



M.B.A. in Sustainable Business



M.S. in Environmental Studies



M.S. in Resilient and Sustainable Communities



M.S. in Sustainable Food Systems

Green Mountain College | **FIRST IN SUSTAINABILITY**

GRADUATE CATALOG 2018-2019

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Introduction

Our Mission

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

Green Mountain College offers four master's degrees: A master of science in environmental studies (MSES), a master of science in resilient and sustainable communities (MRSC), a master of science in sustainable food systems (MSFS), and a master of business administration (MBA) in sustainable business. All programs are offered through a web based distance-learning model that allows students to live at home and carry on a full-time career while working toward their degrees. Our graduate programs emphasize professional development through applied skills while building a secure foundation of theory.

M.B.A. in Sustainable Business

Green Mountain College offers an accredited MBA that emphasizes sustainable business concepts and practices. Students learn how to achieve their economic objectives while addressing the needs of the environment, employees, community, and other stakeholders. Our program reflects the growing trend among successful companies to focus on the triple bottom line of profit, planet and people, creating competitive advantage through practices that are successful in economic terms, are socially responsible, and environmentally sound. The typical time expected to complete the degree is two years, which includes two brief residencies at our Poultney, Vermont campus. The residencies are strongly encouraged but not mandatory.

Our program provides MBA students with a solid foundation in the core areas of business administration, including finance, accounting, marketing, organizational leadership, business law, operations management, quantitative analysis, and ethics. But we go a step further, grounding this knowledge in the connections between an organization's financial, social and environmental performance and encouraging students to apply their learning in their current career.

As one of the nation's pioneer colleges in sustainability, Green Mountain is especially well prepared to produce business leaders who are able to focus on success—without losing sight of the bigger picture.

M.S. in Environmental Studies (MSES)

As one of the nation's pioneer environmental liberal arts colleges, Green Mountain offers an excellent opportunity to pursue graduate studies at home. Our online program, accredited by the New England Association of Schools and Colleges, is ideal for working professionals, allowing you to earn your graduate degree while earning a full-time income. Its emphasis on practical application of knowledge will prepare you for professional work, whether you're just launching your career or looking for growth in an established position.

Our MSES program is distinctive in its bioregional focus; you are asked to apply the skills and knowledge you are learning to issues and ecosystems in your local area. This enables you to go beyond conventional education and learn to identify and solve problems in your own community. Your classes will typically begin with a case study, then move to a relevant theory, before asking you to apply the theory to issues in your local bioregion.

Students in this program can expect to gain a solid foundation in environmental science, law, policy, and organizing principles. You will have ongoing interaction with the College's excellent faculty in disciplines as diverse as history, biology, business and economics, geology, communications, philosophy, law, education, English, and natural resource management.

M.S. in Resilient and Sustainable Communities (MRSC)

From urban areas to small towns, citizens are rethinking traditional approaches to providing food, energy, transportation and governance in response to rapid environmental and economic changes. As we adapt to conditions brought about by a changing climate, depletion of fossil fuels, and growing inequalities in wealth and access to vital resources, the MRSC program gives students the skills to develop, advocate, and implement fundamental changes in how communities function.

At the heart of this program is the understanding that sustainability depends on creating resilient communities, which can adapt to changing conditions in ways that allow them to evolve while still providing essential basic functions. In this program students will synthesize knowledge about land-use planning, economic development, energy production, food systems, resource management, and social justice, while developing skills in leadership, group organization, and conflict resolution.

Green Mountain College's MRSC program is unique, designed to help students apply what they learn in each class to their own communities, wherever they may live, and to hear from classmates how the same concepts may take different forms in various settings. The applied emphasis of our online graduate programs is a natural expression of our college, which features a culture and curriculum deeply rooted in social, environmental and economic sustainability.

M.S. in Sustainable Food Systems (MSFS)

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

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

Admissions

Incoming Green Mountain College graduate students can choose to begin their studies in the spring or fall each year. Depending on the program, spring classes will begin between mid-February to mid-March and fall classes will begin between late August and mid-September. Green Mountain College utilizes a rolling admission process, which means we accept admissions application year-round. However, the College reserves the right to cap new student enrollment and interested students are advised to complete their applications early.

Admission to any of Green Mountain College's graduate programs is determined the respective program's Admissions Committee upon their review of the required application materials detailed below.

Graduate Programs Admissions Requirements:

I. Official Transcripts

Transcripts must demonstrate the conferral of a bachelor's degree.

- Graduate transcripts must be submitted for potential transfer credit consideration
 - A maximum of 9 credits may be transferred.
 - Eligible coursework must align with the content of the applicable GMC course.
 - A grade of 'c' or better is required for a course to be considered for transfer credit.
- Coursework not included on the bachelor's degree transcript may be submitted to support an applicant's candidacy.
- Applicants with transcripts from outside the United States may be required to have an evaluation completed through AACRAO or a NACES approved evaluation service and are responsible for any costs associated with said evaluation. The evaluation must demonstrate that the credentials provided are equivalent to a bachelor's degree received in the United States.

II. Current Resume or C.V.

III. Personal Essay

The essay should address the following items:

- Why you are interested in pursuing this degree with green mountain college?
- How does the degree align with your career goals?
- How will you manage competing personal, professional, and academic priorities during your course of study?

IV. Three Letters of Recommendation

- Recommendations should come from individuals who are not relatives and can provide a well-rounded perspective of your background and character.
- Recommendations should address your capabilities for graduate education and describe how your background aligns with the environmental focus of green mountain college.
- Submission of all three letters of recommendation is required to be considered for admission.

V. Additional Considerations

In addition to the 4 primary admissions requirements, applicants should also address the following considerations pertaining to their prior GPA and prior professional experience. Failure to meet one of these qualifications does not automatically disqualify an applicant. Strength in one area may offset deficiency in the other. The Admissions Committee will consider the whole of the applicant when issuing an admissions decision.

- **Prior GPA:** Applicants should have a minimum undergraduate or cumulative GPA of 3.0.
- **Prior Professional Experience:** Applicants should have approximately two years of applicable experience to connect the course material to its application in the real world.

Program Specific Requirements: Sustainable MBA

Submission of recent (within the past five years) GMAT scores or the submission of GMC's quantitative skills analysis including:

- A list of all college-level math, statistics, economics, finance, and accounting courses.
- A listing of quantitative skills currently used in their work.
- A description of their experience with spreadsheets and/or other math-related software.

Program Specific Requirements:

MS Environmental Studies

Applicants to the MSES program's conservation biology track are expected to have previously studied undergraduate or graduate level: biology, ecology, chemistry, and statistics.

VI. Submission of Application Materials:

Paper application materials can be sent to:

Office of Graduate Programs
Green Mountain College
One Brennan Circle
Poultney, VT 05764

Electronic application materials can be sent to:

onlineadmissions@greenmtn.edu

The Academic Program

Master of Business Administration

The MBA requires 36 hours of Green Mountain College graduate credits, which draw on sustainability principles in business and use numerous case studies that exemplify the concepts and practice of sustainable business.

Goals for the MBA Program

Through the MBA program, students:

1. Acquire a solid foundation in the core areas of business administration, including finance, accounting, marketing, organizational leadership, operations management, business law, and ethics while grounding that knowledge in the relationships that define the communities in which they live and work.
2. Gain the knowledge to achieve economic objectives while addressing the needs of employees, their community, and other stakeholders by focusing on the triple-bottom-line.
3. Understand the environmental and social context in which economic activity takes place.
4. Acquire a thorough understanding of contemporary issues, theories, and skills related to their area of focus within sustainable business.
5. Demonstrate their mastery of a chosen area of sustainable management focus through completion of an approved Capstone Project.

Requirements for a MBA

MBA Core	Course	Credits
BUS 5020	Sustainable Organization Management: A Triple Bottom Line Perspective	3
BUS 5030	Organizational Behavior in Sustainable Organizations	3
BUS 5045	Sustainable Operations and Systems Thinking	3
BUS 5050	Sustainable Marketing	3
BUS 5060	Triple Bottom Line Measurement	3
BUS 5070	Stakeholder Economics & Sustainable Performance Mgt	3
BUS 5080	Accounting for Sustainable Organization Management	3
BUS 5090	Ethical Issues & Legal Environment	3
BUS 5110	Financial Measures of Added Value	3
BUS 6010	Leadership, Values, and Decision Making	3
BUS 6020	Competitive & Strategic Management – A Stakeholder Approach	3
BUS 6090	Capstone Project I	1
BUS 6091	Capstone Project II	2
Total credits for a Master of Business Administration:		36

Master of Science in Environmental Studies

The environmental studies MS requires 36 hours of Green Mountain College graduate credits. Twenty-one of those credit hours represent a common core of courses that provides a background in the major fields associated with environmental studies.

Building on this core are two concentrations: Conservation Biology and Writing & Communications. In exceptional cases, students may also chart their own course through a self-designed concentration, arranged in consultation with the Program Director.

The MSES has both a thesis and a non-thesis capstone option. For the thesis-based capstone, students complete a significant work: either an academic thesis or an applied

professional project. The non-thesis capstone requires compilation of a professional portfolio demonstrating competencies in the learning outcome areas below.

Learning Outcomes for the MSES Program

Through the MSES program, students will:

1. Acquire and demonstrate a solid foundation in environmental science, history, philosophy, law, policy, and organizing principles.
2. Analyze contemporary environmental issues.
3. Demonstrate understanding of the theories related to their area of focus in environmental studies.
4. Develop and demonstrate through projects a suite of sophisticated skills related to applying theoretical knowledge to problem—solving in a community.

Requirements for a MS in Environmental Studies

MSES Core	Course	Credits
ENV 5040	Bioregional Theory and Practice	3
ENV 5015	Environmental History & Philosophy	3
BIO 5010	Natural Systems Ecology*	3
ENV 5011	Environmental Law & Policy	3
GRD 5050	Leadership & Organizational Transformation	3
ENV 6010	Practicum**	3
GRD 6030	Capstone Proposal	1
<i>Choose one option</i>		
Option 1 - Thesis		
ENV 6031	Thesis – Writing	2
Option 2 – Applied Professional Project		
ENV 6033	Applied Professional Project – Writing	2
Option 3 – Capstone Portfolio		
GRD 6034	Capstone Portfolio	3
Total credits for a Master in Environmental Studies:		21

Concentration

Students will declare one of the following concentrations:

1. Conservation Biology
2. Writing & Communications
3. Self-Designed

Credits: 15

Total credits for a Master of Science in Environmental Science:

36

** The Natural Systems Ecology course can be waived for students who have had a minimum of two courses at the undergraduate level in ecology. At least one of these courses must be at the junior/senior level. In the case of such a waiver, the student would add an elective for a total credit count of 36 credit hours.*

***The Practicum may be waived for students in Options 1 or 2 above if a student can demonstrate s/he is already well-connected with professionals in his/her bioregion. In the case of such a waiver, the student would add an elective for a total credit count of 36 credit hours*

MSES Concentrations

1. Conservation Biology

This track is designed to help students who anticipate working as professionals in most environmental fields, where knowledge of both science and policy are essential. In addition to the core credits required of all majors, students on the Conservation Biology track will take six credits of context courses and another nine credits of applied courses. These applied courses will be chosen in close consultation with the student's advisor, so as best to create a comprehensive program tracking the student's interests and career plans.

Context Courses		Credits
BIO 6040	Conservation Biology	3
<i>Choose one course:</i>		
BIO 6050	Conservation Genetics	3
BIO 6082	Biogeography	3
ENV 6050	Environmental Administrative Law	3

Applied Courses

Choose three courses:

The remaining nine credit hours are free electives. Students may choose to take additional context courses or other courses or independent studies.

2. Writing & Communications

This program is designed to help students who intend to work as professional communicators in the environmental field. In addition to the core credits required of all majors, students on the Writing & Communications track will take six credits of context courses and another nine credits of applied courses. These courses will be chosen in close consultation with the student's advisor, so as best to create a comprehensive program tracking the student's interests and career plans.

Context Courses		Credits
COM 6040	Environmental Communications	3
<i>Choose one course:</i>		
COM 6081	Media Advocacy Workshop	3
ENV 6040	Traditions of Natural History Writing	3
ENG 6070	Field Journaling	3

Applied Workshops

Choose three courses:

The remaining nine credit hours are free electives. Students may choose to take additional context courses or other courses or independent studies.

3. Self-Designed

This final track is intended to help students earn an MS in Environmental Studies by working with an advisor to craft a curriculum tailored to their own needs. In addition to the core credits required of all majors, students on the Self-Designed track will take an additional fifteen credits, striving for balance between essential contexts and local application. These courses will be chosen in close consultation with the student's advisor, so as best to create a comprehensive program tracking the student's interests and career plans.

Master of Science in Resilient & Sustainable Communities

The MRSC program requires 39 hours of Green Mountain College graduate credits. To support student learning and allow for individualized feedback from the course instructor, our small class sizes create an ideal online learning environment.

Most students take the core courses in the same order, which serves to lay important foundational perspectives and help build relationships within each cohort. Students complete projects by applying the skills and knowledge learned to their local communities, while engaging with their instructors and one another in asynchronous discussions.

Learning Outcomes for the MRSC Program

Through the MRSC program, students will:

1. Acquire much of the knowledge necessary to plan sustainable and resilient communities, including land-use policy, economic development, energy production, food systems, resource management, and their local natural history, synthesizing this knowledge in preparation for creating actionable plans for communities in their bioregion.
2. Develop a suite of sophisticated skills related to applying theoretical knowledge to problem-solving in a community.
3. Be able to evaluate the specific challenges that a community faces—environmental, economic, social, and political—in becoming more sustainable and resilient, and to research and develop effective approaches for addressing these challenges.
4. Prepare to help create more resilient, sustainable, and socially just communities by developing their skills in leadership, group organization, and conflict resolution.

Students' achievement of the above learning outcomes will be assessed through the following:

1. By successfully completing the suite of core courses (RSC 5010, RSC 5020, RSC 5030, RSC 5040, RSC 5050, RSC 5060, GRD 5050 and ENV 6077), students will demonstrate the acquisition of a range of knowledge areas as stated in the first learning outcome, which they will synthesize through additional coursework, and capstone projects.
2. By successfully completing the applied assignments of the core courses, students will demonstrate their training in the range of specific skills referenced in the second learning outcome, as well as their ability to apply these skills and knowledge to their own communities, as stated in the third learning outcome.
3. During the capstone process, students incorporate contemporary issues, theories, and skills required to create more resilient and sustainable communities, and will demonstrate the application of these skills and knowledge, also demonstrating achievement of the second and third learning outcomes.
4. By successfully completing GRD 5050, RSC 5080, and, when possible, RSC 6020, students will demonstrate their training in specific skills necessary to facilitate communication among a range of stakeholders in their communities, thereby achieving the fourth learning outcome.

Requirements for a Master of Science in Resilient and Sustainable Communities

MRSC Core	Course	Credits
RSC 5010	A Bioregional Approach to Communities	3
RSC 5020	Climate Change and Resource Impacts	3
RSC 5030	Sustainable Economic Development	3
RSC 5040	Energy and the Environment	3
RSC 5050	Theories of Sustainability and Resilience	3
ENV 6077	Land Use Planning and Policy	3
RSC 5060	Regional and Community Food Systems	3
GRD 5050	Leadership and Organizational Transformation	3
RSC 5080	Social Justice and Community Mobilization	3
RSC	Capstone	3

For the Capstone, choose one option

Option 1 – Capstone Project

GRD 6030	Capstone Proposal	1
RSC 6031	Capstone Writing	2

Option 2 – Capstone Portfolio

GRD 6034	Capstone Portfolio	3
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Electives

Choose 9 credits of electives

BUS 5020	Sustainable Organizational Management	3
BUS 5030	Organizational Behavior in Sustainable Organizations	3
BUS 5045	Operations Management and Systems Thinking	3
BUS 5050	Sustainable Marketing	3
BUS 5060	Triple Bottom Line Measurement	3
BUS 6010	Leadership, Values, and Decision-Making	3
COM 6040	Environmental Communications	3
COM 6070	Grant Writing Workshop	3
COM 6079	Online Content Creation	3
COM 6081	Media Advocacy Workshop	3
ENV 5011	Environmental Law and Policy	3
ENV 5020	Environmental Leadership and Community Involvement	3
ENV 5070	Regional Analysis of Global Environmental Issues	3
ENV 6050	Environmental Administrative Law	3
NRM 6050	Geographic Information Systems	3
RSC 6000	Community, Arts, Recreation, and Public Spaces	3
RSC 6005	Transportation and Infrastructure	3
RSC 6010	Community Health	3
RSC 6015	Emergency Management and Communication	3
RSC 6020	Dispute Resolution, and Creative Problem-Solving	3
RSC 6025	Topics in Green Design	3

SFS 5010	Contemporary Food Systems	3
SFS 6010	Contemporary Food & Agriculture Movements: Regional, National, and International	3
SFS 6020	Advanced Food and Agriculture Policy	3
SFS 6050	Sustainable Organization Management	3

In addition to choosing electives from the list above, students may fulfill elective requirements by selecting courses from other programs, *contingent upon approval* by both the MRSC Program Director and the Program Director of the program in which the course is housed.

Total credits for a M.S. in Resilient and Sustainable Communities: 39

Master of Science in Sustainable Food Systems

The MSFS requires 39 hours of Green Mountain College graduate credits.

Learning Outcomes for the MSFS Program

Through the MSFS program, students will:

1. Acquire a solid foundation in the historical context, economic realities, ecological considerations, policy aspects, and cultural values that have created our contemporary food systems, including regional differences.
2. Develop a solid understanding of best practices in sustainable agricultural production in the vegetable, fruit, and livestock sectors, including the distinctions in production methods within different scales and bioregions.
3. Develop the ability to analyze different components of a food system—production, processing, distribution, preparation, and consumption—in order to assess that food system’s strengths and weaknesses with regard to economic, ecological, and social sustainability.
4. Learn how to leverage food system change within businesses, regional communities, the nonprofit sector, and/or policymaking organizations.
5. Learn to use the interdisciplinary knowledge from their masters coursework to research, analyze, and develop potential solutions for food system issues in their home bioregions.
6. It is anticipated that the MSFS capstone project will demonstrate student achievement of most, if not all, of the learning outcomes. Therefore, as part of the capstone project, each student will submit a narrative self-evaluation outlining how the capstone project demonstrates student success in achieving each of the learning outcomes.

Requirements for a Master of Science in Sustainable Food Systems

MSFS Core	Course	Credits
SFS 5010	Contemporary Food Systems	3
SFS 5020	Bioregional Theory and the Foodshed	3
SFS 5030	History of American Agriculture	3
SFS 5040	Theory and Practice of Sustainable Agriculture	3
SFS 5050	Vegetables and Fruits: Farm to Plate Sustainability	3
SFS 5060	Livestock: Farm to Plate Sustainability	3
SFS 6010	Contemporary Food & Agriculture Movements: Regional, National, and International	3
SFS 6020	Advanced Food and Agriculture Policy	3
SFS 6035	Food System Solutions: Program Design and Impact Measurement	3
SFS 6040	Sustainable Marketing	3
SFS 6050	Sustainable Organization Management	3
<i>Choose one of the following two courses:</i>		3
SFS 6060	Turning Traditions into Markets	
SFS 6065	Agricultural Biodiversity in the Marketplace	
SFS 6090	Capstone Proposal	1
SFS 6091	Capstone Project	2
Total credits for a Master of Science in Sustainable Food Systems:		39

Certificates

Green Mountain College offers five certificates for both matriculated and non-matriculated students.

Certificate in Digital Media

Core Courses

COM 6040	Environmental Communication	3
COM 6079	Online Content Creation	3
COM 6081	Media Advocacy Workshop	3
COM 5010	Environmental Photography	3
COM 6077	Digital Video	3

Total credits for a Certificate in Digital Media: 15

Certificate in Environmental Policy & Law

Core Courses

ENV 5011	Environmental Law & Policy	3
ENV 6050	Environmental Administrative Law	3
ENV 6070	Public Resource Management	3
ENV 6073	Wildlife Law	3
ENV 6077	Land Use Planning & Policy	3

Total credits for a Certificate in Environmental Policy & Law: 15

Certificate in Sustainability

Core Courses

RSC 5050	Theories of Sustainability and Resilience	3
RSC 5030	Sustainable Economic Development	3
ENV 6077	Land Use Planning & Policy	3

Choose two of the following courses: 6

BIO 6075	Ecological Restoration
NRM 6050	Geographic Information Systems
RSC 5040	Energy and Environment
GRD 5050	Leadership and Organizational Transformation
RSC 5080	Social Justice and Community Mobilization
RSC 6025	Topics in Green Design

Total credits for a Certificate in Sustainability: 15

Certificate in Community Resilience

Core Courses

RSC 5020	Climate Change and Resource Impacts	3
RSC 5050	Theories of Sustainability and Resilience	3
RSC 6015	Emergency Management and Communication	3

Choose two of the following courses: 6

ENV 6077	Land Use Planning & Policy
NRM 6050	Geographic Information Systems
RSC 5040	Energy and Environment
RSC 5060	Regional and Community Food Systems
RSC 6005	Transportation and Infrastructure
RSC 6025	Topics in Green Design

Total credits for a Certificate in Community Resilience: 15

Certificate in Communications

Core Courses

COM 6081	Media Advocacy Workshop	3
RSC 6015	Emergency Management and Communication	3

Choose three of the following courses: 9

COM 6070	Grant Writing Workshop
COM 6075	Science Writing Workshop
ENG 6075	Environmental Creative Nonfiction Workshop

ENG 6085	Environmental Fiction Workshop
ENG 6080	Environmental Poetry Workshop

Total credits for a Certificate in Communications: 15

Academic Resources

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 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.

Students in our distance learning graduate program will have access not only to some of the finest environmental studies and sustainable business faculty in the country, but also to GMC's Griswold Library, whose resources include more than 24,000 on-line book titles, robust electronic research tools including Lexis-Nexis Academic Universe, JSTOR, Proquest Research Library, and Oxford Reference Online Premium, more than 1,000 current and back-filed periodicals, Interlibrary Loan services, and the 72,000-volume main collection (available to distance learners). Reference and research assistance from professional library staff is also available.

Computer Facilities and Information Technology

Every Green Mountain College graduate student is provided with an e-mail account, Internet access, and access to the campus network. All students are networked through the campus servers, providing 24-hour access to the on-line research services to which the library subscribes.

Academic Policies

Graduation Requirements

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

1. 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.
2. To receive a degree, students must declare their candidacy no later than the first day of their last term.
3. Only bona fide candidates, as certified by the Registrar prior to graduation, may receive degrees at commencement exercises. Students who complete their degree requirements in the summer or after the fall semester will qualify for degrees at the next scheduled commencement.
4. The student must register for courses that satisfy the degree requirements as printed in the graduate 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.
5. The student must earn a minimum of 36 semester hours of credit.
6. The student must successfully complete all general requirements in an approved program of study.
7. The student must achieve a minimum cumulative grade point average of 2.00.
8. The student must fulfill all financial obligations due to the College, including the graduation fee.

Enrollment Status

Full-Time Matriculant

Defined as being enrolled in a course and seeking a degree.

Non-Matriculant

Applications are accepted for admission on a non-matriculated basis. Non-matriculated students must provide an official transcript indicating a bachelor's degree completion and a non-matriculate student application.

Non-matriculated graduate students may register on a course by courses basis as long as space allows. Their ability to enroll in classes depends on whether there is space available in the program. Non-matriculated admission does not guarantee admission into the

graduate program as a matriculated student. To become a matriculated student they have to fulfill the application requirements for new matriculated students.

Credits earned during non-matriculated participation can be used toward their master's degree if they wish to become a matriculated student.

Non-matriculated students are not eligible for institutional aid or federal financial aid and payment must be received at the time of registration.

Students may register for courses up until one week prior to the start of the course. If a student fails to register by the deadline, they may contact the Registrar's Office to register late. Students will have until the third day of the course to register late. A \$25 late fee will be assessed for all late registrations.

Continuous Enrollment Policy

In accord with best practices for online learning, graduate students are expected to maintain continuous enrollment throughout their program at Green Mountain College. Students who are not registered during any six-week term are not officially GMC students.

Any students who choose not to take a regular course during a session will need to submit a Continuous Enrollment Request form. If approved, the student will be administratively registered in BUS 5000, ENV 5000, RSC 5000, or SFS 5000, a non-credit bearing course, in order to maintain enrollment status. The enrollment fee for this course is \$100 for each six-week term. Enrolling in this course allows the student to maintain uninterrupted access to library resources, email, and faculty advising. In addition, it may prevent depletion of the student's six-month grace period prior to repayment of student loans.

The \$100 course fee will be waived if there is no course available that satisfies a degree requirement and the student cannot enroll in the capstone or thesis.

Students enroll in continuous enrollment for a maximum of four consecutive terms. After that point students must petition the Office of Graduate Programs for additional continuous enrollment status, and to discuss their degree completion timeline.

If a student chooses not to enroll in a course and does not wish to be enrolled in BUS 5000, ENV 5000, RSC 5000, or SFS 5000, then the student must contact the Office of Graduate Programs to request a leave of absence. The student will no longer be considered enrolled at the College for the term, but will be able to register for future courses. (See Withdrawal and Leave of Absence Policy)

Degree Plan Policy for MSES Students

Following the completion of their first course, all MSES students submit a degree plan, which must be approved by the program director. The degree plan will provide students with a timeline for completion of all of their degree requirements. By looking at the course offerings on the academic calendar for the next two years, students will determine which terms they will take all of the courses required for their MSES degree—including core, context, and applied/elective courses.

When students with a self-designed concentration submit a degree plan layout they will provide a brief description of their chosen concentration which must be approved by the program director. Once approved by the program director, this plan will be kept on file with the Registrar's Office. When the student applies for graduation, they will be held to the requirements outlined in the degree plan layout that is on file with the Registrar's Office.

Degree plans can be changed by submitting a revised plan to the graduate programs office and having the revisions approved by the program director.

Grading System

Credits are granted in semester hours. Grades of Pass (P) or Withdrawal (W) carry no negative quality point conditions, and such credits attempted are not used in calculating averages. A grade of Pass (P) indicates a grade of C- or better. A grade of No Pass (NP) indicates that the student has not passed the course, but is not used in calculating averages.

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.

Last Day to Withdraw

Students will have until the last day of week 4 to withdraw from a course. After this day, the student will receive whatever grade they have earned in the course.

I (Incomplete Work)

The following are appropriate reasons for giving an incomplete:

- The student is ill and this can be satisfactorily documented.
- There is a death or illness in the student's family and this can be satisfactorily documented.
- Extenuating circumstances.

Incomplete Policy for a standard course or GRD 6034 Capstone Portfolio

The steps below will be adhered to when granting an incomplete:

1. A student may formally request an incomplete by completing the Graduate Program Request for Incomplete form, no later than the last day of class. Any appropriate documentation must be supplied within five business days of the request.
2. This form will be sent to the instructor who will review the request. If approved, the instructor will complete the Graduate Programs Incomplete Approval form and outline any stipulations. All incompletes must be completed within 3 weeks of the last day of the course. An incomplete not cleared by the deadline will result in an administrative grade of "F" assigned to the student for that course.

Incomplete Policy for Thesis/Capstone Proposal or Practicum

Students unable to complete their thesis or capstone proposal in the session period may request an incomplete from their advisor. If the extension is approved, the student may have an additional six weeks to complete. Extensions can be renewed up to four times for a maximum time limit of twenty-four weeks. During this time the student will be administratively registered for continuous enrollment, if not otherwise enrolled in a course. If the proposal is not finalized and approved within that time, the student will be required to reregister for the proposal course. At that time, the incomplete for the original proposal course will be administratively changed to "no grade".

Incomplete Policy for Thesis/Capstone

Students who do not complete thesis/capstone projects during the term in which they register for thesis/capstone may request an incomplete from their advisor. Students will have three months to finalize their projects and have them approved by the thesis/capstone committee. If students cannot complete the project within three-months, they can request an extension for an additional three months, with approval from their advisor. The extension may be renewed up to four times for a maximum time limit for thesis/capstone completion of twelve months from the date the initial Incomplete was issued. During this time the student will be administratively registered for continuous enrollment. If the project is not finalized and approved by the appropriate committee within that time, the student will be required to reregister for the thesis course. At that time, the incomplete for the original thesis course will be administratively changed to “no grade”.

The steps below will be adhered to when granting an incomplete for a Capstone or Proposal:

1. A student may formally request an incomplete by completing the Graduate Program Request for Incomplete form, no later than the last day of the Capstone class. Any appropriate documentation must be supplied within five business days of the request.
2. This form will be sent to the instructor who will review the request. If approved, the instructor will complete the Graduate Programs Incomplete Approval form and outline any stipulations.
3. If a faculty member becomes ill, dies, or leaves the institution, then any final decision about grades will be determined by the program director and Associate Dean of Online and Graduate Programs.
4. The Academic Standards Committee may consider a student’s appeal and recommend steps for resolution when a dispute arises in the process of granting an incomplete under the categories listed above.
5. When incompletes are completed, the action appropriate for the student’s standing becomes effective as soon as possible: Academic Honors, Warning, Probation, etc.

R (Repeated Course)

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

1. A student may repeat (at Green Mountain College) any course failed at Green Mountain College provided the course is offered during the student’s tenure/

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

Grade Point Averages

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

Grades

Grades are officially recorded at the end of each course. Students will have access to their unofficial transcripts online through MyGMC. A final grade may not be changed by reexamination or additional work.

Attendance

In order to be in attendance during an online week, students must complete a graded activity such as an assignment, test, or discussion post by the end of week one. Any student failing to complete a graded activity by the end of week one will be administratively withdrawn from the course if using financial aid. Please note that the attendance requirement is different from the participation requirement.

Participation

Participation is very important in online courses. Participation consists of messages that students post above and beyond graded assignments. This generally means the messages that students send as replies to messages from classmates and the instructor.

Participation will be counted only in the main discussion list. Messages posted in the drop-box, Chat Room, or in

Learning Team newsgroups will not count towards class participation scores. Please note that both quantity and quality are important considerations when it comes to participation. A message that says simply, "I agree," for example, would not constitute participation since it does not add anything of substance to the discussion.

Withdrawal from the College

Students wishing to withdraw from the College will need to initiate the process by completing the Withdrawal Form located on MyGMC and scheduling an exit call with the Associate Dean of Graduate and Online Programs. No exit from the College will occur until the exit call has been completed.

Leave of Absence

Students wishing to take a leave of absence from Green Mountain College should initiate the process by completing the Leave of Absence Request Form located on MyGMC. The leave of absence will only be granted for medical reasons or other extenuating circumstances to those students in good academic and financial standing with the College.

If a student leaves the College without initiating the withdrawal process, the College is entitled to determine the official date of withdrawal. It is the student's responsibility to take care of all business and College-related matters prior to leaving Green Mountain College.

Administrative Withdrawals

Students who have not completed any graded activities such as an assignment, test, or discussion post by the end of week one will be withdrawn from the course.

Additionally, any student who is not registered for a course, continuous enrollment, capstone, or capstone continuation in a session will be administratively withdrawn from the College. If a student who has been administratively withdrawn would like to return to the College, they will be required to complete the readmission application and will be charged a \$150.00 reinstatement fee.

Academic Standing

Students must maintain a 2.0 cumulative GPA to be considered in good standing. If the cumulative GPA falls below 2.0, the student will be placed on academic probation with the possibility of dismissal. Students dismissed for academic cause may apply to the Office of Graduate Programs 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.

Readmission

Green Mountain College will not automatically readmit a student who has withdrawn from the College or whose LOA has lapsed. Students who desire to reenter Green Mountain College following a withdrawal must initiate a process for reentry into the College by completing the Application for Readmission form and submitting it to the Office of Graduate Programs. The appropriate Program Director will consider the student's reentry on an individualized basis.

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 Graduate Studies Admissions office 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. A maximum of 9 credits may be transferred into the MBA program. A maximum of 9 credits may be transferred into the MSES, MSFS, and MRSC programs.

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 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.

Registration Procedures

Once a student has submitted all necessary documents to the Graduate Studies Admissions office and placed their deposit, they will be automatically registered for their first course. For subsequent course registrations, the Registrar's Office will notify students through email with instructions on where to find the necessary website. Students will be able to register online with a username and password that is provided by the Registrar's Office. After the student has registered online, they will be able to review their registration history online.

Students must register for all classes through the College's Web Registration Module. Students may register for courses up until one week prior to the start of the course. If a student fails to register by the deadline, they may contact the Registrar's Office until the third day of class to register late. A \$25.00 late registration fee will accompany all late registrations. (See **Other Fees and Charges**)

If a student wishes to change their registration for a session (i.e. change courses, apply for continuous enrollment, etc), they will have until the close of business on the third day of class to do so without penalty. All changes to enrollment after the first day of class must be done through the Registrar's Office.

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 has a responsibility to assist in protecting the integrity of the degrees, which the College grants by:

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

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

Sanctions

Each instructor has the authority and responsibility of determining the assessment of penalties for academic dishonesty within the context of their course. If a breach of conduct is particularly serious it may warrant action beyond the context of the course in which case an instructor may refer the case to the Dean of Faculty.

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.

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 (when such collaboration is specifically forbidden by the instructor); the use of notes, books, or other aids during an examination (unless permitted by the instructor); arranging for another person to take an examination in

one's place; looking upon someone else's examination during the examination period; intentionally allowing another student to look upon one's exam; the unauthorized discussing of test items during the examination period; and the passing of any examination information to students who have not yet taken the examination.

Multiple Submission

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

Forgery

Imitating another person's signature on academic or other official documents (e.g., the signing of an adviser's name to a registration form). Misrepresenting or fabricating information in an academic exercise or assignment (e.g., the false or misleading citation of courses, the falsification of experimental or computer data, etc.).

Sabotage

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

Unauthorized Collaboration

Collaborating on projects, papers, or other academic exercise if regarded as inappropriate by the instructor(s). Although the usual faculty assumption is that work submitted for credit is entirely one's own, standards on appropriate 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.

Bribery

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

Theft, Damage or Misuse of Library or Computer Resources

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

Confidentiality of Records

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

I. Records of an Academic Nature

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

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

II. Placement Records

The Career Counseling Office also maintains a file on each student who officially registers for the placement service. The file contains the registration form completed by the student, a completed copy of the student's resume, and references provided by persons at the request of the student. The Dean of the Faculty has access to the above records for the purpose of evaluation of student achievement as well as for determining special needs of individual students 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 financial records of parents.
- D. Confidential material of record before January 1, 1975, if such material is not used for purposes other than for which it was specifically intended.

VI. Students Right to Waiver of Access

The student may waive his/her right of access to confidential academic statements (i.e., recommendations) by signing the appropriate waiver form. The waiver shall be valid only if:

- A. Upon the student request, the names of all persons making confidential recommendations must be provided.
- B. Such recommendations or statements are used only for the purpose for which they were specifically intended. The College may not demand such a waiver as a condition of admission, award of financial aid, or the receipt of any other services and/or benefits.

VII. Challenges to the Content of Educational Records

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

VIII. Directory Information

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

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

Transcripts

There is a transcript fee of \$5.00 per copy. 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

Every user of Green Mountain College's computing facilities has the fundamental right to network privacy. Each user of the campus network is accorded the privilege of a fair share of computing resources, including a personal network folder, a GMC email 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. 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://www.greenmtn.edu/computer_services.aspx. Network logon and password information is confidential and is never to be shared. Electronically stored files are presumed to be private and confidential unless the owner has explicitly made them available to the public. Use of the network or electronic mail facilities for transmitting anonymous, rude, abusive, harassing, or malicious messages is unethical and will result in suspension of network access.

While GMC's computing systems and network are vigorous and safe, they are not invulnerable to deliberate abuse. Knowledge of a special password or any weaknesses in the established security systems must not be used to deliberately degrade or impair GMC's computing systems, its network, its personal computers, nor deprive other users of any GMC computing resources.

When necessary for the maintenance of a system or network, GMC Computer personnel may restrict availability of shared resources. It may also be necessary to enter a user's .les 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.

Additional information about IT Services is available on this College web site: <http://campus.greenmtn.edu/it/>.

Financial Information

Contact: Student Financial Services

MBA Tuition

\$29,700 based on 36 credits at \$825 per credit

MSES Tuition

\$26,100 based on 36 credits at \$725 per credit

MSFS Tuition

\$28,275 based on 39 credits at \$725 per credit

MRSC Tuition

\$28,275 based on 39 credits at \$725 per credit

Billing Schedule and Payment of Charges

The Student Financial Services Office services all student financial accounts with the College. The primary functions of the Student Financial Services Office include student billing and collection, student refunds, payment options and student account management. In addition, they provide assistance to students in resolving questions about and difficulties with their billing.

Once a student is registered into a course the Student Financial Services Office is notified and provides the student with a Graduate Program Invoice.

Students will receive their tuition bill from the Student Financial Services Office either electronically or by mail.

ALL student accounts and financial aid issues **MUST** be resolved by 5:00pm EST on Thursday of the first week of class. If these issues are not resolved, online students will be removed from Moodle access for the online course.

Payment Options

- Credit Cards – The College accepts VISA, MasterCard, Discover, and American Express.
- Payment can be made by cash or check.
- Online Payment: www.afford.com/greenmtn
- Accounts may be settled with financial aid funds.

Refund Policy

Students will be reimbursed for any class they drop by 5:00pm EST on Thursday of the first week of class. There will be no reimbursement for a class after the third day. No refunds for tuition are given for administrative withdrawals, including but not limited to, disciplinary action that results in the suspension or dismissal of a student.

Students utilizing financial aid to pay for their books or included other allowable costs (residency, computer,

living expenses) will be issued a refund check at the end of the second week of classes.

Other Fees and Charges

A late registration fee of \$25.00 will be assessed for any registration that occurs less than one week prior to the start of the course up until three days after the start of the course. Late registration fees must be paid electronically at the time of registration.

A graduation fee of \$75 is assessed to all students at the completion of the program. This fee is assessed to all students regardless of participating in the graduation ceremony.

Financial Aid Options

Currently financial aid is available in the form of Federal Loans. Students seeking Financial Aid must complete a FAFSA, www.fafsa.ed.gov, school code 003687.

All students applying for financial aid must be a matriculated student. A matriculated student is defined as being enrolled in a credit bearing course (Continuous Enrollment is a non-credit bearing course and therefore not eligible for financial aid). Any questions about financial aid eligibility or required documentation should be directed to the Student Financial Services Office.

Withdrawal Policy for Recipients of Federal Financial Aid

Students receiving federal financial aid who withdraw from a term after 5:00pm EST on Thursday of the first week of class will have a withdrawal calculation completed based on the current policy specified by Title IV regulations.

The actual withdrawal date will be determined by class participation within Moodle (last date of activity will be considered the withdrawal date). Withdrawal calculations must be performed if withdrawal happens prior to the 60% point of any given term. As a result of the withdrawal calculation a portion of said Federal Financial Aid will be returned to the Department of Education resulting in a balance due to Green Mountain College. Students considering withdrawal a course are encouraged to contact the Student Financial Services Office.

Satisfactory Academic Progress

All students receiving federal Title IV financial aid funds must meet the Satisfactory Academic Progress (SAP) Standards outlined below. A student whose academic progress does not meet the standards will be notified of the deficiency and placed on financial aid warning, financial aid disqualification or financial aid probation.

SAP is reviewed twice per academic year. The academic year will be split as follows:

*SAP Period 1: Term 1, Term 2, Term 3 and Term 4

*SAP Period 2: Term 5, Term 6, Term 7 and Term 8

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 Graduate degree.
- B. Receive credit for at least 66.67% of Total Attempted Credits.
- C. Maintain the minimum cumulative Grade Point Average (GPA) of 2.0.
- D. Have attempted less than 60 cumulative credits.

II. Incoming Transfer Students

All transfer credits accepted by GMC towards a student's program count towards total cumulative credits. However these credits will not be counted towards cumulative GPA. The Student Financial Services Office reserves the right to require official academic transcripts from all prior colleges attended before determining financial aid eligibility.

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 term, the student may be required to repay all or a portion of his/her financial aid.

IV. Financial Aid Warning

Students not meeting at least one of the academic requirements will be placed on Financial Aid Warning. Students will have 1 SAP Period of warning. While on a warning period, 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 following a Financial Aid Warning period. 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 Student Financial Services Office for more information about filing an appeal.

VI. Financial Aid Probation

- A. Financial Aid Probation is granted upon a successful appeal
- B. Students may still receive financial aid during a Financial Aid Probationary period.
- C. Submitting an appeal consists of the following items:
 - i. Letter of appeal clearly defining the extenuating circumstance that led to not meeting SAP, how this led to not meeting SAP and what has changed in their situation that would allow them to demonstrate SAP.
 - ii. Supporting letter or documentation of the extenuating circumstance.
- D. If after the period of the academic plan has expired and the student is not meeting SAP or at any time during the plan the student stops meeting the requirements they will be placed on Financial Aid Disqualification.
- E. Students may appeal more than once only if they have regained eligibility and have been off Financial Aid Warning, Probation or Disqualification for at least one SAP Period.

Course Descriptions

Biology (BIO)

Natural Systems Ecology

BIO 5010

This course provides a rigorous overview of six major organizing areas for study of ecology: physiological ecology, dynamics of energy and element cycles, population ecology, population interactions, community ecology, and evolutionary ecology—the latter especially as it relates to conservation issues. Each major section of the course begins with one or more case studies, then proceeds to the theoretical underpinnings that allow us to understand the ecological processes in question. Students will read a body of current literature and produce a significant paper centered on ecological issues of their bioregion. This course may be waived if the student has a minimum of two ecology courses at the undergraduate level, at least one of which is upper level. *3 credits*

Conservation Biology

BIO 6040

In this course students will study the history and application of conservation biology, a new field in the life sciences. Specific topics will include how the field emerged and changed, the specific areas of study that made this field possible (biogeography, for example), historical and legal landmarks, current challenges, common lab and field techniques, design of study, and limitation of certain techniques. Students will read a significant body of current literature in the field and produce a paper that applies their knowledge of conservation biology to a problem in their local bioregion. Prerequisite: BIO 5010 Natural Systems Ecology. *3 credits*

Conservation Genetics

BIO 6050

Students in this course will explore the evolutionary genetics of natural populations (small and large) and study how genetic diversity is characterized, maintained, or—as is often the case—lost due to inbreeding depression and population fragmentation. The course will move from theory to practice to examine speciation, phylogenetic tree construction, management of wild and captive populations, and population viability analysis. Students will read a body of current literature in the field and produce a significant paper focused on conservation issues in their bioregion. Prerequisite: BIO 5010 Natural Systems Ecology. *3 credits*

Field Botany

BIO 6073

A review of topics in plant anatomy, morphology, physiology, evolution, systematics, and field methods to provide students with the botanical knowledge and skills they need to support work in ecological research, plant conservation, forestry, range management, sustainable agriculture, ecological landscape design, land use planning, education, and related fields. Prerequisite: BIO 5010, Systems Ecology. *3 credits*

Forest Ecology

BIO 6074

This course explores the primary ways in which organisms interact with abiotic components of North America's various forest communities, from northern hardwood forests to temperate rainforests. Of particular interest are the processes—both natural and anthropogenic—that determine how organisms are distributed throughout a forest community. By gathering data and applying generalized patterns in their local ecosystems, students will develop a hands-on knowledge of ecosystem processes that provides a fundamental context for understanding modern ecosystem management. Students will read a body of current literature in the field and produce a significant paper focused on issues pertaining to forests in their bioregion. Prerequisite: BIO 5010 Natural Systems Ecology. *3 credits*

Ecological Restoration

BIO 6075

This course is designed to provide students with a description of the principles and practice of ecological restoration. The historical context of the field and foundational definitions will be examined as well as the recommended best practices to design and implement an ecological restoration project. The social and human dimensions of restoration will be explored within the context of resolving common conflicts and tradeoffs that occur between the science and practice of ecological restoration. The direction of the field of ecological restoration for the future will be discussed in the face of global climate change and the Anthropocene. Several case studies will be introduced throughout the course and the course will culminate in a final assignment that asks students to critically examine a restoration project or study within their bioregion. *3 credits*

Biogeography

BIO 6082

This is an advanced course in the study of historic and current organism distributions. It treats both the patterns of these distributions and the possible causes suggested by these patterns. Because causes of distribution range from geologic to evolutionary processes, the study of biogeography is necessarily very broad, therefore, this class examines questions of distribution in historic, evolutionary, ecological, and geological perspectives. The last segment of the course will be devoted to the role biogeography plays in conservation of species and systems. Students will research regional problems and bring their expertise to bear by proposing a potential solution. Prerequisite: BIO 5010 Natural Systems Ecology
3 credits

Business (BUS)

Sustainable Organization Management:

A Triple Bottom Line Perspective

BUS 5020

This course introduces the concepts of triple bottom line management and corporate social responsibility, including their history and how they are changing the role and expectations of business in society. In addition, this course introduces the core management functions of planning, organization, leadership and control and how these functions are applied in sustainable organizations.
3 credits

Organizational Behavior in Sustainable Business

BUS 5030

This course examines the human element in sustainable organizations. This course focuses on human behavior at the individual, team and organizational levels. Students examine organizational design from multiple perspectives, paying particular attention to how companies can create systems that support social and environmental responsibility. Topics include human resource management, organizational behavior, managing change, the role of leadership in encouraging organizational innovation and adaptability, and optimizing individual performance and motivation.
3 credits

Sustainable Operations and Systems Thinking

BUS 5045

This course explores operations management in sustainable organizations and the application of systems thinking in the design and implementation of successful management strategies. Topics include process analysis, supply chain management, quality management, service systems management, and how systems respond to attempts to bring about beneficial change. Students will also learn about leveraging small changes in the optimal part of a system to produce big results.
3 credits

Sustainable Marketing

BUS 5050

This course examines the principles and practices of marketing in a sustainable organization and marketing's role in the creation and management of relationships with customers and other stakeholders. Students learn how to create effective marketing strategies and plans that support the sustainable organization's mission and goals. Topics include identifying target audiences and needs, developing authentic positioning, and designing products/services, pricing, distribution, promotion and communications for sustainable brands and organizations.
3 credits

Triple Bottom Line Measurement

BUS 5060

This course prepares the manager to use the principles of data analysis and to apply data analysis tools to management problems. Topics include business research, techniques of classification, summarization, and display of data; application of probability models for inference and decision making; and operations research.
3 credits

Stakeholder Economics & Sustainable Performance Management

BUS 5070

This course examines the principles and tools of economics for management decision-making in sustainable organizations. The focus is application of economics in operating and planning problems, using information that is generally available to the manager. Topics include pricing; market structures; expansions and recessions; monetary policy; and the new economy. New measures of value added that address sustainability and other stakeholder group impacts are also examined.
3 credits

Accounting for Sustainable Organization Management **BUS 5080**

This course examines the principles of financial and managerial accounting for effective managerial decision-making, and for the assessment of the financial strength of sustainable organizations. Discussions will include concepts and principles underlying financial accounting practices, financial statement analysis, and budgeting. The course emphasizes issues as related to measurement of performance from the perspective of non-shareholder stakeholders. Prerequisite: BUS 5060 Statistics & Quantitative Methods; and BUS 5070 Stakeholder Economics, or by permission of instructor. *3 credits*

Ethical Issues & Legal Environment **BUS 5090**

This course examines how the legal environment shapes managerial decision-making and the ethical issues that emerge. Topics include the regulatory environment, contracts, business torts, partnership and corporations, anti-trust, environmental law, employment law, and ethical considerations in business from a stakeholder theory perspective. *3 credits*

Financial Measures of Value Added **BUS 5110**

This course examines the principles of finance and financial techniques for effective management decision-making in the organization. The focus is understanding, analyzing, and integrating financial information as an aid to making financial decisions. Topics include forecasting; cash and capital budgeting; working capital management; non-profit metrics, and risk management. Prerequisite: BUS 5080 Accounting for Sustainable Organization Management. *3 credits*

Leadership, Values and Decision Making **BUS 6010**

This course explores issues surrounding how and why senior leaders set and deploy organizational values, short and long-term directions, and performance expectations that achieve sustainable organization practices. The focus is on leadership approaches, organizational learning and social and environmental stewardship. *3 credits*

**Competitive and Strategic Management:
A Stakeholder Approach** **BUS 6020**

This course examines classic competitive strategy frameworks and the application of these frameworks as well as emerging strategy for sustainability frameworks in the development and implementation of competitive strategy. The emphasis is on integrating the multiple stakeholder approach into the development and implementation of effective strategy that creates sustainable competitive advantage. Prerequisite: BUS 6010 Leadership, Values, and Decision Making. *3 credits*

Capstone Project I **BUS 6090**

In this course, students select a capstone advisor and complete a draft of a capstone proposal paper and presentation. In the capstone project, students examine an organizational challenge or opportunity applying skills and knowledge acquired during the MBA program. Upon approval, the capstone proposal will serve as the guide for the student's capstone project. Upon approval of the topic by the Capstone Committee the student will have satisfied the requirements of the BUS 6090 course and be approved to proceed with the research activities necessary to deliver the final project in BUS 6091. Prerequisite: Completion of core courses, or by permission of instructor. *1 credit*

Capstone Project II **BUS 6091**

In this course students implement the approved capstone proposal and complete the capstone project paper and presentation, with the support of the capstone advisor. In the capstone project students examine an organizational challenge or opportunity applying skills and knowledge acquired during the MBA program. Upon approval by the MBA Capstone Committee of the capstone paper and presentation, the student will have satisfied the requirements of BUS 6091. Prerequisite: Completion of BUS 6090. *2 credits*

Communication Studies (COM)

Environmental Photography **COM 5010**

Learn how to compose and take quality nature photos. Environmental Photography will teach the student how to incorporate the Elements of Photographic Design in the composition of their outdoor photos. Students will utilize online photo-manipulation tools and apps to crop, size and upload quality photos to a Web gallery. We will learn how to use light and contrast to improve photos and we'll explore macro-photography (ultra close-ups). This class will include taking photographs weekly, plus reading, researching, short essay, and discussion of famous photographers and photography styles. Students will explore photographic subject matter of their choice within the constraints of the topic for the week. We will critique master photographic works and classmates' photos. Students will create an ePortfolio of their best works for a final project. *3 credits*

Environmental Communications **COM 6040**

Through readings and online discussion of communication theory, audience and rhetorical analysis, and persuasion in the mass media, students will identify mechanisms

and professional practices required to communicate environmental and science policy issues. Case studies of key environmental issues in various bioregions and organizations will provide a sampling of communication models, including informational and public policy reports, objective and persuasive media reporting, and advocacy campaigns. Students will research and conduct an environmental communications campaign that incorporates public policy and planning processes, assessment of scientific data and claims, and audience analysis. This project will incorporate a pre-campaign analysis of audience and core concepts; the authoring of a coordinated body of messages, publications, and media; a timeline and budget; and an assessment process to evaluate the campaign's success. *3 credits*

Grant Writing Workshop **COM 6070**

Students in this class will begin by researching private foundations, public grants, and other grant-making funding sources, and determining application opportunities and requirements. Students will then practice drafting proposals to a variety of grant-making institutions, with focus on statements of need, program descriptions, and budgets. Finally, students will focus on grant-related maintenance strategies, including tracking implementation guidelines and match requirements, drafting grant reports, and monitoring multi-year or multiple-partner projects. Prerequisite: COM 6040 Environmental Communications or equivalent. *3 credits*

Science Writing Workshop **COM 6075**

This course focuses on reporting and writing science articles for technical and general-interest publications. After study of general writing principles based on the work of such science writers as Rachel Carson, Loren Eiseley, Stephen Jay Gould, and Jared Diamond, students will identify a range of science articles in a specific field and summarize topic selection, writing style, structure, and use of explanatory and inquiry techniques. Based on their own expertise and interest, students will select a specific topic or topics, arrange interviews with researchers and policy experts, and write a series of articles for a variety of audiences. Articles will integrate research abstracts, field reporting, interviewing, and analysis of science and technology in the context of social and natural systems. Prerequisite: COM 6040 Environmental Communications or equivalent. *3 credits*

Online Content Creation **COM 6079**

A convergence of online media tools and platforms allow communicators to create a vibrant messaging environment. In Online Content Creation, students learn

the web publishing skills needed to curate online content and publish original work. Students will survey bioregional content, assess a variety of platforms and delivery processes, and curate media, write blog posts, and produce original digital media while developing a thematic online portfolio.

3 credits

Media Advocacy Workshop **COM 6081**

Successful advocacy campaigns rely on explanatory and persuasive messages published in a range of media for diverse audiences. In this workshop-focused course, students develop expertise in research, writing, editing, media production and strategic communication analysis. Writing and media assignments develop messages on bioregional and global issues and include presentations, audio/video scripts, media productions, news releases, commentary, blog posts and websites. A portfolio of work features explanatory and persuasive publications that support civic engagement, sustainability, and environmental advocacy campaigns. *3 credits*

English (ENG)

Traditions of Natural History Writing **ENG 6040**

From the *Systema Naturae* of Carl Linnaeus to the works of contemporary writers such as Barry Lopez, Annie Dillard, and Gary Paul Nabhan, this course will explore the many ways in which scientists and writers have represented, classified, and drawn insights from the nonhuman world. Supplemental readings in environmental history and philosophy will provide students with the context necessary to theorize how and why modes of literary naturalism changed when they did. While students will become familiar with Thomas Lyon's "Taxonomy of Nature Writing" and use its principles to analyze a broad selection of texts, they will also learn to diagram the chains of narrative strategies and rhetorical approaches in classical and contemporary examples of natural history writing, leading toward the production of an article-length critical analysis. *3 credits*

Field Journaling **ENG 6070**

This course's emphasis on discovering, carefully observing, and accurately recording information in the field provides a natural foundation for further environmental writing workshops. Guided by naturalists such as Clare Walker Leslie, Ann Zwinger, and Frederick Franck, students not only will practice sustained field inquiry—with special emphasis on sketching as a technique of identification and classification—but they will also consider the epistemological implications of their habits of perception.

Throughout the class, students will create thorough profiles of objects and organisms discovered in the field; coursework will culminate in a portfolio of these profiles, prefaced by a reflective essay exploring the challenges and insights encountered during the process of dedicated field investigation. Prerequisite: BIO 5010 Natural Systems Ecology or equivalent. *3 credits*

Environmental Poetry Workshop **ENG 6080**

While the inspiration that leads to the production of poetry cannot be taught, the craft that makes such inspiration transferable can. Beginning with an introduction to the varieties of environmental poetry, students will analyze the interplay of sound, imagery, narrative, rhythm, and authorial presence in selected works from such contemporary poets as Gary Snyder, Pattianne Rogers, William Stafford, and Mary Oliver. As the students determine the possibilities enabled by different approaches, comparing their interpretations with ecocritical analyses from relevant journal articles, they will also record their own impressions of the world beyond their walls, producing a minimum of twenty pages that will then be critiqued in online workshop and revised accordingly. As in all of our workshops, students will learn about the process of publishing their work, identifying possible homes for their poems and producing appropriate cover letters. Prerequisite: ENG 6040 Traditions of Natural History Writing or equivalent; ENG 6070 Field Journaling is highly recommended. *3 credits*

Natural History Writing Workshop **ENG 6090**

In this course students will learn how to convey information about local ecology in ways that are entertaining and accessible to an audience of interested laypeople. In a sense, then, this is a course in translation: the relevant geological and biological facts of a region must be extracted from professional journals and textbooks, stripped of jargon, and recast in fresh and lively prose. Students will find models in the work of authors such as John McPhee and Terry Tempest Williams on their way to producing an essay that has the primary purpose of educating an audience about some aspect of the local environment. Guided workshops will help students work through such typical problems as how to make geological time easily comprehensible and how to draw readers into fields of knowledge usually left to scientists. By the end of the course, students will produce a portfolio of at least twenty-five pages of polished natural history writing. As in all of our workshops, students will learn about the process of publishing their work, identifying possible homes for their essays and producing appropriate cover letters. Prerequisite: ENG 6040 Traditions of Natural History Writing; ENG 6070 Field Journaling is highly recommended. *3 credits*

Environmental Studies (ENV)

Environmental Law and Policy **ENV 5011**

This course is an introduction to the laws and policies pertaining to issues such as population, energy, pollution, land management, waste disposal, economic growth, and ecosystem management, as well as some of the theoretical underpinnings of how economic and ecological burdens and benefits are distributed within society. Students will consider historic and modern common-law mechanisms for managing land use, and modern environmental statutes including federal land management regimes, consumer protection statutes, pollution prevention regimes, and the intersection of energy regulation and transportation law with environmental laws. Using the National Environmental Policy Act's Environmental Impact Statement process as an organizing principle, students will consider a variety of environmental issues, statutes, and case law concerning environmental regulation in the United States. *3 credits*

Environmental History and Philosophy **ENV 5015**

This course provides a systematic historical and philosophical analysis of prevailing Western perspectives of the environment. Drawing on the work of historians such as Max Oelschlaeger, Carolyn Merchant, and Donald Worster, students will begin by exploring the Classical and Judeo-Christian roots of Western thought, after which they will consider how attitudes toward the nonhuman world have evolved since the collapse of the hierarchically structured Medieval world and in the wake of modern science. Students will trace current debates in environmental ethics and history through journals of record in these fields, honing their skills in research and argumentation before defending their own solutions to environmental problems in their local bioregions. *3 credits*

Bioregional Theory and Practice **ENV 5040**

The central goal of this course is to provide students with the experience and direction necessary to understand the multidimensional complexity of their home bioregions in a comprehensive fashion. This will require that each student research the natural and cultural histories of her local ecosystem, compiling a thorough annotated bibliography of resources that provide an enhanced understanding of the region's geology, botany, and wildlife biology, as well as human population dynamics, cultural practices, and environmental impacts. As a part of this project, students will identify contemporary environmental issues and professional resources in the local bioregion. *3 credits*

Regional Analysis of Global Environmental Issues **ENV 5070**

This course will provide an overview of the science behind several major global environmental issues within the context of the physical environment of Earth, and link these issues to local and regional manifestations. Topics of interest may include global climate change, resource extraction, water & air quality, urbanization, geohazards, and pollution; however, the topic selection will be student driven. The main goal of the course is for students to engage in rigorous analyses of regional data that can be compared with global trends and analyses. Students will obtain primary data & peer-reviewed journal articles, research and analyze global case studies and trends, develop their own regional case studies, and participate in peer-review discussion of regional examples. *3 credits*

Practicum **ENV 6010**

The practicum is an applied experience in which the student is expected to integrate herself into a community of professionals in her local bioregion. The student will construct a working and learning environment in which knowledge and skills gained from graduate courses (and personal experiences) are brought to bear on a significant issue or set of issues, within the context of the student's Environmental Studies concentration. Final products of the practicum will vary, depending upon track and goals as stated by the student in the practicum proposal. *In cases where a student is already well-integrated into the local community of professionals, the practicum can be waived and an additional elective taken to complete the 36 hour credit count.* Prerequisite: Completion of core and context courses; approval of practicum proposal by Program Director prior to enrollment. *3 credits*

Thesis – Writing **ENV 6031**

This is a continuation of GRD 6030 Capstone Proposal. *2 credits*

Applied Professional Project – Writing **ENV 6033**

This is a continuation of GRD 6030 Capstone Proposal. *2 credits*

Environmental Administrative Law **ENV 6050**

This class examines how administrative agencies at the federal and state levels make environmental policy decisions, and how other agencies, corporations, nonprofits, and private individuals can influence those decisions. The class analyzes the administrative process, rule-making and adjudicative procedures, official notice-and-comment standards, and judicial review of agency decisions. Students will also study how

legislative directives are translated into regulations, and the limitations on agency action. Prerequisite: ENV 5011 Environmental Law and Policy. *3 credits*

Public Resource Management **ENV 6070**

Students in this course will focus on the management of federal lands throughout the United States, and the method by which different agencies manage this land. Students will review public policy and current management regimes for forests, grasslands, mineral and coastal resources with primary focus on the lands administered by the United States Forest Service and agencies within the Department of Interior. The course will review multiple management options for these areas, including resource-extraction, recreation, wildlife management and wilderness management regimes, and consider the statutes that control—and sometimes conflict with—such management strategies. Prerequisite: ENV 5011 Environmental Policy and Law *3 credits*

Wildlife Law **ENV 6073**

This course will review the major statutes and agencies that control and manage wildlife at the state, national, and international levels. With particular emphasis on the intersection of multiple management agencies and statutory responsibilities, students will consider the network of competing protections and jurisdictions that impact wildlife management in the United States. The class will also consider larger biodiversity protection regimes that sometimes conflict with traditional wildlife management. Specific emphasis will be placed on research requirements around wildlife, including collection permits, endangered species and invasive transportation regulations, and international treaties concerning the ban or control of transportation of artifacts and samples. Prerequisite: ENV 5011 Environmental Policy and Law *3 credits*

Land Use Planning and Policy **ENV 6077**

This course reviews traditional legal controls over land in the United States, including zoning ordinances and subdivision regulations at the local level, and state-wide planning initiatives found in states such as Vermont and Oregon. Students will consider those land-use laws and societal factors that contribute to blighted inner cities and suburban sprawl, develop familiarity with relevant policies in their own bioregions, and consider modern planning techniques and emerging trends in sustainable and resilient community development. Prerequisite: ENV 5011 Environmental Policy and Law. *3 credits*

Graduate Studies (GRD)

Leadership & Organizational Transformation

GRD 5050

This course examines leadership theory with a focus on community and organizational transformation. Students consider variables that influence effective leadership in general, and the idiosyncrasies that characterize environmental issues and social change in particular. Throughout the course students examine several integral and connected issues—leadership theory and systems thinking, key environmental and related social issues, and a variety of different leadership modalities. These broad topics intertwine to provide a solid grounding to develop student’s own personal understanding of their strengths and potential as a leader for environmental and social change.

3 credits

Capstone Proposal

GRD 6030

Each student will complete a significant, original scholarly thesis, applied professional project, or creative work in her area of concentration. (Specific requirements for each project will be negotiated in meetings with the student’s capstone committee.) After approval of prospectus by the capstone committee, the student enrolls in GRD 6030 and independently produces an original thesis that applies what the student has learned to her local ecosystem. Ideally, in addition to contributing to the body of work already available in relevant areas of knowledge, the capstone project will also contribute to the student’s career goals.

1 credit

Capstone Portfolio

GRD 6034

Following completion of the coursework, the student will draw upon the completed materials to create a portfolio that demonstrates accomplishments in accordance with program goals and a set of goals the student has drafted. Typically a student will decide at the end of the first year if they are moving into the non-thesis track and will articulate particular goals at that time. The portfolio is tied together by a substantive reflective paper, which describes the case for the academic integrity of the student’s coursework, the activities they have engaged within the coursework, and the connection to their career goals.

3 credits

Natural Resource Management (NRM)

Geographic Information Systems

NRM 6050

This is an introductory course that will cover the historical development, theoretical basis and practical application of geographic information systems (GIS) technologies. This course will accomplish these goals by providing you with an understanding of: (1) numerous data formats and how to obtain freely distributed data, (2) a variety of open-source and freely distributed GIS software packages, (3) how to manage and construct GIS databases, and (4) applied GIS through case studies and individualized projects.

3 credits

Resilient and Sustainable Communities (RSC)

A Bioregional Approach to Communities

RSC 5010

This course provides students with the experience and direction necessary to understand their own communities within a bioregional context. This requires students to identify and map where they live in terms of geology, biology, and climate, rather than relying on political borders, and to research and interpret the natural and cultural histories of their regions in order to understand how their own bioregions enable some possibilities of human community development while limiting others. In addition to researching and writing a Deep History of their bioregions, students will compile an annotated list of resources that provide an expanded temporal representation of the region’s geology, botany, wildlife biology, human population dynamics, cultural practices, and environmental impacts.

3 credits

Climate Change and Resource Impacts

RSC 5020

This course will provide students with an overview of the major drivers of global environmental change, such as climate change, resource scarcity, loss of habitat and agricultural land, population growth, increasing consumption patterns in globalized economy, and water issues. Students will learn how to interpret and evaluate predictive models, explore ways in which existing models might contribute to their understanding of their own bioregions, and create an inventory of resources with specific bioregional relevance as a way of planning adaptively for resilience in preparation for disruptions.

3 credits

Sustainable Economic Development RSC 5030

Beginning with an introduction to theories of economic and community development, students will evaluate classic and alternative economic models and become familiar with existing policies that may facilitate or hinder sustainable economic development. Within a context informed by political economy, resource management, and property rights, students will work through local application of the challenges of planning for equality and resilience, while learning to analyze indicators and measurements of economic progress and well-being.

3 credits

Energy and the Environment RSC 5040

Energy use, in multiple forms and applications, is the primary driver of accumulating greenhouse gas emissions in the Earth's atmosphere, leading to a changing global climate. While people may have a general understanding of the link between energy use and global warming, few understand how our energy systems evolved, the social and institutional inertia that perpetuates our dependence on fossil fuel sources of energy, and the steps necessary to begin the essential transformation to a sustainable energy future. This course provides a comprehensive coverage of these issues with a particular emphasis on preparing students to promote sustainable energy initiatives in their own communities.

3 credits

Theories of Sustainability and Resilience RSC 5050

Beginning with the history of theories of sustainability and resilience, as well as their standard applications in policy and practice, this course will examine critiques of these theories as paradigms and goals of community development, and evaluate responses to these critiques from within the sustainability movement. Students will explore ways of measuring sustainability and resilience, and consider how the language associated with these theories can be used in setting community goals and motivating stakeholder action.

3 credits

Regional and Community Food Systems RSC 5060

This course will provide overviews of the history of industrial food production and theories of sustainable agriculture before asking students to assess the "sustainability" of current food systems at different scales, to become familiar with laws and policies determining food production and distribution, and to evaluate diverse models of more sustainable food production. As an applied way of understanding local issues of food security and sovereignty, students will identify the range of resources relevant to regional food production and analyze local foodsheds in a bioregional context.

3 credits

Social Justice & Community Mobilization RSC 5080

Students in this course will identify social and cultural barriers to community involvement and theories of justice and social action, considering how issues of race, class, ethnicity and gender affect community decision-making. Students will research local laws, policies, and customs that may contribute to—or inhibit—community mobilization, while learning to assess community health and needs, build and manage effective coalitions, evaluate methods for community development according to scale, and measure community participation.

3 credits

Community Arts, Recreation, and Public Spaces RSC 6000

Students in this course will explore the theoretical foundations and practical expressions of community art and recreation projects, with special attention to how such community cultural development contributes to the larger project of creating more resilient and sustainable communities. In particular, students will explore the possibilities of instigating such projects in their own communities, evaluating their potential in terms of increasing social cohesion and providing a range of health benefits.

3 credits

Transportation and Infrastructure RSC 6005

This course examines existing and potential transportation methods, policies, and infrastructures at the municipal level, with a special interest in energy efficiency, safety, and resilience in the face of possible disruptions. Students will use their own communities as case studies, collecting and interpreting data and developing a preliminary set of recommendations.

3 credits

Community Health RSC 6010

After becoming familiar with existing health systems and agencies at the local, state, and national levels, students will produce an inventory of environmental, social, and behavioral health-related issues in their own communities, and investigate the possibilities for collaboration between agencies, health advocacy groups, and relevant community organizations.

3 credits

Emergency Management and Communication RSC 6015

Students in this course will develop a bioregional risk analysis examining floods, wildfires, earthquakes, climate change impacts, public health crises, and food and social inequities. Students will gain knowledge and skills required of emergency managers and communicators by staffing virtual scenarios that apply principles of the National Incident Management System (NIMS), and by developing

resiliency-based pre-plans and responses for immediate and long-term impacts of emergencies. *3 credits*

Dispute Resolution, and Creative Problem-Solving
RSC 6020

This course will introduce students to a range of contemporary theories about the nature of conflict, the principles of Alternative Dispute Resolution (ADR), and the role of creative problem-solving in facilitation and mediation. Students will explore the laws governing mediation in their own bioregions, and will work together to develop the skills needed to facilitate agreement among a range of stakeholders in participatory planning processes. *3 credits*

Topics in Green Design **RSC 6025**

Rotating through a series of special topics, this course provides students an opportunity to explore a variety of approaches to green design. Some topics might include, but are not limited to, permaculture, sustainable architecture, design and build projects, and creating comprehensive plans for communities. *3 credits*

Thesis – Writing **RSC 6031**

This is a continuation of GRD 6030 Capstone Proposal. *2 credits*

Applied Professional Project – Writing **RSC 6033**

This is a continuation of GRD 6030 Capstone Proposal. *2 credits*

Sustainable Food Systems (SFS)

Contemporary Food Systems **SFS 5010**

The complexities of the food system are enormous, and the tools for understanding the system and its dynamic historical shifts are interdisciplinary. This survey of local, regional, national, and international food systems will provide students with a basic understanding of how to analyze individual elements of the systems and their interrelationships and how to begin assessing the “sustainability” of those food systems at different scales and in different bioregions. *3 credits*

Bioregional Theory and the Foodshed **SFS 5020**

Bioregional theory and the emergent idea of foodsheds are complementary and provide a context for defining areas of study and change. Students’ understandings of their own bioregions and foodsheds will inform the entire program of study for this masters program. As students hone their methods of analysis for studying their own bioregions and

foodsheds and subsequently deepen their understandings of these areas, they will also broaden their understandings of distant and larger food systems through the cross-comparisons made with the peers in their MSFS cohort. *3 credits*

History of American Agriculture **SFS 5030**

Comprehending the present state of the American food system, predicting potential shifts, and acquiring the tools required for leveraging change all require a historical context for how the contemporary food systems emerged. This survey of American agriculture will move from Native American diets and sustenance practices to the modern era of industrial food production, including American agriculture’s role in an increasingly globalized food system. *3 credits*

Theory and Practice of Sustainable Agriculture
SFS 5040

Premised upon a basic understanding of food system dynamics, bioregional impacts upon food production, and the historical emergence of the current paradigm, this course will provide an historical overview of the theory and practice of sustainable agriculture in the U.S., with an emphasis on soil health, farm systems, crop and livestock selection, animal husbandry practices, natural and synthetic chemical use, energy resources, mechanization options, and genetic manipulation. Driven by a constant interplay between science and values as they respond to a series of historical problems in agricultural practices, sustainable agriculture will be explored as a field in flux, constantly challenged by the inherent difficulties of manipulating natural ecosystems for the production of food. *3 credits*

Vegetables and Fruits: Farm to Plate Sustainability
SFS 5050

Beginning with the differing challenges of farming with annual crops versus perennials, this course will explore current thinking, trends, and production methods for vegetables and fruits before moving into the often hidden methods and difficulties in processing, storing, distributing, preparing, and consuming these foods. Various business models and management systems will be explored, with a careful eye toward “sustainable value chains” that focus on profitability, environmental concerns, and consumer satisfaction. *3 credits*

Livestock: Farm to Plate Sustainability **SFS 5060**

Livestock production starts with complex plant-animal relationships and moves into a series of environments: ethical realms, a labyrinthine regulatory world, and multiple marketplaces. Regardless of personal dietary

choices, a clear understanding of different livestock production methods and varying farmgate to dinner plate scenarios is critical, and this course is designed to help students see the decision-making junctures in meat production and consumption, junctures that can determine different definitions and understandings of “sustainability” in this complicated aspect of the food system. *3 credits*

Contemporary Food and Agriculture Movements: Regional, National, and International SFS 6010

Changes in food systems are driven not only by technological, economic, and policy developments, but also by emerging values. These values can transform into social action, media focus, policy changes, and—relatively recently—certification programs and processes and marketplace innovation and incentives. This chronological overview of food movements in the US and abroad from the 19th century forward will enhance student understanding of how food and agriculture movements begin, develop, transform, and sometimes wane. *3 credits*

Advanced Food and Agriculture Policy SFS 6020

This course addresses primarily federal government food and agriculture policy. It addresses policies intended to influence crop prices and farm income; to reduce risk due to crop losses or price declines; to regulate environmental impacts of agriculture; to assure food safety; to enhance both voluntary and compulsory collective action among farmers; to protect competition in food manufacturing; to inform consumer choices; and to shape the global markets for agricultural products and farm labor. The course will focus on intended and unintended effects of policies, who benefits at whose expense, the impact of these policies on the development, adoption, and practice of sustainable agriculture and local food systems, and the interest groups whose influence helps shape these policies. *3 credits*

Food System Solutions: Program Design and Impact Measurement SFS 6035

Agents of change develop programs and projects that translate theories of change into concrete action plans that are implementable and provide all stakeholders with the ability to measure community and food system impact. The design of high quality programs, their efficient and effective implementation and the measurement of outcomes and impacts are critical to finding solutions and being accountable to stakeholders. Project design, monitoring and evaluation tools and techniques will be introduced in this course. The course focuses on a goal-driven design process, logical and results frameworks.

Impact measurement indicators and their association with theories of change and program activities are explored. Students will come to understand the links among them through course assignments, culminating in the design of a project with its implementation and impact measurement plan. Students will also be exposed to best practice in documenting program outcomes and how to communicate them, learn from them and incorporate that learning into future program design. *3 credits*

Sustainable Marketing SFS 6040

Marketing matters immensely in the food system, in the promotion both of products and of ideas. Whether it involves the marketing of a new product or marketing geared toward the proposed elimination of an old idea, finding leverage at the appropriate points, for the appropriate audience, and with the best communications and media skills is as critical for advocates as it is for entrepreneurs or managers. This course will present students with key marketing concepts for entering and transforming various aspects of the food system and each student will develop a marketing plan for a particular product or concept. *3 credits*

Sustainable Organization Management SFS 6050

Whether it is on the farm, in the business world, or the nonprofit sector, management is the key to long-term success of any venture, and the dynamic nature of food systems requires strategic management skills that ensure sustainability. With a focus on the triple bottom line, this course will require students to develop a business plan in the sector in which they plan to work in coming years. *3 credits*

Turning Traditions into Markets SFS 6060

Immersing themselves in food systems in international contexts, students in this travel-abroad course examine how savvy entrepreneurs, in concert with regional governments, tourism and other development initiatives, link food traditions to the marketplace, providing farmers and consumers with the opportunity to share in this unique blending of cultural history, landscape ecology, and regional markets. Incorporated in the course is an overview and critique of how economic and food safety practices impact these traditions and their associated markets. International locations can include: Brunnenburg Castle in the Italian South Tirol, a historical nexus point between northern and southern European agricultural and culinary traditions; or Kyrgyzstan, a global hotspot for agricultural biodiversity with wild fruit forests, home gardens and nomadic-pastoralist lifeways. *3 credits*

Agricultural Biodiversity in the Marketplace

SFS 6065

As the world marketplace becomes increasingly globalized and food products become more homogenized, the opportunities for farmers, chefs, marketers, and consumers to work together in conserving agricultural biodiversity are growing. These strategic collaborative efforts to conserve heirloom seeds, heritage fruits, rare breeds of livestock, and wild edibles are an important response to the rampant genetic erosion of our global food system. Furthermore, the loss of historical and cultural knowledge associated with these items threatens the traditions that ultimately support the plants and animals themselves. Included in the course will be a review of emerging techniques in genetic manipulation and the role of these technologies both in supporting and threatening these resources.

3 credits

Capstone Proposal

SFS 6090

Designed to be taken at the same time and in the same session as SFS 6035 Food System Solutions: Program Design and Impact Measurement, this course provides a timeframe for the student and assigned advisor(s) work together to develop a Capstone Proposal, based on the Capstone Concept submitted by the student in advance of the capstone project course. This course culminates in a Capstone Proposal that is approved by the advisor(s) and MSFS Director.

1 credit

Capstone Project

SFS 6091

As the concluding experience in the MSFS program, the Capstone Project requires an integration of applicable skills and knowledge acquired through the program into a project that applies to the student's anticipated professional/academic trajectory. Culminating in an applied professional project or a thesis, the capstone is a networking and professional development experience, rooted in research and applied knowledge. In many ways, the Capstone Project is a strategic step between the MSFS program and a student's career and/or academic aspirations.

2 credits