 laboratory hours weekly  4 credits

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,
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 1033 Winged World or BIO 1034 From Fins to Fingers.

Vertebrate Population Monitoring  BIO 3023
This course covers methods to obtain reliable estimates of population size and survival, with an emphasis on the relationship between scientific hypothesis testing and management of wildlife populations. This course consists of a mix of lecture, computer labs, and biodiversity surveys on the GMC campus. Students will come away from this course with an overview of both field methods and standard data analysis tools and software for estimating these important parameters. Prerequisite: BIO 2025 Ecology and ELA 1101/MAT 1015 Introduction to Statistics, or permission of instructor.

3 class hours / 2 laboratory hours  4 credits

Advanced Topics in Ecology  BIO 3025
This course is an in-depth investigation of subdisciplines within ecology. The topics will vary and include Forest 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 primary and secondary literature. Prerequisites: BIO 2025 Ecology and ELA 1101/MAT 1015 Intro to Statistics.

3 class hours  3 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, 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 2025 Ecology.

3 class hours  3 credits
Biology 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 1033 Winged World or BIO 1034 From Fins to Fingers, or permission of instructor.

- 4-day field trip with 5 class hours  
- 9-day field trip with 14 class hours  
- 3-week field trip with 14 class hours

Animal Behavior  
**BIO 3073**
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, and social behavior in an evolutionary context. Prerequisite: One of the following: BIO 1033 Winged World, BIO 1034 From Fins to Fingers, BIO 2025 Ecology, or ELA 1015 Evolution Revolution.

- 3 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 of 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: BIO 3005 Junior Seminar.

- 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: One of the following: BIO 1033 Winged World, BIO 1034 From Fins to Fingers, BIO 1035 Disease and Disorder, or BIO 1036 Solar Powered Life; and CHE 1021 General Chemistry I, or permission of the instructor.

- 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. Students must also enroll in BIO 4016 Microarray, which will constitute the laboratory component of this course. Students will become proficient with techniques routinely employed in biological research laboratories. Prerequisites: Either BIO 1035 Disease and Disorder or BIO 1036 Solar Powered Life, CHE 1022 General Chemistry II, and BIO 2015 Cell Biology.

- 3 credits

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 and 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.

- 1 credit
Research in Biology  BIO 4053
Independent research under the guidance of a biology faculty member. Pre-requisite: Completion of core classes and junior standing.
1-3 credits

Honors Thesis in Biology  BIO 4099
Under the guidance of the member of the Biology faculty who is his/her honors advisor, the student will devise an individualized research project and decide upon the particular goal of the research. To be eligible, a student must be invited into departmental honors and produce 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. Prerequisites: Junior standing, GPA of 3.5 in Biology, and GPA of 3.0 overall.
3 credits

Business (BUS)

Contemporary Business  BUS 1073
This course examines the nature of contemporary business. Students are introduced to foundational concepts of management, leadership, marketing, accounting, finance, operations, and information systems, among others. Through a combination of case studies, textbook, videos, and other resources, students will learn about key business functions, governance, ethics, and social responsibility as sources of competitive advantage.
3 credits

Marketing  BUS 1125
This course provides an overview of the basic marketing principles, including segmentation, positioning, branding, and other related issues. An important goal of this course is to provide the necessary background knowledge for students who are interested in marketing and/or related business issues.
3 credits

Financial & Managerial Accounting  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 information interpret accounting reports when making business decisions. The second part of the course examines the main concepts underpinning managerial accounting. Topics include the accounting cycle, financial statements and accounting for assets, liabilities, equities, revenues and expenses, and costing and budgeting. Prerequisite: BUS 1073 Contemporary Business.
3 credits

Managerial Accounting  BUS 2002
This course introduces students to the principles, concepts, applications, and processes of managerial accounting, and focuses on how internal users apply accounting tools and information to aid internal planning, coordinating, and controlling the activities of an organization. Topics include management accounting systems, cost behavior, product costing, business overhead costs, budgeting, the preparation of schedules and budgeted statements, and variance analysis. Prerequisite: BUS 1073 Contemporary Business and BUS 2001 Financial & Managerial Accounting.
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 focus on subjects such as the selection process, employment law, labor relations, compensation, performance, development, corporate training, and maintaining effective environments. Prerequisite: BUS 1073 Contemporary Business.
3 credits

Finance  BUS 3008
This course introduces students to the principles, concepts, and applications of finance. Concepts are illustrated with examples based on personal, business and non-profit organization decisions. The course is intended for students who are interested in learning basic tools and techniques of finance and how they are applied. The topics of the course include: financial markets and valuation of assets; theory of interest rates; portfolio theory; asset pricing models; and introduction to corporate finance. Prerequisites: BUS 1073 Contemporary Business and MAT 1015 Introduction to Statistics.

3 credits

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.

3 credits

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 six credits for an internship with a private company, non-profit organization, or a government agency.

3-6 credits

Business Strategy and Sustainability Capstone
BUS 4022
This course provides students with a synthesis of how business strategy intersects with environmental stewardship and social concerns using a wide range of industry case studies. Prerequisite: BUS 1073 Contemporary Business and consent of the instructor.

3 credits

New Venture Creation & Entrepreneurship
BUS 4051
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 engage in the self-reflection necessary to determine whether they are willing to do what it takes to be a successful entrepreneur. Prerequisites: BUS 1073 Contemporary Business and BUS 1125 Marketing, or the consent of the instructor.

3 credits

Calhoun Learning Center (CLC)

Pre-Algebra
CLC 0999
This course provides a review of basic operations with whole numbers, deci-
mals, and fractions. Ratios and proportions, percents, square roots, sets, and basic geometry will also be covered. Basic algebra will be introduced, including polynomial operations, exponents, variable expressions, and evaluating and graphing linear equations.

3 credits*

Introductory Algebra CLC 1000
This course includes a brief review of algebraic expressions and operations of polynomials. Topics include factoring of polynomials, linear equations and inequalities, systems of equations, and operations with rational expressions. Functions and quadratic equations will be introduced. Prerequisite: Placement at Level 2 or CLC 0999 Pre-Algebra.

3 credits*

*These classes are graded on a pass/no pass basis. Credits for these courses do not count toward GMC graduation requirements. These courses may be a prerequisite for other GMC required courses.

Chemistry (CHE)

General Chemistry I CHE 1021
This course is an introduction to the basic concepts of chemistry, and emphasizes the use of basic chemical 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 and covalent bonding, the states of matter, properties of solutions, polymers, energy, nuclear processes, and organic compounds. Laboratories focus on environmental topics related to water and include field trips as well as wet and instrumental methods of analysis.

3 class hours / 4 laboratory hours alternate weeks 4 credits

Organic Chemistry I CHE 2021
Organic chemistry investigates fundamental concepts of organic molecules including structure, energy relationships, reaction mechanisms, and spectroscopy. It emphasizes oral and written communication, critical thinking, and interpretation of real-world scenarios. The laboratory promotes the understanding of organic and environmental chemistry through the use of specialized techniques and instrumentation. Prerequisite: CHE 1021 General Chemistry I.

3 class hours / 4 laboratory hours alternate weeks 4 credits

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, aromaticity, 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 and environmental chemistry through the use of organic techniques. Prerequisite: CHE 2021 Organic Chemistry I.

3 class hours / 4 laboratory hours alternate weeks 4 credits

Analytical Chemistry CHE 3003
An introduction to the concepts and practices used to determine the nature and quantity of specified chemicals in air, solutions, and solid samples. Students investigate techniques commonly used in environmental analysis including electrochemistry, spectroscopy, chromatography, and titration. These techniques are then applied to the investigations of real world problems with emphasis on the importance of accurate analysis and data reporting. Prerequisites: CHE 1021 General Chemistry I and either CHE 1022 General Chemistry II, or CHE 2021 Organic Chemistry I.

2 class hours / 2 laboratory hours 3 credits

The Chemistry of Sustainability CHE 3005
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. Prerequisite: CHE 1021 General Chemistry I.

3 credits

Green Chemistry CHE 3021
Green Chemistry studies the reduction or elimination of the generation of hazardous substances in the design, manufacture and application of chemical products. This advanced chemistry course will introduce students to the twelve guiding principles of green chemistry. Students will evaluate the effect of chemicals and chemical production on human health and the environment, and examine ways to synthesize and use environmentally benign chemicals. Topics covered will include real world cases that have been recognized nationally through the Presidential Green Chemistry Challenge Awards. Prerequisite: CHE 1021 General Chemistry I.

3 credits

Special Topics in Chemistry CHE 3012/4012
Special topics in chemistry presented on a one time or occasional basis. Credit and prerequisites vary depending on topic and instructor.

1-4 credits

Research in Chemistry I CHE 3053
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.

1-3 credits

Biochemistry BIO/CHE 4015
See BIO 4015 for course description.

3 credits

Research in Chemistry II CHE 4053
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 II, or CHE 2021 Organic Chemistry I.

1-3 credits

Communications (CMJ)

Introduction to Mass Communication CMJ 1011
This course introduces institutions, practices, and relationships among media and society. It examines 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 publishers of print, broadcast, and online media.

3 credits

Writing for Media CMJ 2013
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.

3 credits

Media Convergence CMJ 2015
Media convergence integrates audio, video, imagery, text, and interactivity in a range of traditional and integrated media. Students will explore the concepts and practices of convergent media as they plan and author a range of integrated media projects. Additionally, students will research case studies to explore the history and ethics of participatory media, social networking, and the interface of the individual, culture, media, and technology. Prerequisite: None. Recommended: Familiarity with media software.

3 credits

Professional Communication CMJ 2025
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.

**Graphic Communication**  
ART/CMJ 2055  
See ART 2055 for course description.

**Persuasion**  
CMJ 3007  
In this course, students will analyze, construct, and support arguments that engage a range of specific audiences. This course will examine classical and contemporary theories of persuasive communication as practiced in politics, advocacy and social marketing, advertising, and interpersonal relationships. Students will explore the theories, principles, and methods of persuasion; the role and function of persuasion and presentation of persuasive messages; and concepts of ethical persuasion. Prerequisites: ELA 1000 Images of Nature and ELA 1500 Voices of Community, or permission of the instructor.

**Media Leadership and Ethics**  
CMJ 3010  
This course explores professional practices, media history, legal precedents, and case studies of communication issues in the context of the media’s role in civic leadership. This course supports the leadership staff of college and community publications as students analyze and seek resolution for ethical issues common to media. Prerequisite: Any 1000- or 2000-level Communications course.

**Environmental Interpretation and Communication**  
CMJ/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 interpretative learning and communication. Students will synthesize and apply interpretation theories and methods, refine interpretative communication and publishing skills, and undertake independent research while working on service learning project(s).

**Communications Workshop**  
CMJ 3013  
Focused study of media and literary works will provide models for student writing and publishing projects. Study and assessment of professional publications in various media will guide student writing and publishing projects. A rotating focus for the Communications Workshop includes feature writing, creative nonfiction, documentary media, science writing, and other genres and media. Course may be repeated with a different subtitle focus. Prerequisite: Sophomore standing or permission of the instructor. Recommended: CMJ 2013 Writing for Media.

**Media Advocacy and Campaigns**  
CMJ 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. Prerequisite: Sophomore standing or permission of the instructor. Recommended: CMJ 1011 Introduction to Mass Communication.

**Video and Media Production**  
CMJ 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.

**Environmental Communication**  
CMJ 3025  
To communicate environmental and science policy issues, media practitioners integrate communication theory and a variety of media publishing practices to produce informational and persuasive campaigns. Students prepare case studies of environmental communication processes, including advocacy campaigns, informational and public policy reports, and objective and persuasive media reporting. With these case studies as models, work-
groups will research and author an environmental communications campaign that includes assessment of scientific data and claims, risk and cost/benefit analyses, and use of media to engage an audience in a public policy process. Prerequisite: Sophomore standing or permission of the instructor. Recommended: CMJ 1013 Writing for Media.

Media Seminar CMJ 4003
This seminar explores contemporary issues in media and communications, with opportunity for advanced study of media theory and analysis of professional publishing practices. Topics may include international media systems, rhetoric of environmental and cultural issues, interactive and multimedia publishing, media law and ethics, and evolving issues in public policy, science and culture. Course may be repeated with a different subtitle focus. Prerequisite: Sophomore standing or permission of the instructor. Recommended: CMJ 1011 Introduction to Mass Communications or HIS 2015 Mass Culture in America.

3 credits

Media Practicum CMJ 4010
A Media Practicum may include creative and management positions in a variety of on- and off-campus media. Students will work independently and with publishing teams to manage and publish a variety of media. Professional issues and standards will be reviewed within the publication team and with the instructor. Repeatable up to 3 credits. Prerequisite: Any one of the following: CMJ 1011 Introduction to Mass Communications, CMJ 2015 Media Convergence, CMJ 2013 Writing for Media, or permission of the instructor.

1-4 credits

Professional Portfolio CMJ 4013
Students will compile a professional portfolio that synthesizes communications coursework and supporting materials from interdisciplinary studies, independent work, and professional activities in the Media Practicum or Internship. Additionally, students will research and assess communications trends and issues that may affect their roles as participants and leaders in communications and related professions. Prerequisite: To be taken concurrently with CMJ 4010 Media Practicum or CMJ 4015 Communications Internship, or with permission of the instructor.

3 credits

Communications Internship CMJ 4015
During a Communications Internship, a student will enhance skills and develop career options through focused service with a communications 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 Communications major. Evaluative reports are completed by student, advisor, and off-campus supervisor.

3 credits

Drama (DRA)

Theatre: The Audience Environment DRA 1002/ELA 1031
This course provides an in-depth look at the theatre environment from an informed audience point of view. 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, and scene presentations.

Lab fee: $60 (tickets and transportation)

3 credits

Acting I DRA 1003
The urge to act is an instinctive and liberating pursuit. This class explores the fundamentals of stage acting through improvisation, vocal & physical theatre exercises, monologues, and scene work. We investigate the concepts of place, character, and motivation, as well as developing relaxation, sensory awareness, imagination, and working in the moment. The course culminates in a fully memorized and blocked scene presentation.

3 credits
Theatre Workshop: Production & Performance  DRA 2013
This course provides hands-on experience in various aspects of theatre production and performance. This may include activities such as acting, lighting, sound, scenery, props, costumes, stage management, and promotion while working on plays presented each term. Students receive one credit for participation. There are rehearsals and work periods scheduled late afternoons and evenings. Students may register up until the third Friday of the semester without penalty. Prerequisite: Permission of instructor (to be determined by audition, interview, and particular production needs).
Note: This course may be repeated up to a limit of six credits total. Grading will be on a pass/fail basis.

Acting II  DRA 2015
This course will examine monologues and scenes from a rich variety of American and European playwrights, exploring them from an actor’s point of view. Individual scenes will be rehearsed in order to discuss the playwright’s intentions through text analysis, how to break a scene into acting “beats,” a character’s motivation, and how to find the overall rhythm of a scene. This course may be taken more than once with a different subtitle. Examples: Classic American Playwrights; Acting Comedy; Modern European Playwrights; Acting Shakespeare. Prerequisite: DRA 1003 Acting I or permission of instructor.

3 credits

Fundamentals of Directing  DRA 3020
This course provides students with the essential skills in directing a production, including choosing a script, casting, blocking, production elements, and analyzing the play for conflict, climax, and resolution. Students learn how best to dramatize the action with all of the scenic elements, and learn, most importantly, how to work well with actors. The course culminates in student-directed scenes and/or one acts. Prerequisite: DRA 1003 Acting I or permission of the instructor.

3 credits

History of Theatre: The Subversive Art  DRA 3001
The course is an introduction and overview of the theatre art form that is both central and counter to Western culture. From the theatre of the ancient Greeks through the medieval morality and mystery plays; Renaissance and Restoration up to the Modern theatre of the early 20th century, we examine the greatest theatre of every age and evaluate the lives and status quo opinions of its time. The course will cover play texts and examine their social, cultural, and philosophical backgrounds, and how they impacted our society.

3 credits

Playwriting Workshop  DRA/ENG 3017
Students will learn the basics 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, how to create characters, how to structure scenes and acts, how to make use of historic and/or public domain material, and how to present the finished script in the proper format. Each student will be assessed by creating a full playscript, which will be part of the class workshop experience. Prerequisite: ENG 2015 Creative Writing or permission of the instructor.

3 credits

Modern & Contemporary Drama: Challenging the Status Quo  DRA 4042
This course examines modern theatre in the context of its challenge to how we understand our history, lives, and cultural environment. Students will demonstrate proficiency in tracing contemporary drama back to its roots in the plays of Europe’s 19th century social activist playwrights Ibsen, Chekov, and Shaw. Students will also examine the impact of the Moscow Art Theatre and Stanislavski’s Acting Method on America’s first major modern playwright, Eugene O’Neill, and his contemporary theatrical heirs. Student success will
be assessed through discussions, research papers, and scene presentations.
Prerequisite: DRA 1002 Theatre: The Audience Environment or departmental approval.

Performance/Production Seminars DRA 1037/2037/3037
Specialized “hands-on” courses taught by visiting professionals in areas such as Voice and Movement, Acting for the Camera, Make-up and Costume, Musical Theatre, Set and Lighting Design, Street Theatre Improvisation, and Technical Theatre. Prerequisite: DRA 1003 Acting 1 and /or Departmental Approval. Note: DRA 1037/2037/3037 may be taken more than once when a different subtitle is used.

3 credits

Economics (ECO)

Introduction to Microeconomics ECO 2001
This course is an introduction to economics in general and to the study of microeconomics in particular. Economic theory and applications will be developed from the standpoint of the individual in the economy: The individual as a consumer of goods and a supplier of resources, the firm as a producer of goods and a purchaser of resources, and the operation of individual markets and industries. This course will demonstrate how the economic decisions of these individual units affect the well-being of society as a whole.

3 credits

Introduction to Macroeconomics ECO 2002
This course emphasizes the problems of national income accounting, growth measurement, and fiscal and monetary policy. Economic theory will be developed from the viewpoint of society as a whole. The fiscal and monetary policy tools available to the government will be discussed. Keynesian and Monetarist economic theories will be used to demonstrate the effect that these government policies have on national income, employment, and price level changes.

3 credits

Economics of the Environment ECO 2023
This course provides students with a firm foundation in economic theory with particular emphasis on the neoclassical model of market efficiency. With this foundation, students study the subfield of environmental and natural resource economics. Particular emphasis is placed on understanding market failures associated with public goods and externalities, along with the policies that the government can use to correct these market failures. The course explores critiques of the neoclassical model of market efficiency and considers emerging concepts in ecological economics and the growing local economies movement. Students assess competing views on the potential for continued economic growth of the macro economy and become familiar with our monetary system and the role of the Federal Reserve. Quantitative skills are developed throughout the course by interpreting data and doing economic analyses.

3 credits

Intermediate Microeconomic Analysis ECO 3001
This course studies the allocation of resources and determination of prices within various market structures. These will be studied from the contexts of the consumer, the employer, and the worker. The determination of income will also be studied. There will be emphasis on analytic tools. Prerequisite: ECO 2001 Introduction to Microeconomics.

3 credits

Intermediate Macroeconomic Analysis ECO 3002
This course studies the forces that determine the level of aggregate economic activity. Prerequisite: ECO 2002 Introduction to Macroeconomics.

3 credits

Contemporary Political Economy ECO/ELA 3023
This course will examine the origins and character of the tendency towards crisis in capitalist market systems with emphasis on the contemporary American economy. At the core of our study will be the effort to understand how the forces in a market society affect community, family, the workplace, the environment and the general world order. In particular, we will study income and wealth inequality across generations, the role that disasters (natural, financial and political) have played in providing opportunity for profit, and the economic doctrines that have supported and explained these market processes and outcomes.

3 credits
International Trade  
ECO 3033
This course is a brief history of trade and commerce and their relationship to the internal patterns of society, followed by a more detailed analysis of the historical and theoretical origins and present-day patterns of modern trade and finance. A major focus will be the recent trends toward consolidation of the world’s nations into trading blocs such as the European Union and NAFTA, and the role of the activities and international lending policies of such global agencies and organizations as the IMF, the World Bank, the World Trade Organization, and GATT in facilitating trade and finance. Prerequisites: ECO 2001 Introduction to Microeconomics and ECO 2002 Introduction to Macroeconomics.

Education (EDU)

Introduction to Environmental Education  
EDU 1000
This course is an introduction to the field of environmental education (EE). Students will examine what EE is, how it has evolved, and future trends in the field. Research, theories, resources, and careers will be introduced. Students will have opportunities to observe and interact with EE professionals.

3 credits

The Teacher as Decision Maker  
EDU 1062
This introductory course examines some of the multitude of decisions teachers consciously make, and consciously or unconsciously don’t make, affecting students’ lives. These decisions will be explored within the larger social context in which they occur. Also, a variety of techniques and strategies used by K-12 teachers will be introduced and critically examined. Required of all education majors.

3 credits

Praxis  
EDU 1200
This course is a lab designed to refresh students’ abilities in math, reading, and writing in preparation for the Praxis I test required of teacher candidates by the state of Vermont. Instruction proceeds by addressing each skill area in turn and will be modified to meet student needs. The course culminates in all students taking Praxis I. Students need to pass the Praxis I test in order to student teach and to complete any of the programs leading to a recommendation for licensure.

0 credit

Early Field Experience  
EDU 2000
This course offers 40 hours of involvement in an elementary, secondary, or special education setting appropriate to the student’s career goal in education. This field-based course requires students to volunteer forty hours in a classroom or other educational setting. Working with a cooperating host teacher, students observe and participate in daily classroom activities and duties. Students may assist in preparing lesson plans or materials, and work with students one-on-one, in small groups, or in whole class activities. Involvement will vary depending on individual experience and will be arranged during meetings with the cooperating teacher. Prerequisite: EDU 1062 The Teacher as Decision-Maker or permission of instructor.

1 credit

Developmental Psychology II: Adolescence to Adulthood  
EDU 2018
This course traces the development of the human being from the onset of adolescence to its completion in the late teen years. Theories regarding the development of prosocial and antisocial behaviors, gender identity, depression and suicide, effects of puberty, vocational choices, and media influences are discussed. Work of such theorists as Erikson, Baumrind, Klaczynski, and others are considered. Prerequisite: PSY 2041 Human Development I.

3 credits

The Exceptional Child  
EDU 2019
This course discusses the major categories of exceptionality which the practicing special education teacher will encounter. These include mental retardation, autism, learning disabilities, behavioral/emotional disorders, and physical disabilities. Consideration will be given to legal bases for the education of these children, including federal court decisions and legislation. Students will be grounded in an understanding of procedures for educating exceptional children, such as the creation of the IEP, and the safeguarding of rights.

3 credits
Language & Literacy I  EDU 2021
This course is a study of the theory behind current scientifically-based methods of teaching literacy as identified by the National Reading Panel and subsequent national and international research efforts. It introduces the study of phonology and other crucial language systems and patterns upon which proficient reading and spelling depends. Understanding of foundational skills of the English language will support reading instruction. 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 Framework of Standards and Learning Opportunities. This course is required of all Secondary Education students and Art K-12 students. Prerequisites: EDU 1062 Teacher as Decision-Maker, EDU 2000 Early Field Experience, or permission of the 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 and new titles will be read, reviewed, analyzed, discussed, and evaluated. This course facilitates the development of a personal philosophy about the value of children’s/young adult literature across the curriculum, and explores new creative classroom methodologies.

3 credits

Environmental Interpretation and Communication  EDU/CMJ 3012
See CMJ 3012 for course description.

3 credits

Philosophy of Education  EDU PHI 3013
This course explores 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. Analytical skills will be developed through written and oral exercises. This course 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 techniques for exploring and extending 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 passing the first education law in 1647. Readings will change from semester to semester depending upon whether the central focus is curriculum—what should be taught
to whom, how, and why—or the development and evolution of the public school system. Students will gain a critical understanding of the forces that created the public school in its current form and the tensions which underlie current policy issues. This course meets the foundations requirement for all education programs.

3 credits

Curriculum & Instruction for Mild to Moderate Disabilities  EDU 3021
This course is an investigation of curriculum and instructional strategies for students with mild to moderate disabilities, including mental retardation and behavioral disorders. Students will learn the relevance of legislation such as I.D.E.A., Act 230, and Section 504 of the Rehabilitation Act of 1973 to curriculum and IEP development. Experiences are provided in assessment, task analysis, and lesson planning for students with special needs. Students learn to create developmentally appropriate IEPs and curriculum outlines.

3 credits

Language & Literacy II  EDU 3032
Language & Literacy II is designed to give participants in-depth knowledge of phonetics, phonology, orthography, and morphology—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 teaching writing. Students will learn strategies for assessment and instructional intervention and will be able to identify specific characteristics of students with LLDs. The course is a continuation of topics undertaken in Language & Literacy I, delving deeper into study of sophisticated linguistic systems. Prerequisite: EDU 2021 Language & Literacy I.

3 credits

Elementary Social Studies Methods  EDU 3070
This course is designed to introduce content and methods for teaching social studies to elementary students. Hands-on experiences will help familiarize the prospective teacher with resources, texts, and current educational trends in the area of social studies. Topics include theory, assessment, and an overview of content and standards included in the elementary social studies curriculum. The primary focus is the development of a personal philosophy of teaching elementary social studies, as well as the creation and practice of new creative classroom methodologies that will enable excellent, effective teaching of elementary social studies. The course requires students to know and apply Vermont’s Framework of Standards and Learning Opportunities.

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 the development of a personal teaching philosophy as well as new creative classroom methodologies that will enable excellent, effective teaching of elementary mathematics. The course requires students to know and apply Vermont’s Framework of Standards and Learning Opportunities. Prerequisites: EDU 1062 Teacher as Decision Maker and one college level math course.

3 credits

Elementary Science Methods  EDU 3072
Methods of teaching aspects of physical, life, health, and earth sciences 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: A physical, earth, or biological science course or permission of instructor. Lab fee may apply.

3 credits

Observation & Participation  EDU 3100
By arrangement, students will spend a minimum of 21 hours in an inclusive elementary classroom setting, observing and working with two students. The primary goal is to collect data and evidence needed to write a Field Based Case Study that addresses student learning and modifying instruction for two children within that class. Students are to collect information related to
the way in which these different children learn and then create recommendations for modifying instruction based on analysis of their needs. Prerequisite: EDU 2000 Early Field Experience, or permission of instructor.

1 credit

**Assessment in Special Education**

**EDU 4022**

An in-depth, advanced study of the concepts of validity, reliability, and statistical properties of tests initially covered in Education 3021. Practice in the administration and analysis of commonly used educational tests and other assessment techniques is combined with learning to develop comprehensive IEPs. Projects are assigned and there is a field component to the course. This course is required for the special education endorsement.

3 credits

**Assessment and Management of Behavior**

**EDU/PSY 4031**

The course includes presentation and intensive discussion of learning approaches based on respondent and operant conditioning paradigms in classroom and clinic venues. Legal and ethical issues pertaining to behavior modification techniques, including IEP development, permissible and prohibited techniques of behavior modification and case management are covered. Consideration is given to such topics as token economies, modeling, desensitization, punishment, and approaches to behavioral problems. Required of all education majors. Prerequisite: EDU 1062 Teacher as Decision Maker.

3 credits

**Course Descriptions 169**

**Art Methods**

**EDU 4082**

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. Art Methods covers K-12 teaching contexts. This course requires students to know and apply Vermont’s Framework of Standards and Learning Opportunities. Prerequisites: EDU 1062 Teacher as Decision-Maker, EDU 2000 Early Field Experience, EDU 2031 Secondary Methods I, a minimum GPA of 3.0 in Education courses, 3.0 in the subject major, and 2.7 overall.

4 credits

**Student Teaching**

**EDU 4085**

This is a semester of full-time student teaching and an accompanying seminar done in the senior year by all students seeking teacher licensure. Two experiences totaling 15 weeks are given within the immediate geographical area of the College. Student teachers are supervised by a member of the education department at least once every ten days. Transportation to the site is the responsibility of the student. Art students student teach for 7 to 8 weeks in grades K-6 and 7 to 8 weeks in grades 7-12. Special Education students teach for 7 to 8 weeks in a special education placement and 7 to 8 weeks in an elementary classroom. Students 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 and II; and permission of the Education Department. Application for student teaching must be made in writing to the education department by the middle of the semester prior to the year of student teaching.

12 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. Students will place “in” and “out” of this course with permission of the instructor.

*4 class hours*  
*4 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*

**British Literature to 1800**
*ENG 2011*
This course provides a survey of British literature, from early texts translated from Old and Middle English to the beginning of the Romantic period. Students will gain a familiarity with the major developments and historical contexts of early British literature, as well as with key figures such as Chaucer, Shakespeare, Donne, and Milton.

*3 credits*

**British Literature from 1800 to the Present**
*ENG 2012*
Building on students’ familiarity with the traditions of British literature covered in ENG 2011, this course surveys important trends in British literature from the Romantic period through the present age. Students will learn about some of the major issues and historical contexts shaping the literature written by figures such as Wordsworth, Dickens, Austen, Woolf, and Larkin.

*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 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.

*3 credits*

**History of the English Language**
*ENG 2020*
This course will provide an overview of how the English language has evolved from its Germanic roots, through the infusion of Norman French and beyond, leading eventually to the emergence of contemporary dialects. Students will learn about the historical and intellectual contexts of this evolution, and come to see that rules of grammar and syntax are properly understood as descriptive, rather than prescriptive.

*3 credits*

**American Literature to 1860**
*ENG 2021*
This course will survey major trends and developments in American literature from exploration narratives through the flowering of literary experimentation in the years preceding the Civil War. In addition to studying such characteristically American forms as captivity narratives and personal accounts of slavery, students will become familiar with the work of major figures such as Bradstreet, Irving, Hawthorne, Stowe, and Dickinson.

*3 credits*

**American Literature from 1860 to the Present**
*ENG 2022*
Building on the knowledge acquired in ENG 2021, students in this course will survey major trends in American literature from the outbreak of the Civil War to the present, developing an understanding of Romantic, Realist, Modernist, and Postmodernist movements. Students will also gain a familiarity with the major American authors of this period, such as Twain, H.D., Hughes, Faulkner, and Morrison.

*3 credits*
World Literature

ENG 3007
This course offers 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. Prerequisite: ENG 1010 Introduction to Literary Studies or permission of instructor.

3 credits

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 subtitles 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. Prerequisite: ENG 2015 Introduction to Creative Writing, or permission of the instructor.

3 credits

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. Prerequisite: ENG 2015 Introduction to Creative Writing or permission of the instructor.

3 class hours 3 credits

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.

3 credits

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. Prerequisite: Junior standing or department permission.

4 credits

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. Prerequisite: Junior standing or permission of department.

4 credits

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 novella, 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.

4 credits

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.

3 credits
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. Prerequisite: ENG 1010 Introduction to Literary Studies or permission of instructor.

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. Prerequisites: ENG 1010 Introduction to Literary Studies and one survey course.

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. Prerequisites: ENG 1010 Introduction to Literary Studies and one survey course.

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. Prerequisites: ENG 1010 Introduction to Literary Studies and one survey course.

Environmental Liberal Arts (ELA)

Images of Nature

ELA 1000
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 ELA portfolio is begun in this course and added to in each of the subsequent core courses.

Freshman Year, Fall

6 credits

Voices of Community: Writing Seminar

ELA 1500
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

Dimensions of Nature

ELA 2000
This course focuses on the development of scientific thought as humans endeavored to understand the structure, origin, and character of the natural world. Using original sources, students learn how the process of science has evolved from Aristotle and Euclid to Darwin, Watson and Crick, and chaos theory in mathematics. The influence of mythological, religious, political and economic factors will be discussed as they arise from those sources. Toward the end of the course, students prepare oral and written presentations on current scientific papers to show how they are illuminated by a study of some of the landmark events and ideas that have punctuated the history of science. Students are challenged to think and read critically, to speak and write
clearly, and to formulate intelligent questions about difficult texts that challenge their current beliefs and values.

Sophomore Year, Spring 3 credits

A Delicate Balance ELA 4000
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 ELA 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

ELA–Quantitative Analysis

Environmental Algebra ELA 1002
This is a college algebra course focused on modeling real data concerning environmental issues. Mathematical concepts are introduced as the basis for answering particular questions. Models are developed for given data and then analyzed. Topics include linear, quadratic, exponential, and logarithmic functions, modeling, matrices, linear inequalities, systems of linear equations and inequalities, and linear programming.

Introduction to Statistics ELA 1101/MAT 1015
See MAT 1015 for course description.

The Mathematical Experience ELA 1102
This course focuses on some of the important mathematical ideas and mathematics over the last 2500 years. A three-pronged approach emphasizing the historical, the biographical, and the creativity of these mathematical masterpieces is followed. Students gain an appreciation of the utility and aesthetic value of mathematics through investigations of major mathematical results and prominent mathematicians: Set Theory and Russell’s Paradox; Cantor, the Infinite, and the Continuum Hypothesis; Kepler’s Conjecture and Computer Proofs; Number Theory, Fermat’s Last Theorem and the Pythagorean Theorem; The Titans: Euler and Gauss; Archimedes and Euclid; Calculus: Newton and Liebniz. This course is more about mathematics than doing mathematics. Prerequisite: Placement at Level 3 or permission of the instructor.

Quantitative Environmental Analysis * ELA 1105
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.

*(Course under development) 3 credits

ELA–Natural Science

Environmental Science ELA 1013
Students in environmental science tackle local environmental issues (invasive species, erosion, pollution) and learn to build practical and influential arguments as they reflect upon issues openly during weekly discussions and develop professional portfolio writings. Learning objectives include: What is environmental sustainability, and is this a reachable, reasonable goal? Which resources are simply not renewable? What are our concerns as related to water, air, and soil quality? What is biodiversity and why is maintenance of biodiversity so important to the welfare of all species, including our own?
How do we preserve the earth’s biological diversity in the midst of our ever-expanding human population? Students will work together as a classroom community to address issues of local interest as well as global concern. Over the course of the semester, students will evaluate their own ecological footprint to determine the individual impact they have on the global community and overall sustainability.

3 credits

**The Evolution Revolution**  ELA 1015
Evolution is regarded by most biologists as the most unifying theory in all of biology. This combination lecture/lab course will address the history of evolution as a theory, the details of the theory itself, ramifications of the theory in various fields of biology, and implications of evolution for society.

3 credits

**Astronomy: A Guided Tour of the Heavens**  ELA 1016
This course provides the foundation for a life-long enjoyment of the science of astronomy, a science that, with all its sophistication, still welcomes the contributions of skilled amateurs. We will study the night sky and learn to relate the motions of the stars and planets to our place on the surface of the Earth, and to the place of the Earth in our solar system. We will learn how we know where we are, how we know the solar system’s place in the galaxy and how we know our galaxy’s place in the universe. We will learn about our sun as a star, and about the life cycles of all stars. We will also explore the role of astronomy in the setting of calendars, the telling of time, and in the understanding of long-term climate cycles. We will study the effects of artificial lighting on organisms and on human astronomers, including ourselves. No special optical equipment is required, but a good pair of binoculars will come in handy. Night-time observing sessions, required in addition to class time, will be scheduled weather permitting, and lab sessions in an electronic classroom are also a required component of the course.

4 credits

**Introduction to Environmental Chemistry**  ELA 1017
This lab and lecture course introduces the basic concepts of chemistry and uses 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**  ELA/BIO 1110
See BIO 1110 for course description.

3 credits

**Wildlife Ecology**  ELA 1112
Wildlife ecology is a study of the ecology and life histories of animals and their habitats. This course will address the history of wildlife concerns and practices in this country, the population and ecological principles that govern wildlife populations, along with the life histories of various representative species. We will examine wildlife conversation practices of public and private agencies, including past species reintroductions (fisher, turkey, marten in Vermont) 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.

3 credits

**Conservation Medicine**  ELA 1114
In the past quarter century, there has been an unprecedented emergence of new diseases (or reemergence of old ones) in humans, domestic animals, and wildlife. Lyme disease, West Nile fever, avian influenza, and pesticides toxicoses 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

**Biotechnology**  ELA 2011
The daily impacts of biotechnology are both obvious and subtle. Is biotechnology “the ultimate expression of the commercialization of science and commodification of nature” as Vandana Shiva warns? Are there some technological advances you embrace while others make you downright nervous? The principal goals of this course are for you to 1) learn the basic biology needed to understand this complex field, 2) understand how we “find” genes...
and determine their functions, 3) learn, understand, and even carry out some of the standard techniques used by molecular biologists, and 4) effectively express opinions, arguments and insights during discussions that relate to the ethical, scientific, and ecological issues that surround the use and application of biotechnology. This course will help you decide what you think as we explore how biotechnology impacts our health, food supply, environment, and society.

3 credits

Natural History of Vermont ELA 2012
This course studies Vermont from the geological history and climate in outlining Vermont’s physical development and characteristics, through the period from the end of the Pleistocene epoch when woolly mammoths grazed on tundra vegetation as the glacier receded, to the present day flora and fauna of the state. It investigates the ecological processes which produced the present vegetative and faunal patterns on the Green Mountains and Taconics, as well as the bogs, swamps, and marshes unique to many of the lowlands in the four other physiographic regions of Vermont.

3 credits

Simplicity & Sustainability ELA 1027
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

Food, Society & Environment ELA 1028
In this course, we will study the forces that govern food selection, preparation, and consumption, the diversity in human food habits, and the historical, economic, and political transitions in food systems. Social, environmental, and ethical issues associated with food production and distribution will also be taken up. Very simply, the course will help us learn more about why we eat what we eat, why we get to eat when some don’t, and the trends and technologies that characterize our food supply.

3 credits

Native American Perspectives ELA 1029
This course provides a survey of the native cultural regions of the Americas before and after European contact. Native American adaptations and world-views will be examined through explorations of a variety of cultural traditions connecting subsistence, material culture, ritual, family structure, religion, and the realities of coping with daily needs. We will also consider political and cultural issues involved in the way that Native Americans are represented—both by outsiders and by themselves.

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 create 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

Law & Society  
Garrett Hardin’s “tragedy of the commons” at least implies that to live together (and to avoid degrading the environment) societies need rules and ways of enforcing them. Where these rules (or laws) come from, how social institutions shape laws, and how laws shape social institutions and affect individuals are the main topics of this course. These issues and questions of justice, equality, and fairness will be examined mainly through the issue of environmental justice and decisions about the locations of locally undesirable land uses (LULUs).

3 credits

Contemporary Political Economy  
See ECO 3023 for course description.

3 credits

Sustainable Development: Theory & Practice  
See ENV 3021 for course description.

3 credits

ELA–Aesthetic Appreciation  

Theatre: The Audience Environment  
See DRA 1002 for course description.

3 credits

The Social Power of Art in Time  
In this hands-on and lecture class, students explore the continuity of mythological themes throughout cultures, discover the artist’s contribution to societal change, and examine the impacts of science and religion on the artist’s experience. Joseph Campbell’s “Power of Myth” will help guide the students’ journeys. A final project brings the experience of studio art into the classroom, and the resulting work of art is submitted together with a supporting paper chronicling the experience.

3 credits

The Western Imagination  
This course explores masterworks in the art of Western literature that have influenced many 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 again and again in other forms that may include the visual arts, film, and music.

3 credits

Nature in Music  
Nature in music is a journey into the history and prominence of musical instruments and compositions that have their roots in the study and influence of the natural world. Loosely based on ethnomusicological study with emphasis on traditional percussion instruments, the class provides an opportunity to follow the evolution of ancient instruments to their modern descendants. The class will also focus on modern musical compositions that reflect the natural world in title and emotion.

3 credits

Nature in Theatre & Film  
The images we receive from theatrical and cinematic production are wide-ranging and can be powerfully influential. The proposition that our relationship to and behavior toward the environment is based on our particular image
of that environment will be examined extensively through the use of films and scripts. Through discussion and writing, we will examine our own images of nature, and the images of nature presented to us to explore the extent to which we have been influenced. We will also concern ourselves with dramatic/cinematic forms and techniques as unique forms of artistic expression.

**3 credits**

**The Nature of Design**  
**ELA 1135**

If design is aesthetically inferior, it will simply be discarded as another obsolete and poorly designed object entering the waste stream. Beauty is an essential element in the pursuit of sustainability. In this course, students will learn how to observe the designed world through freehand sketching. They will apply their aesthetic sensibilities to real world hands-on design/build projects. Infused into the design/build process will be a critical understanding of core ecological design principles.

**3 credits**

**Garden Design**  
**ELA 2031**

This course looks at the history of garden design primarily in Europe, but also in Japan, the Middle East, and the Americas. We will study media, visual elements, and the parallels between garden design and the other visual arts. We will use this knowledge to design our own gardens.

**3 credits**

**Stage to Screen: Social Issues in Theatre and Film**  
**ELA 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**

**Natural Science Illustration**  
**ELA 2035**

In the DaVincian tradition of Arte/Scienza, natural science illustration seeks the balance between science and art, logic and imagination. This course introduces 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**

**New Media Ecology**  
**ELA/CMJ 3039**

See CMJ 3039 for course description.

**3 credits**

**ELA–Moral Reasoning**

**Philosophic Reflections on Our Cultural Environment**  
**ELA 1041/PHI 1001**

See PHI 1001 for course description.

**3 credits**

**Utopias: Envisioning the Good Society**  
**ELA 1043**

This course will invite students to read, write about, and discuss selective works in utopian literature from the Classical Age to modern times, including accounts of actual experiments in community living. Since utopias are constructs and projections of ideal societies, they raise profound philosophical and ethical questions. What is the good, just and equitable society? What constitutes the good and virtuous person? The posing of and wrestling with such questions will lie at the core of this course.

**3 credits**
Environmental Ethics ELA/PHI 1045
See PHI 1045 for course description.
3 credits

ELA–Historical Contexts

World History & the Environment ELA/HIS 1057
See HIS 1057 for course description.
3 credits

American Views of the Environment to 1945 ELA/HIS 1058
See HIS 1058 for course description.
3 credits

ELA–The Examined Life

Seeing Ourselves ELA 1025
This course integrates the perspectives of sociology and psychology in an effort to enhance our understanding of the individual in a social context. It will examine the social and cognitive structures and principles responsible for the construction and maintenance of belief systems, behavioral conformity, inequality in social relationships, and social change. The course will focus the students on the application of such principles to environmental issues.
3 credits

Forests, Parks, & Wilderness ELA 1065
This course introduces the student to the unique and particular benefits of participating in assorted outdoor recreation opportunities. The focus of this course is to consider how emotional, physical, social, and spiritual benefits differ across different natural settings. Students will explore differences in benefits and opportunities across multiple resource classifications, including forests, parks, and wilderness areas.
3 credits

The Vegetarian Lifestyle ELA 1066
This course will explore the philosophical rationale for vegetarian and vegan dietary choices. Areas of practical consideration include animal ethics, health concerns and environmental protection. There are many considerations that come into play when we make dietary choices. Our approach to these choices can be practical, scientific and/or spiritual and moral in nature. For example, an organic vegan or vegetarian diet can have a positive effect on the treatment of farm animals in the agricultural industry, which is a moral consideration for those who want to avoid causing unnecessary suffering. The purpose of this course is to explore the options and examine the validity of our own dietary choices and the impact of those choices on our health, our community, and our planet.
3 credits

Multiculturalism, Diversity Awareness, & Social Justice ELA 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

International Negotiation ELA 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
Homesteader’s Ecology  
ELA 2065
A Homesteader’s Ecology is an exploration of various value-based approaches to integrating the issues of food, work, and natural resource consumption in a chosen lifestyle that actively works toward addressing and redressing the health of humans and natural ecosystems.

3 credits

Environmental Studies (ENV)

Introduction to Environmental Studies  
ENV 1001
Environmental Studies is a critical, interdisciplinary, problem-solving major that seeks to cultivate students capable of analyzing, evaluating, and synthesizing information from multiple sources so that they can render reasoned decisions and take appropriate, effective action. This course is designed to introduce you to the interdisciplinary field of Environmental Studies. To that end, Students will be acquainted with a variety of environmental issues, and the way various disciplines address that issue. This course will introduce the areas you will study further in the Environmental Studies majors through a case study method. This course will also help you develop an understanding of contemporary bioregional theory and apply this understanding to your new bioregion.

1 credit

Fundamentals of Organic Agriculture  
ENV 1011
This course is 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.

3 credits

Farming Skills Intensive  
ENV 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  
ENV 1211
Students in this course will be responsible for one morning chore shift a week at Cerridwen Farm (two 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.

1 credit

Food Preservation  
ENV 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

Introduction to Geographic Information Systems ENV 2010
A geographic information system is a computer-based system that stores, retrieves, visualizes, queries, and analyzes digital data. This data can represent such actualities as topography, soils, population, infectious disease outbreaks, areas of pollution, town zoning, rivers, town boundaries, and protected environments. 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.

4 credits

Public Policy & the Environment ENV 2011
This course is an introduction to the environmental policy process in the United States. It 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, emphasizing 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.

3 credits

Environmental Advocacy, Public Policy & Corporate Responsibility ENV 2015
Throughout history, citizen action has brought about significant changes in public policies and corporate behavior for environmental and social improvement. This course investigates the role that individuals and advocacy groups play in the development of environmental policy and demanding corporate environmental responsibility. The full range of options for citizen participation in the democratic and market processes are reviewed.

3 credits

Special Topics on Energy & the Environment ENV 2019
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 with a hands-on, research-oriented learning experience.

3 credits

Biodiversity Issues in Agriculture: Seeds & Trees ENV 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 ENV 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 predominant 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**  
*ENV 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*

**Appropriate Technologies in Agriculture**  
*ENV 2070*
Students will be expected to work five hours on the farm plus take a share of daily chores (maximum two hours a week). In addition, they will spend six to nine 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 four contact hours each week, equivalent to a standard 15-week term’s contact hours.

*3 credits*

**Renewable Energy Technology & Applications**  
*ENV 2100*
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.

*3 credits*

**Special Topics in Environmental Studies**  
*ENV 3000*
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.

*3 credits*

**Building Sustainable Communities**  
*ENV 3004/SUS 3003*
Please see SUS 3003 for course description.

*3 credits*

**Environmental Law**  
*ENV 3011*
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.

*3 credits*

**Nonprofits Management & Policy**  
*ENV 3012*
This class is an introduction to the world of nonprofit organizations. Covering the business, legal, management, planning, funding, and organizational challenges of nonprofit organizations, students learn the basics of this unique business model. Students then delve into the culture of nonprofit by profiling Vermont nonprofit organizations, creating their own models, and reviewing national and international case studies of nonprofits and NGOs. Through this work, students are exposed to the wide array of career opportunities in the nonprofit sector and are given the opportunity to network with nonprofit organizers and leaders.

*3 credits*

**Watershed Management & Policy**  
*ENV 3014*
This class considers the way watersheds and watershed boundaries are being used for ecological, land use, and social planning in Vermont and throughout the United States. Using the Mettowee River watershed and other local watersheds as resources, students learn the laws governing watershed planning, the tools necessary to plan watershed management, and the issues and policy considerations that come into play when considering watershed issues. Students will explore the watershed in field trips, and work extensively with local citizens, businesses, farmers, activists, planners, political leaders, and other stakeholders on a long-term class project.

*3 credits*

**Land Use Planning**  
*ENV 3016*
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...
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. Prerequisites: Junior standing and a 3.3 GPA.
1-3 credits

Comparative Environmental Politics  ENV 3035
This upper-division seminar for ES majors and other students interested in politics and the environment is a political science course rooted in the sub-discipline of comparative politics. Each time the course is offered, it focuses on a different salient topic (for example: Water wars, Native American environmental politics, or agricultural policy and politics). As a repeatable special topics course, it offers Green Mountain College students, over the course of their educational experience, the opportunity to take a close look at relationships between environmental problems, politics, and policy in diverse places across the globe.
3 credits

International Environmental Politics & 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.
3 credits

Sustainable Farming Systems  ENV 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

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 Cerridwen Farm.

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

Integrated Farming Systems

Students will be expected to work five hours on the farm plus take a share of daily chores (maximum two hours a week). In addition, they will spend six to nine 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 four contact hours each week, equivalent to a standard 15-week term’s contact hours.

3 credits

The Environmental Professional

This class provides Environmental Studies majors with the interpersonal skills and knowledge necessary to become professionals in environmental fields. Students study methods of resolving a wide variety of environmental disputes using local case studies and close interaction with local environmental practitioners. Students will assess their strengths and areas of challenge in terms of work, communication and conflict resolution skills, in anticipation of their last year of undergraduate education. Students prepare professional materials, including a portfolio of their academic work, in anticipation of junior year review, internship and professional interviews.

1 credit

REED External Practicum

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.

3 credits

Ecological Design

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. Prerequisite: ELA 1135 The Nature of Design.

3 credits

Watershed Alliance Practicum

The Green Mountain College Watershed Alliance internship will entail learning about stream ecology and watershed science, group management skills and techniques in the field and classroom, and science as inquiry. After the successful completion of training, students will have the opportunity to apply their knowledge and skills working in the field and classroom with local secondary schools. Students must be a junior or senior to apply.

1 credit

Topics in Energy and the Environment

This course provides students with the opportunity to explore in great detail emerging issues in energy policy and markets. The transition to a sustainable energy future requires innovative approaches to policy and rules governing energy market operations. Topics may include peak oil and the global petro-
leum market, or emerging federal policy to combat global climate change. The topics for this course will be selected based on current events and student interests.

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 studying 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 Design/Build  ENV 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 greenbuilding 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: ELA 1135 The Nature of Design.

Agroecology  ENV 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.

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  ENV 4093
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.

LEED Certification Exam Preparation  ENV 4100
This course is designed to prepare students for success when taking the Leadership in Energy and Environmental Design New Construction (LEED-NC) Professional Accreditation (AP) Exam. The LEED AP serves to strengthen your green building qualifications and allows you to market your green building knowledge to potential employers and clients through this widely recognized credential. This course will be offered on an as needed basis and graded on a pass/fail basis.

Geology (GLG)

Geology in Film  GLG 1000
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.
Introduction to Geology \textit{ELA/GLG 1011}
This course focuses 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

Geology Field Experience \textit{GLG 2071}
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

Soils \textit{GLG 2031}
This course will examine why soil types vary with time, climate, topography, and geologic materials. Students will learn various soil classification techniques and 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 \textit{GLG 2041}
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. Prerequisite: GLG 1011 Introduction to Geology.

4 credits

Special Topics in Geology \textit{GLG 3001}
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 Environmental Studies program for consideration. This course will satisfy the requirement for a 3000 level elective.

3 credits

Hydrogeology \textit{GLG 3041}
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

Sedimentology & Stratigraphy \textit{GLG 3051}
This course will introduce you to the basic concepts and methods used in the study of the genesis, characteristics, and spatial distribution of sedimentary
rocks. We will cover both sedimentary and stratigraphic principles, sedimentary processes and textures, the paleoenvironmental implications of sedimentary rocks, evaluate age relationships, and investigate the modern relationships between humans and sedimentary processes. Laboratory exercises will focus on field-based description and mapping techniques.

4 credits

### Government (GOV)

#### American Government
**GOV 1013/ ELA 1024**
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

#### The Presidency & American Foreign Policy in the 20th Century
**GOV 3004**
From the earliest years of the Republic, the responsibility of the President for America’s foreign policy was a fertile source of presidential power. From Theodore Roosevelt to William Clinton, presidents have steadily moved the focus of their administrations into the foreign policy arena either out of choice or out of necessity. This course examines the interaction among the White House, Congress, and the State Department, with the object of understanding the dynamics of foreign policy-making and presidential power. Prerequisites: Junior history major or junior standing and permission, or GOV 1003 Introduction to Government and HIS 1022 United States History Since 1877.

3 credits

#### Constitutional Law
**GOV 3011**
This course is designed to explore the United States Constitution and its role in society from a variety of perspectives. We will investigate leading U.S. Supreme Court cases on diverse topics, including freedom of speech, due process, discrimination, and privacy. We will examine the relationships between state constitutions and the United States Constitution. We will consistently be investigating how the Supreme Court interprets the Constitution, and how the meaning and application of the Constitution has evolved over time.

3 credits

### History (HIS)

#### Freshman Seminar
**HIS 1000**

3 credits

#### United States History to 1877
**HIS 1021**
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
**HIS 1022**
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

#### World History & the Environment
**ELA/HIS 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  
**ELA/HIS 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

Special Topics in History  
**HIS 2000**  
Offered periodically as faculty are available. The course will provide an opportunity to study themes spanning a broad period of time. Some examples are: 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  
**HIS 2015**  
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 was displacing the authority of the high culture and beginning to occupy a central place in the lives of millions, giving shape to these 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.  
3 credits

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.  
3 credits

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 HIS/ELA 1057 World History and the Environment.  
3 credits

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. Students will examine many historical interpretations of the crisis and war, with an emphasis on causes. The Reconstruction will be examined both factually and historiographically.  
3 credits

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 foci of this course. Prerequisite: HIS 1022 United States History Since 1877 strongly recommended.  
3 credits

The American West  
**HIS 3014**  
No other region has had as powerful a hold on the popular imagination as the
American West. For more than a century, writers, scholars, artists, and politicians have looked on the West as the locale of the nation’s epic tale, the place where all those things they wished to celebrate about America were forged—democracy, individualism, self-reliance. This course will sort reality from myth by focusing on the diversity of peoples who have inhabited the regions and on the many ways in which they have interacted with each other and the land. Prerequisite: None, but recommend HIS 1021 United States to 1877, HIS 1022 United States Since 1877.

3 credits

History of Education
See EDU 3015 for course description.

3 credits

America Since 1960
This course is an examination of recent U.S. history. It will examine such themes as the Cold War, the Kennedy years, the Great Society, the upheaval of the 1960s, the Reagan Revolution, and the problems of the 1990s. Students will gain a sound historical background to contemporary American life.

3 credits

History of Modern China
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 intrusions 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 pragmaticnation of Deng Xiao Ping.

3 credits

Revolutionary Europe
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 HIS/ELA 1057 World History and the Environment.

3 credits

World Wars to a Unified Europe
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 HIS/ELA 1057 World History and the Environment.

3 credits

Topics in European and World History
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.

3 credits

Imperialism, Science and the Natural World
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 century 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 seek to understand the nature of European hostility to indigenous cultures.
Politics and Political Parties in American History  HIS 3047
This course will examine national politics in the United States with a focus on the emergence, development and evolution of the national party systems. Students will explore national politics from the Federalists through the Democrat-Republican era of the past century including the major parties and such groups as Greenbackers, Populists, Free Soilers, and Dixiecrats. Attention will focus on the presidents as well as the political parties that produced them. Prerequisite: None, but recommend HIS 1021 United States History to 1877, HIS 1022 United States History since 1877. 3 credits

Civilization of India  HIS/REL 3015
This course is designed to introduce students to the rich and complex cultures and civilizations of India from ancient times to the present. We will examine the geography, society, politics, economy, and culture of India with particular emphasis on the religious traditions of Buddhism, Jainism, Sikhism, Hinduism, and Islam as they developed in South Asia. The format of the course includes lecture, discussion, Bollywood film, and a visit to a Hindu temple. 3 credits

Islamic World  HIS/REL 3053
Please see REL 3053 for course description. 3 credits

A History of Agriculture: Civilizations, Technology & the Environment  HIS/ENV 3058
Please see ENV 3058 for course description. 3 credits

Seminar  HIS 4001
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  HIS 4002
This course is a continuation of the 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  HIS 4003
This course involves individualized study with a member of the department. The projects must involve selected readings and writings or a major research essay. 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  HIS 4053
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 (HON)
Honors Seminar  HON 1000 1 credit

Honors Independent Study  HON 4005 1-3 credits
Honors Thesis

Working under the supervision of a faculty chair and two additional faculty committee members, the student prepares a 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 the Honors Program Director are required.

Hospitality Management (HSP)

Hospitality Co-Op I

This class meets once per week, so the Co-Op is performed at a Killington or Rutland area hospitality property. These positions are classified as either “front of the house” (guest contact) or “back of the house” (non-guest contact) area. All Co-ops are paid at prevailing wages. Students are treated as student-employees.
The students meet as a class each week on Monday or Wednesday. Each student is given a sequence of projects to complete over the term dealing with the 5M’s of the organization (marketing, management, manpower, money and manufacturing). Each student also completes a term long “special project” that he/she develops in conjunction with his/her supervisor and the faculty coordinator.
Students 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 time off for class meetings, field visitations and other course requirements.
Formal evaluations and faculty/coordinator visits are completed for each student. The student also coordinates both an entrance interview and an exit interview with his/her direct supervisor and the GMC faculty member.

Hospitality Co-Op II

The student experience compliments the first Co-Op. If the student was in the “front” (guest contact) position during Co-Op I, then it is suggested that he/she will be placed in the “back” (non-guest contact) experience for Co-Op II. If the student wishes to experience a different setting from the first Co-Op, then the student may be placed in a “front” or “back” position again, but in a different type of hospitality property. The same structure applies as Co-Op I.
Students who show promise may be invited to take on additional supervisory responsibilities and projects.

Events Planning

This course examines 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 & beverage service. Students will need to consider the social, artistic, and environmental aspects as well. Student teams will plan, execute and evaluate the annual Killington “Thank You” Party in mid-April, a GMC graduation weekend event in mid-May, culminating in a Hospitality/Resort Management graduation event at Killington in mid-June.

Beverage Management

This course will explore the development and growth of the beverage industry. The course will also examine the production and classification methods for alcoholic beverages. The Dram Shop Acts and Vermont Liquor Control regulations will also be examined. The student will develop strategies to ef-
Effectively market, control, and manage the alcoholic and non-alcoholic beverage operations within the hospitality property.

Quantity Foods & Purchasing  
HSP 2625
This course is an in-depth examination of the techniques and processes associated with the delivery of quantity foodservice in the restaurant and/or catering settings. Topics will include market analysis, demand forecasting, product and menu development, facilities constraints, pricing, production and quality controls, process flow and design, and project management. The purchasing process will also be explored, considering concepts of bidding, sourcing, distribution channel leverage, and the impact of technical and human components in the delivery of quality foodservice.

Hospitality Internship  
HSP 3050
The internship experience in the final year is student driven and developed in conjunction with faculty. The goal of the internship is to provide a focused experience in a hospitality property 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. There is no guarantee of stipend, wages, or salary for the experience. Those decisions are between the hospitality property and the student. The student will submit a proposal to the Hospitality Management faculty at least three 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 faculty approves.

Green Facilities Management  
HSP 3525
All hospitality operations encounter significant operating and maintenance costs associated with the physical plant. Efficient operation of the hospitality property is required in order to assure financial success of the hospitality operation. In addition, the depletion of natural resources and wise energy and water usage is a major concern in our global setting. This course explores methods by which the hospitality property can operate efficiently in an environmentally responsible manner. Energy conservation, water and air quality management, cleaning systems, waste disposal, recycling and other ecologically friendly topics are explored. Building systems and energy efficient designs are also addressed.

Humanities (HUM)

Introduction to French Language & Culture  
HUM 2000
This course is an extensive, integrated program of international study which seeks to provide opportunity for acquisition of linguistic skills and cultural immersion. The program is designed to equip students to function in a global context with deeper perception and appreciation for our multi-cultural reality, which is the basis of modern life and society.

Introduction to Spanish Language & Culture  
HUM 2001
This course will broaden the exposure of students to the world and will bring a new global perspective to the students and the campus, which will enrich both and provide further opportunity for a multi-disciplinary learning context from this new exposure. Furthermore, the course will better equip students to function in a global context with a deeper perception and appreciation of a multi-cultural reality, which is the basis of modern life and society. It is increasingly important in professional life to have linguistic skills in more than one language. Since the College is not at this time able to provide a broad choice of language programs, and because language is best learned contextually, the specific focus of the program is developing the equivalent of two years of study of a foreign language in intensive contextual summer programs with the attendant academic credit in the student’s academic degree program.
Interdisciplinary Studies (IDS)

Interdisciplinary Studies Senior Project  
IDS 4005
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 Interdisciplinary Studies committee. Prerequisites: Senior standing and a minimum 2.0 GPA.

Law Studies (LAW)

Topics in the U.S. Supreme Court  
LAW 1001
The United States Supreme Court—called the “court of last resort”—is the last word in legal interpretation in the United States. In this class students and instructors will explore a current case pending before the court, read the initial decision by lower courts, and the arguments currently being presented to the U.S. Supreme Court. While the class will focus on the particular arguments in the chosen case, it will also discuss the implications of various decisions the court might make, and even try to predict what the court will do. Finally, students will have an opportunity to travel to Washington D.C. and watch a live argument at the U.S. Supreme Court.

Mathematics (MAT)

Precalculus  
MAT 1013
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.

Introduction to Statistics  
ELA 1101/MAT 1015
This course explores 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.

Calculus I: Applications in Real World Issues  
MAT 1031
This course presents the fundamentals of calculus through the modeling real world examples. Data from biology, medicine, ecology, education and social sciences is interpreted and modeled with mathematics. Calculus topics are taught in relation to the data sets and the context in which the data set arose, highlighting concepts and applications as they arise in different fields of research. This course emphasizes the role of technology in modeling and analyzing data by using calculators. Topics include rates of change, functions and graphs, differentiation, limits, accumulation functions, and integration. Prerequisite: C- or better in MAT 1013 Precalculus or placement at Level 4 or 5.

Calculus II  
MAT 1032
Topics include applications of integration, including use of integration in biology, business and statistics. In addition, multivariate calculus, including partial rates of change and multivariate optimization with and without constraints will be studied, as well as differential equations and numerical estimations. Prerequisite: C- or better in MAT 1031 Calculus I.

History of Mathematics  
MAT 2001
In this course the development of mathematics in a historical context will be studied. The evolution of mathematical ideas and the different views of mathematics held by different cultures at different times will be explored.
Topics in Mathematics
MAT 3000
A seminar course in advanced mathematical topics such as fractals and chaos, geometry, number theory, or graph theory. Prerequisite: Permission of instructor.
3 credits

Mathematical Modeling I
MAT 3100
The course is 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, and systems of differential equations. Offered alternate fall semesters. Prerequisite: MAT 1031 Calculus I with a grade of C- or better or permission of instructor.
4 credits

Mathematical Modeling II
MAT 3200
This is a continuation of MAT 3100 Mathematics Modeling I. Prerequisite: C- or better in MAT 3100 Mathematics Modeling I.
4 credits

Seminar in Mathematics
MAT 3500
This is a 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.
1 credit

Music (MUS)

Elements of Music
MUS 1001
This course is designed as an introduction to music for the general student. Basics of theory, notation, rhythm, and musical style will be covered. Emphasis will be placed on the integration of music into society and various cultures. No knowledge of music is required for this course.
3 credits

College Chorale
MUS 1003
College Chorale is open to all members of the student body as an opportunity for musical expression. The chorus will present performances of choral literature ranging from Latin a Capella to contemporary music.
4 required rehearsals/week
1 credit per semester
maximum 8 credits per college career

Music Appreciation
MUS 1011
This course is intended to familiarize the student with the joy and purpose of music in society, both present and historical. Through lecture, discussion, listening, research participation, and multimedia, the student will experience first hand the diversity and beauty of music from the past and present of various cultures. Integrated learning through the mediums of the theatre and graphic arts will enhance the student's perception of music and its vital role in human development. No prior knowledge of music is necessary.
3 credits

Introduction to West African Djembe
MUS 1130
This course will begin a journey that will take you to your fears and to your joys. The legacy of the drum master who brought West African rhythm to the United States will guide you in the language and technique of the drum, joining with a community for the nurturing of mind, body and spirit. Must have a full-sized djembe. This course is geared to the beginner.
3 credits

Advanced West African Djembe
MUS 1132
This course is a continuation of explorations in music. Students must have a full-sized djembe. Prerequisite: MUS 1130 Introduction to West African Djembe.
3 credits

Vocal Ensemble: Cantorian
MUS 2011
This advanced performing ensemble concentrates on music of the 15th to 17th centuries with some work by composers of the 20th century. Members will experience a more demanding performance load, including travel within New England. Prerequisites: Must be a member of Collegiate Chorale; entrance only through audition and permission of choral director.
1 credit
Special Topics  

MUS 2053

This seminar course deals with 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. Examples of courses previously offered are: Music in the Rock Era: A chronological tour from the Blues through the ’90s; and Music of World Cultures—reflecting Green Mountain College’s international emphasis—which examines music from cultures around the globe, including Eastern as well as Western traditions, tribal music, and Native American music.

3 class hours  3 credits

Studio Courses in Music

Private instruction in piano, voice, strings, winds or other instruments are offered by music faculty each term. Not all disciplines are offered every term. Please confer with the music office to receive current offerings in any given term. One term recital each semester of study. Registration for these courses must be completed during add/drop week. All studio courses and Applied recital carry a fee. Rates are established yearly.

Note: Any student may register for Applied Music courses. Only those students who are Visual and Performing Arts majors with a concentration in music are required to complete any of these courses.

Concert Band  

MUS 2061

The Green Mountain College/Community Concert Band provides GMC students and area community musicians the opportunity to perform traditional concert band and wind ensemble literature. Founded in the academic year 2000-2001, the band rehearses on Wednesday evenings, culminating in a major performance at the end of each semester. Musical repertoire has included music by Holst, Granger, R.V. Williams, Copland, and transcriptions by Handel, Corelli, and various other composers.

1 credit

Jazz Ensemble  

MUS 2062

Students meet during weekly sessions to prepare, experiment, and perform a wide range of jazz repertoire, from standards to modern.

1 credit

Guitar Studio I: Fundamentals and Ensemble  

MUS 2063

Guitar Studio I is a “hands-on” introduction to practical music theory on the fret-board. Students will learn the fundamentals of music theory relating to the guitar. By the end of the course, they will perform as an ensemble. Performance of written music allows a different level of control and complexity than is generally possible in an improvised setting; no one can “fake it.” Prerequisite: Ability to read music or prior familiarity with the guitar.

3 credits

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.

3 credits

Applied Recital  

MUS 4001

The student will present a public recital of no less than one hour during the fall or spring semester. A recital committee will be chosen by the student and head of the music division. Repertoire and length for the program will be subject to review three weeks prior to performance date. Rates established yearly. Prerequisite: At least four sections of applied music and successful board jury.

3 credits

Natural Resource Management (NRM)

Introduction to Natural Resources Management  

NRM 1001

This course is presented as an introduction into the field of natural resources
management. Students will be exposed to the range of disciplines contributing to effective natural resources management and will learn of the variety of career options in the field.

### Natural Resources Field Experiences
**NRM 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. Each site will allow the students to participate in specific projects spanning the fields of forestry, wildlife management, mining, and recreation planning. Students will become proficient in several measurement techniques, including timber cruising, wildlife population modeling, GIS, and visitor surveys.

3 credits

### Hunting: History, Ethics & Management
**NRM 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

### Integrated Resource Planning
**NRM 4022**
This course presents concepts, methods, and tools essential to the development of effective integrated resource management plans. Students will select a resource planning area, and working in interdisciplinary teams, prepare an integrated resource plan for implementation. Prerequisite: Junior or senior standing.

3 credits

### Resource Impacts and Management
**NRM 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: REC 2031 Introduction to Outdoor Recreation Services or permission of the instructor.

3 credits

### Environmental Conflict Management
**NRM 4030**
The natural resource base is contested terrain in a number of aspects. Public land supports many competing uses. Resource activities on private lands often affect public goods and welfare. This course is designed to address the processes available for mitigating environmental disputes. Specific attention will be given to the role of government as an agent of the people. Prerequisite: ENV 2011: Public Policy and the Environment or permission of the instructor.

3 credits

### Natural Resources Management Seminar
**NRM 4051**
This seminar-style course is essentially the capstone course for the major. Students undertake an original research project that draws on their educational experiences to date. Additionally, students will engage in discussions involving current issues and management challenges.

3 credits

### Natural Resources Internship
**NRM 4053**
This full-semester experience is designed to be completed during a student’s senior year and spans a minimum of 12 weeks and 400 hours of work with an agency/organization involved in natural resources management. Prerequisite: Successful completion of 50% of the NRM major curriculum requirements.

12 credits

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### Philosophy (PHI)

### Philosophic Reflections on the Cultural Environment
**PHI 1001/ELA 1041**
This course is an introduction to philosophy that explores philosophical prob-
lems as they emerge from reflection on basic human practices that are part of our cultural environment, such as science, religion, morality and politics. Through critical evaluation of conflicting claims issuing from these dominant features of our cultural environment, students will acquire an understanding of standard positions on topics including the existence of God, the nature of morality, and the extent of our knowledge of the natural world. Throughout the course, students will develop their own views on philosophical problems and examine the likely environmental impact of holding such views.

Environmental Ethics

PHI/ELA 1045
The central theme of this course is the appropriate relation of humans to the environment. Specific topics include ethical and religious sources of the environmental crisis, our moral duties to non-human organisms, ways of conceptualizing nature, and ethical dimensions of the human population explosion.

3 credits

Philosophies of Being Human

PHI/REL 2013
This course studies the way in which human beings and human nature have been defined through the ages from the early Greek philosophers and Hebrew thinkers to modern interpretations. Special emphasis will be given to practical implications of modern psychological, philosophical, and religious theory. May be taken as REL 2013.

3 credits

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.

3 credits

Business Ethics

PHI 2031
Students will study moral and ethical issues which relate to problems in business. Topics to be covered include, but are not limited to, the responsibilities of business to employees and the responsibilities of employees to business, and ethical issues in economic systems with primary emphasis on capitalism. Particular emphasis will be placed on the social responsibilities of business, including quality of products, truth in advertising, and environmental concerns. Case studies will be used extensively throughout the course.

3 credits

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
This course is 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.

3 credits

Topics in Ancient Philosophy

PHI 3011
This course surveys the work of key figures in ancient philosophy. Topics such as the nature of truth and reality, the identification of the virtues, and the role of friendship in a good life will be explored through the works of the Pre-Socratics, Plato, Aristotle, Epicurus and the Stoics. Students will acquire a basic understanding of key metaphysical, ethical and political debates that informed the Greek world.

3 credits

Topics in Modern Philosophy

PHI 3012
This course surveys the work of key figures in modern philosophy. Topics such as the sources and extent of knowledge, language and its impact on knowledge, and the nature of ethics will be explored through the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. Students will acquire a basic understanding of the rationalist and empiricist traditions in modern philosophy.

3 credits

Philosophy of Education

PHI/ EDU 3013
See EDU 3013 for course description.

3 credits

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. May be taken as REL 3023.

3 credits

Animal Ethics

PHI 3025/ 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. May be taken as ENV 3026.

3 credits

Feminist Philosophy

PHI 3030/WST 3030
This 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

Ethical Theory

PHI 3041
This course explores the complexity of moral situations and a wide range of responses through consideration of historical theories and contemporary empirical research. The central focus will be the ethical dimension of choices that impact ourselves and our natural and social environments, with an eye toward developing our own best theories and practices as we grapple with
issues from love, sex, friendship, and happiness to poverty, social injustice, war, and environmental degradation.

Environmental Philosophy

This course is an intensive exploration of selected environmental issues which will focus on contemporary philosophers. Topics such as wilderness preservation, environmental restoration, and the loss of biodiversity will receive detailed treatment, as students clarify their values and develop their own well-reasoned views.

Internship in Philosophy

This course offers members of the Philosophy major 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 Philosophy 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. Prerequisites: Permission of the academic advisor and the Philosophy program Director.

Senior Seminar in Philosophy: Down the Rabbit Hole

This seminar is an in-depth adventure in philosophy, open to any junior or senior with at least two prior courses in philosophy. The topic will be one not recently covered in detail at GMC. Students will develop and assess their cumulative knowledge by plumbing the depths of a question that has puzzled philosophers from ancient times to the 21st century, such as: “What is the relationship between mind and body?” “Is reality ultimately One (a uni-verse), or Many (a multi-verse)?” “Is there such a thing as Truth?” “Are God and Goodness just ideas manufactured to keep us in line?” We will emphasize informal conversation and formal writing. A flexible syllabus and a substantial research project will let us challenge each other to deepen our philosophical understanding. Students are encouraged to save all philosophy course materials in expectation of this opportunity for intensive self-reflection.

Philosophy of Law

This course is an analysis of the major philosophical issues concerned with legal concepts such as “liberty”, “justice”, “responsibility”, and “law” itself. The course will study historically significant treatments of these topics as well as current discussions of them.

Senior Thesis in Philosophy

This course involves individualized research with a member of the philosophy program. Each student will read a significant body of philosophical work and produce a thesis that will be evaluated by the philosophy faculty member and one faculty member outside of the philosophy program. The thesis work will culminate in a defense. Prerequisites: Senior standing and a proposal approved by the Program Director of Philosophy.

Honors Thesis in Philosophy

This course involves individualized research with a member of the philosophy program. Each student will read a significant body of philosophical work and produce an honors thesis that will be defended in a public presentation. Prerequisite: A successful petition to be considered for honors in philosophy.

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.

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  
PSY 2034
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. Prerequisite: PSY 1003 Introduction to Psychology or permission of instructor.

3 credits

Human Development I:  
Infancy through Pre-Adolescence  
PSY 2041
This course is 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 Development II:  
Adolescence through Later Adulthood  
PSY 2042
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. Prerequisite: PSY 1003 Intro to Psychology or permission of instructor.

3 credits

Positive Psychology  
PSY 2057
Positive psychology deals with an area of psychology which is concerned with human potential, resilience and the prevention of disorders. The course will examine current research in the area as well as the history of the way psychology has progressed from dealing almost exclusively with the disease model to a current emphasis on wellness. Prerequisites: PSY 1003 Intro to Psychology, or permission of instructor.

3 credits

Biological Bases of Behavior  
PSY 2063
An introduction to the relationships between physiological processes and behavior, this course presumes 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 affect behavior. Prerequisite: PSY 1003 Intro to Psychology or permission of instructor.

3 credits

Practicum I  
PSY/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 ongoing assessment. Final evaluation by the faculty advisor will include an evaluation by the student’s on-site supervisor.

3 credits

Psychopharmacology  
PSY 3009
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. Prerequisites: Completion of ELA math or Level IV math placement or permission of instructor.

4 credits
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>Perception</td>
<td>PSY 3012</td>
</tr>
<tr>
<td>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 Intro to Psychology or permission of instructor.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>PSY 3013</td>
</tr>
<tr>
<td>This course is 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.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Research II</td>
<td>PSY 3014</td>
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<tr>
<td>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 both parametric and non-parametric inferential statistics including ANOVA, regression, and the use of post-hoc techniques. Prerequisite: PSY 3011 Social Research I.</td>
<td>4 credits</td>
</tr>
<tr>
<td>Special Topics in Psychology</td>
<td>PSY 3015</td>
</tr>
<tr>
<td>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.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>PSY/SOC 3023</td>
</tr>
<tr>
<td>This course is 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.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology of Aging</td>
<td>PSY 3043</td>
</tr>
<tr>
<td>This course will focus on the physiological, cognitive, and social-psychological changes as we age and the factors that influence them. Both research data and real life examples will be integrated into a greater picture of what it is like to be an older adult in the United States and in other parts of the world. Discussion of older adults images in literature and media and how they shape our own expectations of aging will also be taken up. Prerequisite: PSY 1003 Introduction to Psychology.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Independent Research I</td>
<td>PSY 3063</td>
</tr>
<tr>
<td>With the assistance of a faculty mentor, the student will investigate a topic or issue of particular interest using one of the methods available in social science; e.g. experimentation, survey, or content analysis. The results of the research will be presented in a formal paper in the style of a journal article. Prerequisites: PSY 3014 Social Research II and Permission.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Independent Research II</td>
<td>PSY/SOC 4003</td>
</tr>
<tr>
<td>With the assistance 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, or 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. Prerequisites: Social Research II and permission of the instructor.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Counseling &amp; Psychotherapy</td>
<td>PSY 4005</td>
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<tr>
<td>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, and 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 far more 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, PSY 3013 Abnormal Psychology, or permission of instructor.</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
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. Prerequisites: PSY 1003 Introduction to Psychology and PSY 3014 Social Research II, and Junior or Senior standing or permission of instructor.  
3 credits

Supervised Field Placement in Psychology  PSY 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: PSY 1003 Intro to Psychology, PSY 3013 Abnormal Psychology, PSY 4005 Counseling Psychotherapy, 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. Prerequisites: PSY 1042 Human Development I or PSY 2042 Human Development II, PSY 3034 Theories of Personality and Junior standing. May also be taken as WST 4022.  
3 credits

Assessment and Management of Behavior  PSY/ EDU 4031
See EDU 4031 for course description.  
3 credits

Recreation (REC)

Introduction to Recreation & Outdoor Studies  REC 1000
This is the introductory course to the professional field of recreation and outdoor studies. Particular attention will be given to the 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. This course serves as a prerequisite to REC 4053 Internship.  
3 credits

Essentials of Scuba – Level I  REC 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 an additional course fee. Prerequisites: Students must meet PADI medical requirements and successfully complete a watermanship assessment.

3 credits

Essentials of Scuba – Level II

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 REC 1002 Essentials of Scuba – Level I.

3 credits

Essentials of Scuba – Level III

This course follows the PADI curriculum for Divemaster course for the Professional Scuba Diver. Students learn to take on professional responsibilities, assist other professional members, guide certified divers, and work with ski and snorkel divers. Divemaster candidates work on demonstration quality skills, rescue skills, dive theory, physics, physiology, equipment knowledge, and mastering recreational dive planners. Requires additional course fee. Prerequisites: Students must meet PADI medical and dive requirements and have successfully completed PADI Rescue Diver or REC 1003 Essentials of Scuba – Level II.

3 credits

Outdoor Living Skills

This course is designed to introduce students to the fundamental outdoor skills necessary for outdoor programming. Topics include, but are not limited to: navigation, food and equipment systems, trip planning, clothing and self-assessment. Students will also learn the outdoor skills required to safely use the natural environment for outdoor programming while minimizing human impact. Prerequisite: REC 1000 Introduction to Recreation and Outdoor Studies or permission of instructor. (Requires an additional course fee.)

3 credits

Wilderness First Aid

This course will be designed to meet the needs of front country and back-country 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

Self-Designed Programming Lab

This independent study opportunity allows the student to design and implement his/her own recreational program experience. Sponsorship by a department faculty member is required. Prerequisite: REC 2026 Program Planning and Leadership for Outdoor Recreation.

1-3 credits

Outdoor Emergency Care

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

Introduction to Therapeutic Adventure

This course critically examines the process of therapeutic adventure programming from both a historical and philosophical perspective. This course involves an overview of the therapeutic adventure program planning process, and provides an introduction to therapeutic adventure intervention strategies used to restore, remediate, and/or rehabilitate individuals with various illnesses and/or disabilities.

3 credits
Program Planning & Leadership for Outdoor Recreation    REC 2026
This course provides a foundational understanding of program planning and leadership, which includes delivery, needs assessments, group management, participant requirements, participant physical and emotional safety, human development, special needs, advertising, and evaluation. Specific attention will be given to the history and development of leadership theory and practice. Topics range from leadership styles, models, levels of communication, conflict management, and group interaction to leader competency and moral and ethical leader practices. During the lab portions of this course, student will gain hands-on experience delivering programs.

4 credits

Outdoor Program Design and Management    REC 2027
Creating safe and effective adventurous experiences is the result of a professional outdoor educator intentionally incorporating a multitude of programming dimensions into each experience. This classroom based course will encourage students to engage with dimensions including: activity anatomy, blocking & nesting, teaching progressions, briefing/debriefing, levels of competency, managing stationary and moving sites as well as making assessments of risk, site and participant performance.

4 credits

Foundations of Adventure Education    REC 2033
This course examines the growth and developmental aspects of outdoor recreation focusing on the adventure education movement in America, including history and foundations, models, theories, participation patterns, outcomes/benefits, sponsoring agencies, public and private resources, literature review, contemporary issues, trends, and professionalization.

3 credits

Camp Counseling and Youth Leadership    REC 2041
Beginning with the history of youth leadership and organized camping, this course provides for the application of specified theories, skills, and knowledge of camp counseling and youth leadership for the development of field-based programs. This includes: (1) creation of safe social, emotional, and physical environments; (2) teaching and program strategies; (3) counseling methods; and (4) behavior management. The requirements include a one-week residential camp field experience as part of the course.

4 credits

Outdoor Leadership Practicum    REC 2062
Utilizing the content learned in REC 2027, this course focuses on outdoor, educational & human skill integration in an intensive field-based expedition. In this field-based course, students will engage with a critical self-assessment process to better understand their own levels of competence and learn how to effectively build and assess structured learning experiences, manage risk, develop incident reporting systems, and effectively manage the sites chosen for instruction during field-based programs.

3 credits

Adventure Group Processing and Facilitation    REC 2063
This course addresses the need for the student and future practitioner to understand and demonstrate the ability to integrate state-of-the-art counseling theory, adventure-based programming practices, applied social-psychological theory, and effective educational practices in the employment of adventure-based activities and challenge course events. The course will emphasize the development of strategies and techniques to bring about participant change in field-based settings.

4 credits

Wilderness First Responder    REC 2315
Wilderness First Responder is a certification course offered by Wilderness Medical Associates (WMA), Wilderness Medicine Institute (WMI), Stonehearth Outdoor Learning Opportunities (SOLO), and the Wilderness Medicine Training Center (WMTC) among others. It is a 72 (WMA) to 80 (SOLO/ WMI/ WMTC) contact hour course. It includes an American Heart Association Cardio-Pulmonary Resuscitation (CPR) Certification at the Adult Heartsaver Level (SOLO & WMI / three hours) or Health Care Provider Level (WMA / 6-8 hours). The course is completed in an intensive eight (WMI) to 10 (SOLO/ WMA) day format. Requires an additional course fee.

3 credits

Essentials of Scuba – Level IV    REC 3000
This course will follow the curriculum guidelines for the PADI Instructor Development Course (IDC) that is split into two sections: the Assistant Instructor (AI) course and the Open Water Scuba Instructor (OWSI) Certification program. Requires an additional course fee. Prerequisites: Students must meet PADI medical and dive requirements and have successfully completed the
PADI Divemaster course or REC 1005 Essentials of Scuba — Level III. 

Essentials of Rock & Ice Climbing  
This course is designed to develop climbing skills among students. Climbing skills include but are not limited to: climbing safety, approaching climbs, setting anchors, belaying, escaping the belay, repelling, and usage of all climbing gear. Further, students will learn the subtleties of leadership in climbing situations, trends in climbing, as well as the rich history of climbing. Requires an additional course fee. Prerequisite: REC 1041 Outdoor Living Skills or permission of instructor.

3 credits

Essentials of Winter Mountain Travel  
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 REC 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: REC 1041 Outdoor Living Skills.

3 credits

Essentials of Challenge Course Technology  
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 an additional course fee.

3 credits

Essentials of Paddling  
This course is designed to provide students with essential skills to participate in river canoeing (Level 2 Basic River Canoe; up to Class 2), kayaking (Level 2 River Kayaking; up to Class 2) and Introduction to Touring Kayak (Flatwater Class 1). Students will be given opportunities for 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 Outdoor Living Skills course (REC 1041) and include the historical basis of paddlesport and a continuum of skill development necessary for participation. Skill development will follow the guidelines for paddle skill instruction established by the American Canoe Association (ACA; governing body of paddlesport). Requires an additional course fee. Prerequisite: REC 1041 Outdoor Living Skills.

3 credits

Social and Psychological Dimensions of Leisure  
This course primarily examines the significance of play, recreation, and leisure throughout the life cycle relative to the individual’s attitudes, values, behaviors, and use of resources. Theories of social psychology pertinent to individuals in the recreation field are explored through the examination of applicable leisure practices and research. Prerequisite: Junior standing or permission of the instructor. This course may also be taken as SOC 3021.

3 credits

Special Topics in Environmental Recreation  
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 critical thinking and improving communication skills, both written and oral. This course may also be taken as ENV 3061.

3 credits

Human Dimensions of Leadership  
The primary purpose of this course is for students to build a foundation of self-assured and effective leadership skills and philosophy. The building
blocks of this foundation are gathered during field portions of the major that take place prior to this classroom-based course. Students will examine their own thoughts on leadership on their way to developing a newly defined definition of leadership, which will encourage a consistent way of being and professional progress. This course will closely examine leadership theories, human development, and models of leadership relative to adventure education instruction, and incorporate critical thinking and its impact on leadership. Prerequisite: Junior standing.

Ecological Connections in the Pursuit of Adventure  REC 3064
This course will explore the notion of outdoor “adventure seeking” and one’s personal sense of adventure in outdoor activities. In our current culture, there are a multitude of perspectives associated with outdoor adventure pursuits. These perspectives range from a perceived need to protect offspring from harm (avoidance) to the institutionalization of adventure as a career. It is the goal of this course to explore these perspectives using readings and group discussion, as well as to engage students in an ethnographic investigation of Vermont culture, relative to the sense of adventure which may be associated with traditional Vermont outdoor activities: hunting, fishing, ice fishing, sapping, farming, logging, and crafting. The course will also address how the orientation to adventure may have changed in the transition to contemporary Vermont culture. A variety of media will be used to communicate the outcomes of this investigation. Students will be expected to share their findings in a public forum that is online and/or onsite.

Field Leadership Seminar  REC 3066
This course serves as the culmination of core skill set integration among students. During a 21 day field experience, students are afforded an opportunity to illustrate highly effective adventure education leadership abilities. The course’s expedition is sanctioned by the Wilderness Education Association (WEA) and provides an opportunity for students to earn the WEA Outdoor Leader Certification. Typically on the east coast, this course takes advantage of climbing and mountain biking areas, rivers and the most beautiful trails in the east. Prerequisites: REC 1000 Intro to Recreation & Outdoor Studies, REC 2027 Outdoor Program Design and Management, REC 2033 Foundations of Adventure Education, REC 2062 Outdoor Leadership Practicum, REC 2063 Adventure Group Processing and Facilitation, and REC 3062 Human Dimensions of Leadership.

Theories & Foundations of Adventure Therapy  REC 3071
This course is an overview of the theories and foundations of therapeutic adventure. Specifically this course will examine: adventure and wilderness therapy models, the therapeutic process, programming applications, processing experiences, research, and the future of therapeutic adventure. Prerequisites: REC 2025 Introduction to Therapeutic Adventure and REC 2033 Foundations of Adventure Education.

Practical Application of Therapeutic Adventure  REC 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 class 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. Prerequisite: REC 2025 Introduction to Therapeutic Adventure.

Philosophy of Recreation on Public Lands  REC 3161
This course explores the philosophy behind 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. Finally, the course would offer students a framework for how they may approach a job/career in natural resource-based recreation management working for a public agency.
**Eco-Tourism**  
**REC 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

**Management of Outdoor & Adventure Programs**  
**REC 4010**  
This course studies the management of outdoor and adventure programs. Topics include the use of public and private lands, the impact of use on the natural environment, 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, and search and rescue. Prerequisite: Junior standing or permission of the instructor.

3 credits

**Camp & Youth Program Management**  
**REC 4014**  
Camp & Youth Program Management is a complimentary course taken in conjunction with REC 4010 Management of Outdoor & Adventure Programs, focusing on unique aspects of management associated with Camp and Youth Programs. Specifically, the course will examine organization, human resource, finance, insurance, health & sanitation, food service, transport, maintenance, safety, program sites, accreditation, licensing, and certification related to resident and day program management. Prerequisite: Junior standing or permission of the instructor.

3 credits

**Internship in Recreation & Outdoor Studies or Internship in Youth Development & Camp Management**  
**REC 4053**  
This is a full semester academic internship completed during the senior year. It serves as the culmination of professional training and course work. Minimum of ten weeks and 400 hours of professional level work under direct supervision of a qualified recreation professional is required. The cost of a 12-credit internship is the tuition charge for the academic year in which the internship is completed. Prerequisites: Vary according to specific degree requirements (consult Internship Manual for further details), or permission of instructor.

9-12 credits

Internships are typically completed the summer between the junior and senior years, or during the senior year. Students wishing to do an internship earlier than this must get special permission from the faculty internship supervisor. Prerequisites: Students must complete 200 practicum hours, hold a major and minor certification, hold a WFR or OEC medical certification, and have a 2.5 major GPA in order to be eligible for enrollment in REC 4053.

**Religion (REL)**

**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/ PHI 2003**  
See PHI 2003 for course description.

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 including Judaism, Christianity, Islam, Hinduism, and Buddhism. Special attention will be given to encounters with people of various faiths including field trips to a mosque, synagogue, Hindu temple, and Christian church where students will be asked to reflect on and then transcend their own cultural-religious point of view.

3 credits

Stories of the Spirit REL 2009
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 encourage students to reflect on the myths that guide their lives and spiritual perspectives.

3 credits

Philosophies of Being Human REL/ PHI 2013
See PHI 2013 for course description.

3 credits

Religious Beliefs & Atheism REL 2015/ PHI 2009
See PHI 2009 for course description.

3 credits

This Sacred Earth: Spirituality and The Natural World 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

The Battle for God: Fundamentalism & Contemporary Life REL 2030
This course is a study of fundamentalism and its impact upon contemporary culture, and an exploration of the roots and history of fundamentalist movements in religion. The clash of religious fundamentalism with scientific humanism will be studied along with the cultures which are shaped by this conflict. Also explored will be the nature of truth, reason, and revelation as a foundation for understanding the conflict, as well as the importance of religious experience and modernity in the shaping of a contemporary worldview that informs personal positions and loyalties. Some attention will be given to fundamentalism in Christianity, Judaism, and Islam.

3 credits

Investigating the Bible: Ancient Texts in a New Perspective REL 2031
This course is an introduction to the bible and its historical development, examining representative texts and literary styles. Emphasis will be placed upon modern, higher critical methods of biblical interpretation and the various contemporary uses of the bible by diverse faith communities. Attention will be given to contemporary interpretation methods which take the bible seriously but not literally. The religious value of the bible for contemporary faith positions will be examined.

3 credits

Asian Philosophies REL/ PHI 3023
See PHI 3023 for course description.

3 credits

Civilization of India REL/HIS 3051
See HIS 3051 for course description.

3 credits
Islamic World
REL/HIS 3053
This course examines the emergence and development of the Islamic world from its beginnings in seventh century Arabia until 1800. Special attention will be given to the life of Muhammad as well as the spiritual, ethical, and ritual dimensions of Islam. Highlights of the course include a visit to a mosque as well as reading the Qur’an.

3 credits

Resort & Hospitality Management (RHM)

Introduction to Marketing
RHM 1125
This course applies basic marketing principles to the resort/hospitality industry in general and the destination property specifically. 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

3 credits

Human Resource Issues in Hospitality & Resorts
RHM 1375
This course is 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.

3 credits

MIS & Data Management
RHM 1425
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, timeshare real estate, food service, retail, equipment/rental operations, activity/events) and the administrative support areas (human resources, finance, mountain operations, marketing, and housekeeping/maintenance).

3 credits

Financial & Budget Management
RHM 1475
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.

3 credits

Introduction to Resort & Hospitality Operations
RHM 1525
The history and psychological basis of the resort industry is explored in this course. 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

3 credits

Food & Beverage Operations
RHM 1550
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 explores 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. Various operations in the rooms division are explored: reservations, front office, housekeeping, maintenance, gift shop, and concierge. The concepts of yield management, elasticity of demand, pricing strategies, and cash flow are discussed in relation to the lodging operation.

Marketing Research for Hospitality & Resorts

This course allows the student to experience the marketing research process as project-oriented and continual 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.

Hospitality & Resort Law

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.

Resort & Hospitality Strategy

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.

3 credits

Lodging Operations

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, and operations management of the lodging property.

3 credits

Resort Management (RLM)

Resort CO-OP I

This resort co-op is 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 in “front of the house” (guest contact) or “back of the house” (non-guest contact) areas. 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 on Wednesday. The student is given a sequence of projects to complete over the term dealing with the 5M’s of the organization (marketing, management, manpower, money, and manufacturing). 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 time off 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.
Course fees may be required

Resort CO-OP II RLM 2050
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 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.
Course fees may be required

Retail & Consumer Behavior RLM 2125
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

Resort Internship RLM 3050
The internship experience in the final year is student driven and developed in conjunction with the RHM 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 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.

Green Development RLM 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.

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.

3 credits

Independent Project SDE 3000
This course is 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 one to six 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.

1-3 credits

Progressive Program Senior Study SDE 400G/401G
Please see the Progressive Program section of the Catalog for Senior Study requirements.

12 credits

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.

3-4 credits

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, before moving to 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

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 roles and treatment in society, and the consequences for women. May also be taken as WST 2005.

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 by the faculty advisor will include considerations from 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 3021
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
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 and its historical roots, localization, the role of capitalism, diasporas, commodity chain analysis, cultural imperialism, identity and hybridity, ethnonationalism, hegemony and resistance, 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. Prerequisite: SOC 1002 Cultural Anthropology or permission of instructor.

3 credits

Social Research I  
**SOC 3010/ PSY 3011**

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: ELA 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 people’s lives. In this course, we will therefore use the lens of cultural anthropology to examine how social and economic forces are affecting people’s 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/ PSY 3014**

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 on 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. Prerequisites: 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. Prerequisite: At least one course in Sociology/Anthropology, Art, or Asian Studies, or permission of the instructor.

3 credits

Social and Psychological Dimensions of Leisure  
**SOC/ REC 3021**

See REC 3021 for course description.

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

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

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 law breakers are dealt with. Some alternate solutions to the problems of crime will be considered. Prerequisite: one SOC course or ELA 1023 Contemporary Social Issues or permission of instructor.

3 credits

Independent Research I  PSY/SOC 3063
With the assistance 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. Prerequisites: 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 the faculty advisor will include considerations from 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 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. Prerequisites: PSY 3014/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
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

Speech (SPH)

Speech Communication  SPH 1003
An interpersonal approach to communication which progresses from the simple dialogue to large group situations, affording experience in a variety of speech skills.

3 credits

Sustainable Communities (SUS)

Building Sustainable Communities  SUS 3003/ ENV 3004
This upper level course will provide students with an understanding of the tools and philosophy required to rebuild and grow communities in ways that respect natural resources and promote diversity (human, natural and economic) and grassroots empowerment. Using case study and perhaps field-based approaches, students will study such techniques as asset-based mapping, Natural Step analysis, growth management, and watershed protection. Additionally, students will learn the fundamentals of financing sustainable community projects. Examples include financing redevelopment of industrial sites, pollution prevention, passive solar systems for residential, commercial, and municipal buildings, watershed agreements, and the like. For this part of the course, guest lecturers from the Vermont National Bank’s “Socially Responsible Banking Fund” program may be invited.

3 credits

Undergraduate Teaching Assistant (UTA)

Undergraduate Teaching Practicum  UTA 3000
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

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 roles 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  WST 3015
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 gen-
der theory in philosophy, including ethics, social-political theory, ecofemi-
nism, 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 concern-
ing a plurality of gendered perspectives.

3 credits

Psychology & Gender  WST/ PSY 4022
See PSY 3022 for course description.

3 credits
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Faculty

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Meriel J. Brooks, 1998 Associate Professor of Biology; Director, Environmental Liberal Arts Program; B.S., Ph.D., University of Arizona

Lucas Brown, 2008 Assistant Professor of Environmental Studies; B.S., Ball State University; M.Arch., Ball State University

James P. Cassarino, 1999 Associate Professor of Music; Director of Vocal and Instrumental Music; Director of the Welsh Heritage Program; B.A., Castleton State College; M.A., Ball State University; Theology Graduate Certificate, St. John’s University School of Theology

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Mark A. Dailey, 2002 Associate Professor of Anthropology; B.A., Dartmouth College; M.A., Ph.D., University of Georgia (on sabbatical spring ’10)

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Steven A. Fesmire, 2002 Associate Professor of Philosophy; B.A., Millsaps College; M.A., Ph.D., Southern Illinois University

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James A. Harding, 2003 Associate Professor of Recreation and Natural Resource Management; Director, Environmental Studies Masters Program; B.A., University of Evansville; M.S., University of Maine; Ph.D., University of Montana

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Paula Mann, 2004 Assistant Professor of Theater; B.A. McGill University

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Thomas J. Mauhs-Pugh, 1997 Professor of Education; Dean of the Faculty; B.A., University of Massachusetts; M.A.T., Brown University; Ph.D., Syracuse University

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Griswold Library
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Calhoun Learning Center
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Information Technology
Donald Williams, 1998 Manager of IT & Network Services; B.S., University of Puget Sound
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Jeffrey Wright, 2000 IT Specialist and Assistant Network Manager

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Sandra Bartholomew, 2007 Dean of Enrollment Management; B.A., Vassar College; M.B.A., SUNY Albany; Ph.D., Walden University
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Hope Chambers, 2008 Admissions Hospitality Coordinator
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Hope E. Gustafson, 2007 Assistant Director of Admissions; B.S., Green Mountain College
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Allison L. Stacey, 2008 Assistant Director of Admissions; B.A., Colby-Sawyer College

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Jean Rheaume, 2008 Financial Aid Assistant
FINANCE & ADMINISTRATION
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Gregory Manchester, 2001 Controller; B.S., Trinity College of Vermont
   Maureen LaBate, 1975 Business Office Manager; A.A., Green Mountain College
DaLinda DaCosta, 2006 Administrative Assistant
Joanne Williams, 2006 Accounts Payable Coordinator

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Gary Marcy, 1996 Campus Engineer; B.S., University of Vermont
   Karen Gardner, 1997 Director of Facility Services; A.A. Green Mountain College
   Deana Fagan, 2008 Facility Information Coordinator; B.A., College of St. Joseph

Auxiliary Services
Margaret Bruso, 1981 Auxiliary Services Coordinator; Kathy A. Rouse, 1998 Office Services Clerk

Carpentry
Donald Lamb, 1998 Crew Chief; Mo Robillard, 2001; James DeMatties, 2002; John Daley, 2005

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Medrick Petty, 2007 Grounds Crew Foreman; D. Trevor Hughes 1978; Donald Francis, 2004; Richard Camacho, 2007

Housekeeping/Custodial
Marion Ballard, 1991 Crew Chief; Helen Clark, 1989; Lillian Hamblin, 1999; Michael LaBate, 2002; Vicky LaPine, 2002; Rhonda Petty, 2002; Tammy Petty, 2002; Catherine Hilder, 2004; Sherry Davis, 2006 Night Shift Foreman; April Ferguson, 2007; Rose Traverse, 2008; Hilary Bushee, 2009; Alise Drew, 2009.

HVAC/Electrical
Gary Gardner, 2003 Crew Chief; Sergio Velasquez, 2005
Painting
Jesse Souza, 2009 Painting Foreman

Campus Security
Steven Brown, 2006 Director of Campus Security
Bruce Rodd, 1994 Assistant Director of Campus Security
Officers: Gary Paolillo, 2003; Sven Miller 2007; Michael F. Rizzo 2008; Tabitha Ballard 2008

STUDENT LIFE AND RETENTION
E. Joseph Petrick, 2008 Vice President of Student Life; B.A., Franklin and Marshall College; M.A. Ohio State University; Ph.D., Ohio State University
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Jean Lammerts, 2007 Assistant, Student Life Department
Christopher Marquart, 2009 Director of Residence Life; B.A. State University of New York, Geneseo; M.Ed., St. Lawrence University
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Michele H. Bersaw, 2008 Director of Student Involvement; B.Tech., State University of New York, Morrisville; M.S., New England College.
Rev. Shirley Oskamp, 2003 College Chaplain; B.A., Colgate University; M.Div., School of Theology at Claremont
Bruce Saxman, 2005 Director of Involvement, Leadership and Adventure Programming, B.S., Clemson University; M.A., University of Nebraska

Athletics
Marybeth S. Lennox, 2009 Athletic Director, B.A. State University of New York, Binghamton; M.A., State University of New York, Binghamton
Carol J. Denniston, 1996 Assistant to the Athletic Director; B.S., The King’s College
Keith Graham, 2006 Head Athletic Trainer; B.S., Keene State College
Michael D. Heikamp, 2008 Assistant Athletic Trainer; B.S., Springfield College
Jennifer Heath, 2001 Senior Women’s Administrator, Head Women’s Basketball Coach, Head Women’s Softball Coach; B.S., Castleton State College
Katherine Keogh, 2007 Head Women’s Soccer Coach, Head Women’s Lacrosse Coach, Academic Services Coordinator; B.A., Green Mountain College
Robert Labate, 2006 Head Men’s Lacrosse Coach; A.A., New Hampshire College; B.A., Castleton State College
Todd Montana, 2005 Head Men’s Basketball Coach, Workstudy Supervisor, Event Manager; B.S., Ithaca College
Bradley Mitchell, 2008 Head Men’s Soccer Coach, Sports Information Officer, Event Management Assistant
Mike Porrier, 1999 Men's Golf; B.S., Castleton State College
Robert Purdy, 1995 Tennis Coach; B.A., Lyndon State College
Gail Schnaars, 2004 Men's/Women's Cross Country Coach; A.A., SUNY Farmingdale
Robert Weinberg, 2009 Head Men's/Women's Ski Coach

**Bozen Wellness Center**
Jessica Ley, 2007 Director of the Bozen Wellness Center; B.A., Skidmore College; M.A., University of New Hampshire; M.S., Pacific University; Psy.D. Pacific University School of Professional Psychology
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Dr. Thomas L. Benson, 1994-2002
Dr. James M. Pollock, 1977-1994

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Kenneth W. Copp, Jr., M.A., 1984-1994 Associate Professor of Management
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David Dotson, Ph.D., 1966-1998 Dean of Academic Affairs
Richard D. Gamble, Ph.D., 1967-1982 Dean of Academic Affairs
Peter R. Heitkamp, M.A., 1968-1996 Professor of Language and Literature
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Harriet McCuen, M.Ed., 1958-1985 Professor of Education
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Bruce A. McNallie, M.A., 1972-1974, 1984-1999 Associate Professor of English
Eleanor H. Marsh, B.S., 1956-1983 Assistant Librarian
Robert S. Pawling, Ph.D., 1969-1998 Professor of Biology
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Susan Smith-Hunter, M.F.A., 1984-2004, Professor of Fine Art
Alexander Stringer, M.A., 1967-1996 Assistant Professor of Religion and Sociology
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Debbie Sherman, ‘88
Shaun Walsh ’02, M.B.A ‘09
Lyn Cudney Whaley, ‘71
Jane Wheeler Williams, ‘79

ALUMNI DIRECTORS-AT-LARGE
Sherry Marquiss Miles, ‘65

ALUMNI DIRECTORS EMERITUS
Jeanne Payne Ashton, ‘42
Ellen Morton Davison, ‘41
Patricia Cooper Fast, ‘46
Ralph Marquiss, ‘43
Helen Sharpe Marquiss, ‘58
T. Neil Morris, ‘34 TCA/’36 GMC
Margaret Werner Nye, ‘41
Anne Garry Richmond, ‘57

ALUMNI TRUSTEES
David De Ferrari, ‘86
Suzanne Holstein Saltzman, ‘68
2009 – 2010 Academic Calendar
Poultney Campus

**Fall Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 24</td>
<td>Wednesday New Student Registration Day</td>
</tr>
<tr>
<td>July 31</td>
<td>Friday New Student Registration Day</td>
</tr>
<tr>
<td>August 19</td>
<td>Monday RAs Arrive</td>
</tr>
<tr>
<td>August 22</td>
<td>Saturday Early Arrivals</td>
</tr>
<tr>
<td>August 28</td>
<td>Friday New Students Arrive</td>
</tr>
<tr>
<td>August 28</td>
<td>Friday New Student Registration Day</td>
</tr>
<tr>
<td>August 30</td>
<td>Sunday Upper Class Students Return</td>
</tr>
<tr>
<td>August 31</td>
<td>Monday Classes Begin, 8:00 a.m., Add/Drop Period Begins</td>
</tr>
<tr>
<td>September 3</td>
<td>Thursday Convocation, 4:00 p.m.</td>
</tr>
<tr>
<td>September 7</td>
<td>Monday Last Day for Adding Classes, 8:00 p.m. (On the web)</td>
</tr>
<tr>
<td>September 9 – 13</td>
<td>Wednesday–Sunday MSES Residency</td>
</tr>
<tr>
<td>September 17 – 20</td>
<td>Thursday–Sunday M.B.A. Residency</td>
</tr>
<tr>
<td>September 25-27</td>
<td>Friday-Sunday Friends and Family Weekend</td>
</tr>
<tr>
<td>October 9</td>
<td>Friday Fall Break Begins After Evening Classes</td>
</tr>
<tr>
<td>October 14</td>
<td>Wednesday Classes Resume, 8:00 a.m.</td>
</tr>
<tr>
<td>October 14</td>
<td>Wednesday Mid-Semester and Summer Internship Grades Due</td>
</tr>
<tr>
<td>October 17</td>
<td>Saturday First Fall Open House</td>
</tr>
<tr>
<td>October 17</td>
<td>Saturday Welsh Harvest Festival</td>
</tr>
<tr>
<td>November 7</td>
<td>Saturday Second Fall Open House</td>
</tr>
<tr>
<td>November 10-13</td>
<td>Tuesday-Friday Registration for Spring Semester</td>
</tr>
<tr>
<td>November 17</td>
<td>Tuesday Last Day to Withdraw from Classes, 5:00 p.m.</td>
</tr>
<tr>
<td>November 24</td>
<td>Tuesday Thanksgiving Recess Begins After Evening Classes</td>
</tr>
<tr>
<td>November 30</td>
<td>Monday Classes Resume, 8:00 a.m.</td>
</tr>
<tr>
<td>December 11</td>
<td>Friday Last Day of Classes</td>
</tr>
<tr>
<td>December 12</td>
<td>Saturday Reading Day</td>
</tr>
<tr>
<td>December 14-17</td>
<td>Monday-Thursday Final Exams</td>
</tr>
<tr>
<td>December 18</td>
<td>Friday Residence Halls Close</td>
</tr>
</tbody>
</table>
### Spring Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Thursday</td>
<td>RAs Return</td>
</tr>
<tr>
<td>January 15</td>
<td>Friday</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>January 16</td>
<td>Saturday</td>
<td>New Students Arrive — Orientation</td>
</tr>
<tr>
<td>January 17</td>
<td>Sunday</td>
<td>Upper Class Students Return</td>
</tr>
<tr>
<td>January 18</td>
<td>Monday</td>
<td>Classes Begin, 8:00 a.m., Add/Drop Period Begins</td>
</tr>
<tr>
<td>January 19</td>
<td>Monday</td>
<td>Last Day For Adding Classes, 5:00 p.m.</td>
</tr>
<tr>
<td>March 5</td>
<td>Friday</td>
<td>Mid-Semester Grades Due</td>
</tr>
<tr>
<td>March 5</td>
<td>Friday</td>
<td>Spring Break Begins After Evening Classes</td>
</tr>
<tr>
<td>March 15</td>
<td>Monday</td>
<td>Classes Resume, 8:00 a.m.</td>
</tr>
<tr>
<td>March 27</td>
<td>Saturday</td>
<td>Spring Open House</td>
</tr>
<tr>
<td>April 1</td>
<td>Thursday</td>
<td>Easter Break Begins After Evening Classes</td>
</tr>
<tr>
<td>April 6</td>
<td>Tuesday</td>
<td>Classes Resume, 8:00 a.m.</td>
</tr>
<tr>
<td>April 13-16</td>
<td>Tuesday-Friday</td>
<td>Registration for Fall Semester</td>
</tr>
<tr>
<td>April 16</td>
<td>Friday</td>
<td>Last Day to Withdraw from Classes, 5:00 p.m.</td>
</tr>
<tr>
<td>April 19-23</td>
<td>Monday-Friday</td>
<td>Earth Week</td>
</tr>
<tr>
<td>April 25</td>
<td>Sunday</td>
<td>Honors Tea</td>
</tr>
<tr>
<td>May 1</td>
<td>Saturday</td>
<td>Athletic Banquet</td>
</tr>
<tr>
<td>May 5</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 6</td>
<td>Thursday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>May 7-11</td>
<td>Friday, Saturday, Monday, Tuesday</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 15</td>
<td>Saturday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

*Academic Calendar*
# 2009 – 2010 Academic Calendar

**Killington Program**

**Resort & Hospitality Management**

<table>
<thead>
<tr>
<th>Fall Term (K-1)</th>
<th>New &amp; First Year students arrive</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27 Thursday</td>
<td>The Lodge at Killington (Residence Hall) Opens</td>
</tr>
<tr>
<td>August 28 Friday</td>
<td>Orientation at Highridge: students &amp; parents</td>
</tr>
<tr>
<td>August 29 Saturday</td>
<td>Tour of Killington &amp; Images Orientation</td>
</tr>
<tr>
<td>August 30 Sunday</td>
<td>GMC Orientation (Poultney)</td>
</tr>
<tr>
<td>August 31 Monday</td>
<td>RHM Senior – Freshman Day)</td>
</tr>
<tr>
<td>September 3 Thursday</td>
<td>Fall Classes Begin, Add/Drop Period Begin</td>
</tr>
<tr>
<td>September 7 Monday</td>
<td>Convocation, 4:00 p.m. s</td>
</tr>
<tr>
<td>September 25-27 Friday-Sunday</td>
<td>Last Day to Add Classes, 5:00 p.m.</td>
</tr>
<tr>
<td>October 12 – 13 Monday-Tuesday</td>
<td>Family and Friends Weekend</td>
</tr>
<tr>
<td>October 14 Wednesday</td>
<td>Fall Break – Main Campus</td>
</tr>
<tr>
<td>October 17 Saturday</td>
<td>RHM CLASSES STILL HELD ON MON/TUE</td>
</tr>
<tr>
<td>October 21 Wednesday</td>
<td>Midterm Grades Due to Registrar</td>
</tr>
<tr>
<td>October 28 Wednesday</td>
<td>First Open House</td>
</tr>
<tr>
<td>October 30 Friday</td>
<td>Registration for Winter Term</td>
</tr>
<tr>
<td>November 4 Wednesday</td>
<td>Registration for Spring Term</td>
</tr>
<tr>
<td>November 23 &amp; 25 Monday-Wednesday</td>
<td>Last Day to Withdraw from Fall Classes</td>
</tr>
<tr>
<td></td>
<td>Last Day for Summer Incomplete</td>
</tr>
<tr>
<td></td>
<td>Final Exams : Normal Class Day/Time</td>
</tr>
</tbody>
</table>
**Winter Term (K-2)**

(Note: Some Co-Op assignments may require training before the start of winter term, i.e. the student will need to report back before the official start date for the winter term. Students and families should plan accordingly.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 6</td>
<td>Sunday</td>
<td>Student &amp; Supervisors Meeting at Highridge, 5:00 p.m.</td>
</tr>
<tr>
<td>December 7</td>
<td>Monday</td>
<td>Co-Ops and Winter Term Begin</td>
</tr>
<tr>
<td>December 8</td>
<td>Tuesday</td>
<td>Co-Op Classes Begin—Each Tuesday</td>
</tr>
<tr>
<td>December 11</td>
<td>Friday</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>January 13</td>
<td>Wednesday</td>
<td>Midterm Grades Due to Registrar</td>
</tr>
<tr>
<td>January 22</td>
<td>Friday</td>
<td>Last Day to Withdraw from Winter Classes</td>
</tr>
<tr>
<td>February 10</td>
<td>Wednesday</td>
<td>Last Day for Fall Incomplete</td>
</tr>
<tr>
<td>February 22-26</td>
<td>Monday-Friday</td>
<td>Exit Interviews</td>
</tr>
<tr>
<td>February 26-28</td>
<td>Friday-Sunday</td>
<td>Final Weekend for Co-Ops</td>
</tr>
</tbody>
</table>

**Spring Term (K-3)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 8</td>
<td>Monday</td>
<td>Spring Classes Begin</td>
</tr>
<tr>
<td>March 15</td>
<td>Monday</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>March 24</td>
<td>Wednesday</td>
<td>Registration for Fall Term</td>
</tr>
<tr>
<td>March 27</td>
<td>Saturday</td>
<td>Spring Open House</td>
</tr>
<tr>
<td>April 5</td>
<td>Monday</td>
<td>Easter Break — Main Campus</td>
</tr>
<tr>
<td>April 14</td>
<td>Wednesday</td>
<td>RHM CLASSES STILL HELD</td>
</tr>
<tr>
<td>April 19-23</td>
<td>Monday-Friday</td>
<td>Midterm Grades due to Registrar</td>
</tr>
<tr>
<td>April 23</td>
<td>Friday</td>
<td>Earth Week</td>
</tr>
<tr>
<td>April 25</td>
<td>Sunday</td>
<td>Last Day to Withdraw from Spring Classes</td>
</tr>
<tr>
<td>May 15</td>
<td>Saturday</td>
<td>Honors Tea (Poultney) — Main Campus</td>
</tr>
<tr>
<td>May 28</td>
<td>Friday</td>
<td>Commencement (main campus)</td>
</tr>
<tr>
<td>May 31-June 2</td>
<td>Monday—Wednesday</td>
<td>Last Class</td>
</tr>
<tr>
<td>June 5</td>
<td>Saturday</td>
<td>Final Exams : Normal Class Day/Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commencement Ceremony at Killington</td>
</tr>
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