



2012 - 2013
Undergraduate Catalog



JOHNSON
STATE COLLEGE
VERMONT

ACADEMIC DEGREE PROGRAMS

Anthropology & Sociology
Art
Biology (B.S.)

- Pre-Med
- General Biology

Biology: Field Naturalist
Business Management (4+1 MBA option)
Childhood Education
Communications & Community Media

- Photojournalism
- Print & Web Community Journalism
- Public Relations

Creative Writing (B.F.A.)
English
Environmental Science/Natural Resources
General Studies (A.A.)
Health Sciences

- Health & Exercise Science

History
Hospitality & Tourism Management
Integrated Environmental Science
Liberal Arts
Management (A.S.)
Mathematics
Media Arts (B.F.A.)
Music

- Classical Studies
- General Music Studies
- Jazz/Contemporary

Music Performance & Music Education
(double major)
Musical Theater
Outdoor Education

- Adventure Education & Wilderness Leadership
- Environmental Education

Political Science
Psychology
Studio Arts (B.F.A.)
Technical Theater (A.A.)
Theater & Drama
Wellness & Alternative Medicine
Exploratory / Undecided

TEACHER LICENSURES

Art (PreK-6, 7-12, PreK-12)
Dance (7-12)
English (7-12)
Elementary Education (K-6)
Life Science (7-12)
Mathematics (7-12)
Music (PreK-12)
Physical Education (PreK-6, 7-12, PreK-12)
Physical Science (7-12)
Social Studies (7-12)
Theater Arts (7-12)

GRADUATE DEGREES

Counseling
Education

- Special Ed. (1-year option)

Studio Arts (M.F.A.)

ACADEMIC MINORS

Adventure Education
Anthropology & Sociology
Art History
Arts Management
Biology
Business
Chemistry
Dance
Environmental Education
French
Gender Studies
History
Literature
Mathematics
Music
Natural Resources
Political Science
Pre-Law
Psychology
Spanish
Studio Arts
Theater

Johnson State College

Johnson, Vermont

Undergraduate Catalog

This catalog becomes effective on August 1, 2012 and is in effect until superseded by a new issue. This catalog is not a legally binding agreement between the College and its students, but is published for purposes of information only. Johnson State College reserves the right to make changes in course offerings, degree requirements, charges, regulations and procedures contained herein as educational and financial considerations require.

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A Message From President Barbara E. Murphy

Johnson State College is committed to higher education's power to transform lives through a rich combination of teaching, advising, community life, and learning opportunities beyond the classroom. Johnson will offer you the opportunities to explore your interests, and shape the future direction your professional and community life will take. You can count on us to help you along the way.

This catalog provides an overview of our College and an introduction to opportunities for study. But, it is only an informational guide, and we encourage you to explore our website, www.jsc.edu, to learn more about Johnson State College. Our Admissions staff can help lead the way to answering your questions and putting you in touch with other staff and faculty members who can assist, as well.

Welcome to our College community.

Barbara E. Murphy
President

Table of Contents

General Information.....	5
Degree Requirements.....	7
General Education Requirements.....	10
Academic Regulations and Requirements.....	15
Academic Departments.....	28
Department of Behavioral Sciences.....	30
Department of Business/ Economics.....	39
Department of Education.....	46
Department of Environmental & Health Sciences.....	74
Department of Fine & Performing Arts.....	92
Department of Humanities.....	121
Department of Mathematics.....	127
Department of Writing & Literature.....	130
Interdepartmental Programs.....	136
External Degree Program.....	140
Course Descriptions.....	141
Admission.....	231
Financial Aid.....	238
Costs.....	244
Student Services.....	251
Directory.....	263
Academic Calendar.....	271
Index.....	272

Discrimination, Harassment, and Misconduct

VSC Policy 311: Non-discrimination and Prevention of Harassment and Related Unprofessional Conduct.

The Vermont State Colleges ("VSC") and each member college, including Johnson

State College (JSC), do not engage in unlawful discrimination based on race, color, creed, ancestry, ethnicity, national origin, place of birth, sex, sexual orientation, gender identity, disability, age, veteran status, marital status or any other status protected by law. Sexual harassment, racial harassment, and harassment of persons based upon other protected categories are forms of discrimination and will not be tolerated. Also, inappropriate sexual relationships between staff and

students, although they may not rise to the level of sexual harassment, are prohibited. Further, the VSC and each member College, in accordance with Vermont law, does not discriminate against any person on the basis of the person having a positive HIV-related blood test.

Sexual misconduct, which includes sexual harassment and sexual violence (rape, sexual assault), is a form of sex discrimination and therefore is a violation of VSC Policy 311, the JSC Code of Conduct, and the federal Title IX law (see below).

VSC Policy 311 can be found in its entirety at: www.vsc.edu.

The JSC Code of Conduct and Sexual Assault policy can be found in the JSC Student Handbook of Rights and Responsibilities at www.jsc.edu/Academics/StudentHandbook

JSC does not discriminate on the basis of the above protected categorizations in application processes for admissions or employment, in academic and residential programs, in employment practices and policies, in scholarship and loan programs, in athletic programs, and any other programs or facilities. JSC is an equal opportunity employer.

To initiate a discrimination or harassment complaint, formally or informally, or for further information, contact the campus Policy 311 Coordinator: Jo Ann Lamore, Assistant Academic Dean, 802-635-1243, Jo.Lamore@jsc.edu mailto:. Contact the JSC Learning Specialist, Academic Support Services, at 802-635-1264, if accommodations are needed to apply for admission; and the Dean of Administration, at 802-635-1208, if accommodations are needed for employment.

Title IX

Title IX is a federal law that prohibits discrimination based on gender in any educational program or activity. The law states that "no person in the United States

shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The amendment in 1987 expanded the definition of program or activity to include all the operations of an educational institution, governmental entity or private employer that receive federal funds.

Sexual misconduct is a form of sex discrimination. Sexual misconduct includes sexual violence (rape, sexual assault) and sexual harassment. Sexual misconduct is a violation of the Johnson State College Code of Conduct, VSC Policy 311, and federal (Title IX) and state law. It may also constitute criminal conduct under state law. The College is committed to taking action against those who violate these policies and to assisting victims, regardless of whether the conduct occurs on or off campus. A sexual misconduct violation can result in consequences up to and including criminal charges and expulsion from the College. To access VSC Policy 311 and the JSC Student Handbook of Rights and Responsibilities (Student Code of Conduct and sexual assault policy), see the links above.

The JSC Title IX Campus Coordinator is: David Bergh, Dean of Students, 802-635-1200, David.Bergh@jsc.edu.

Academic Degree Programs

Associate of Arts

General Studies
Technical Theater

Associate of Science

Management

Bachelor of Arts

Anthropology and Sociology
Art
Biology: Field Naturalist
Business Management (4 + 1 MBA option)
Childhood Education
Communications & Community Media
 Print and Web Community Journalism
 Photojournalism
 Public Relations
English
History
Hospitality and Tourism Management
Liberal Arts
Music
 Classical Studies
 General Music Studies
 Jazz/Contemporary Studies
 Music & Music Education (5-yr. double major)
Musical Theater
Outdoor Education
 Adventure Education and
 Wilderness Leadership
 Environmental Education
Political Science
Professional Studies (EDP only)
Psychology
Theater and Drama

Bachelor of Fine Arts

Creative Writing
Studio Arts

Bachelor of Science

Biology
 General Biology
 Pre-Medical
Environmental Science/Natural Resources
Health Sciences
 Health and Exercise Science

Physical Education, Teacher Education Program
Integrated Environmental Science
Mathematics
Wellness and Alternative Medicine

Certificates

Nonprofit Management
Small Business Management

Teacher Education Programs

Elementary Classroom Teacher (K-6)

Elementary Education

Secondary Classroom Teacher (7-12)

English Education
Mathematics Education
Science Education
Social Studies Education

Unified Arts Teacher (PK-12)

Art
Dance
Music
Physical Education
Theater Arts

Academic Minors

Adventure Education
Anthropology and Sociology
Art History
Arts Management (for theater majors)
Biology
Business (for non-business majors only)
Chemistry
Creative Writing
Dance
Environmental Education
French
Gender Studies
History
Literature
Mathematics
Music
Natural Resources
Political Science
Pre-Law
Psychology
Spanish
Studio Arts
Theater

General Information

The College: A Brief History

The history of Johnson State College dates back to 1828 when John Chesamore, a village cobbler, gave his shoe shop to the village of Johnson for a much-needed elementary and secondary school. Dr. Carpenter, a Chelsea, Vermont preacher became the schoolmaster when the school was chartered in 1832 as Johnson Academy.

In 1836, five communities incorporated as the Lamoille County Grammar School Association to support the school. In 1866, the State designated Johnson Academy as one of three new "Normal Schools," institutions specifically for teacher training. The Johnson Normal School offered one-, two-, and three-year teacher training programs until 1947 when the State approved a four-year teacher training program, and the school became Johnson Teachers College.

By an act of the 1961 Legislature, the Vermont State Colleges Board of Trustees was created to oversee the state college system. This new board assumed control on July 1, 1962, and Johnson Teachers College became Johnson State College. This new name signaled a change in the College's mission from a single-purpose teacher-training college to a multi-purpose liberal arts college. Since that time, the College's curriculum in the liberal arts and sciences, its enrollment, and its facilities have expanded dramatically to meet this new mission. In recent years, the College has embarked on an ambitious plan to transform the campus to enhance teaching, learning and community gathering spaces. In 2008, a 7-million-dollar renovation of Stearns Student Center was completed. This renovation transformed the building into a true student union with community gathering spaces, a performance space, a cinema and excellent dining facilities. In

2009, the College completed a major renovation of its athletics facility with the creation of a new fitness center, spinning studio, yoga/stretching rooms, and transformed varsity gymnasium. In the summer of 2011, major renovations to Bentley Hall, home to JSC's environmental and health sciences programs, were completed, including: a new molecular lab, a fully renovated and expanded earth sciences lab, and a dedicated research lab for upper-level students conducting their senior-level thesis projects. And in the winter of 2012, the newly renovated Visual Arts Center was reopened, featuring rejuvenated studio classrooms, dedicated work spaces for BFA students, updated classrooms and offices, a new gallery, and a Mac lab.

The College has come a long way from that first class of 16 students in a converted cobbler's shop. Johnson State's modern, dozen-building campus spreads over 330 hilltop acres and serves nearly 1900 students from Vermont and around the country. The College is accredited as a multi-purpose public institution by the New England Association of Schools and Colleges and is approved as a degree-granting institution by the Vermont State Board of Education.

Mission of the Vermont State Colleges System

For the benefit of Vermont, the Vermont State Colleges provide affordable, high-quality, student-centered and accessible education, fully integrating professional, liberal, and career study. This integrated education, in conjunction with applied learning experiences, assures that graduates of VSC programs will:

1. Demonstrate competence in communication, research and critical thinking.
2. Practice creative problem-solving both individually and collaboratively.
3. Be engaged, effective, and responsible citizens.
4. Bring to the workplace appropriate skills and an appreciation of work quality and ethics.
5. Embrace the necessity and joy of lifelong learning.

The Vermont State Colleges also offer numerous opportunities for others to engage in continuous learning to meet their specific goals.

The Johnson State College Mission

The Johnson State College community believes in the power of higher education to transform lives. We express this commitment through an education that crosses academic and other boundaries, wherever possible; creates opportunities for students to extend their classroom learning to the field, the laboratory, the studio, the community, and the local and wider world; recognizes the diverse starting points and goals of students; and sustains active participation, high standards, vigorous debate and mutual respect.

Degree Requirements

Johnson State College offers students two pathways to an undergraduate degree:

On campus at JSC, students can choose from among three bachelor's degrees and 30 academic majors, two associate's degrees and three academic majors, two certificates, and 10 teaching endorsement programs while taking advantage of the College's many services, programs, and activities.

Through the External Degree Program, students throughout Vermont who have at least 60 credits can complete a bachelor's degree in one of five majors and/or earn teaching endorsement through online, weekend courses close to home, and/or campus-based courses.

More information about all JSC options appears in this catalog.

Requirements for a Bachelor's Degree

For Campus-Based Students

- Completion of at least 120 credit hours of work (not including basic skills credits).
- Achievement of a minimum cumulative grade point average of 2.00 (on a scale where A equals 4.00).
- Completion of the General Education Core Curriculum.
- Completion of Graduation Standards.
- Completion of all course work in the major.
- At least 30 of the last 39 credits applying toward the degree must be earned from Johnson State College.
- At least 39 credits must be at the 3000/4000 (upper) level.

For EDP Students

- Completion of at least 120 credit hours of work (not including basic skills credits).

- Achievement of a minimum cumulative grade point average of 2.00 (on a scale where A equals 4.00).
- Submission and approval of an individualized degree plan (for Professional Studies and Liberal Arts majors only).
- Completion of the EDP General Education Requirements.
- Completion of all course work in the major.
- At least 39 credits must be at the 3000/4000 (upper) level.
- Completion of Graduation Standards.
- EDP students must complete at least two semesters and at least 30 credits while in EDP (24 credits if student has at least 6 prior credits from JSC).
- At least 30 of the last 39 credits applying toward the degree must be credits for which the student registers through Johnson State College/EDP.

Requirements for an Associate's Degree

- Completion of at least 60 credit hours of course work (not including basic skills credits).
- A minimum cumulative grade point average of 2.00 (on a scale where A equals 4.00).
- At least 30 of the credits applying toward the degree must be earned from Johnson State College.
- Students in the Associate of Arts (A.A.) in General Studies program must complete the First-Year Seminar Course, the Creative Audience, and the Fundamental Skills and Disciplinary Exploration (taking one course from each of the seven sub-categories) components of the GECC. Students in all other associate's programs must complete the First-Year Seminar Course and the Creative Audience components

of the GECC, and ENG-1051 and ENG-1052, one semester of mathematics, and four Disciplinary Exploration courses, one each from categories A (Arts and Humanities), B (Natural Sciences), C (Anthropology/Sociology/Psychology) and D (Political Science/Economics) of the GECC.

- Completion of Graduation Standards.

Requirements for Earning a Second Degree

A Second Bachelor's Degree

Students who already hold a bachelor's degree from another institution or from Johnson State College may earn a second degree by completing the following requirements:

- Completion of at least an additional 30 credits through Johnson State College.
- Completion of the requirements of a major unique from the first bachelor's degree major.
- Requirements for double majors also apply.
- Achievement of a minimum cumulative grade point average of 2.00.

A Second Associate's Degree

Students who already hold an associate's degree from another institution or from Johnson State College may earn a second degree by completing the following requirements:

- Completion of at least an additional 15 credits at Johnson State College.
- Completion of the requirements of a major unique from the major of the first associate's degree.
- Requirements for double majors also apply.
- Achievement of a minimum cumulative grade point average of 2.00.

Requirements for a Double Major

Students wishing to earn a degree with a double major must meet the following requirements:

- Completion of degree requirements as listed under *Requirements for a Bachelor's Degree*.
- Completion of the requirements of two unique majors.
- For baccalaureate degrees, at least 30, and for associate's degree, at least 15, of the credits used to complete each major must be in courses not used to meet the requirements in the other major.

Requirements for Academic Minors

An academic minor shall consist of a minimum of 18 credits in a discipline or field, at least six of which shall be at the 3000/4000 level. In general, students may not use the same courses used to satisfy requirements in a major to also satisfy requirements in a minor. Any questions should be referred to the department chair of the department sponsoring the minor. (See list of approved academic minors.)

Requirements for Post-Baccalaureate Teaching Endorsement

Students who already have a bachelor's degree can complete coursework to become candidates for educator's licensure through our post-baccalaureate programs. Contact the Office of Graduate Programs at 1-800-635-1244 and ask about the Post-Baccalaureate Programs in Teacher Education in elementary, middle, secondary, unified arts, or special education. Credits earned in one of these programs can be applied to a Master of Arts in Education degree.

Students who wish to complete a post-baccalaureate program should inquire about individually designed plans of study.

A detailed review of the undergraduate transcript is necessary to ensure that the student's prior coursework meets the requirements for licensure.

General Education Requirements

General Education Core Curriculum (for campus-based students)

The General Education Core Curriculum (GECC) is designed to introduce students to a broad range of the liberal arts and sciences and to prepare them to become informed citizens of a democratic society. The GECC has the following components:

First-Year Seminar - 3 credits

All students entering JSC with fewer than 15 credits must take a First-Year Seminar course (FYS). Several FYS courses are offered in both the fall and spring semesters.

The Creative Audience - 1 credit

All students entering JSC must successfully complete two semesters of The Creative Audience (.5 credits each semester). The Creative Audience is composed of arts, cultural, academic, and athletic events offered throughout the school year. The goals of The Creative Audience are in keeping with the College's mission that students gain self-awareness and confidence, tolerance for and appreciation of cultural and intellectual diversity, and the ability to think through and solve problems creatively.

Part I: Fundamental Skills -15-16 credits

Fundamental Skills requires student to complete two lower-division courses in writing and two in mathematics, a writing-intensive course, and the Writing Proficiency Exam.

A. Expository Writing (9 credits):

1. ENG-1051: College Writing (3 credits), or ENG-1031 and 1032 (6 credits)

2. ENG-1052: Exposition and Analysis (3 credits). ENG-1052 should be taken after successfully completing ENG-1051, or ENG-1031 and 1032.

3. At least one writing-intensive course. (The fall and spring semester course bulletins identify courses that are writing intensive. Search for courses with "WI:" preceding the title of the course.)

4. Writing Proficiency Examination. All students must pass the Writing Proficiency Exam in order to graduate. Students who fail the Writing Proficiency Exam must take The Self-Sufficient Writer; those who fail the exam once may attempt it a second time before taking this course. For more information on the Writing Proficiency Exam, please also refer to the Graduation Standards section of this catalog.

B. Mathematics (6-7 credits):

- MAT-1020 Intermediate Algebra
- MAT-1080 Quantitative Reasoning
- MAT-1221 Finite Mathematics
- MAT-1320 Pre-Calculus
- MAT-1531 Calculus I*
- MAT-2030 Probability and Statistics
- MAT-2140 Modeling the Environment

**Will satisfy the full, two-course requirement in itself.*

Part II: Disciplinary Exploration - 22-23 credits

Part II: Disciplinary Exploration requires students to complete a minimum of seven lower-division courses emphasizing the primary concepts, methods of inquiry and major achievements of the arts and humanities, the natural sciences and the social sciences.

Students must take one course from each of the following sub-categories, other than the sub-category that includes the student's major.

A. Arts and Humanities

1. *Literature/Philosophy*
 COM-2050 Introduction to Film Study
 ENG-1310 Introduction to Literature
 ENG-2171 World Literature I
 ENG-2172 World Literature II
 ENG-2281 Survey of English Literature I
 ENG-2282 Survey of English Literature II
 ENG-2321 Survey of American Literature I
 ENG-2322 Survey of American Literature II
 ENG-2510 Women and Literature
 PHI-1010 Introduction to Philosophy
 PHI-1040 Introduction to Ethics

2. *History/Foreign Languages*
 GEO-1010 Introduction to Geography
 HIS-1111 World History I
 HIS-1112 World History II
 HIS-1211 American History I
 HIS-1212 American History II
 FRE-1111 French I
 FRE-1112 French II
 FRE-2011 French III
 FRE-2012 French IV
 SPA-1011 Spanish I
 SPA-1012 Spanish II
 SPA-2011 Spanish III
 SPA-2012 Spanish IV

3. *Fine and Performing Arts*
 ARH-2010 Survey of Western Traditions in Art
 ARH-2060 Survey of Non-western Traditions in Art
 ART-1011 Drawing I
 ART-1140 Design
 ART-2110 Introduction to Digital Media
 ART-2251 Sculpture I
 ART-2301 Photography I
 DAN-1010 Fundamentals of Dance
 MUS-1015 Meet the Masters
 MUS-1030 Music Fundamentals
 THA-1041 Introduction to Theater Arts

B. Natural Sciences (minimum of 7 credits; at least one course must include a laboratory)

1. *Life Science*
 BIO-1210 Introduction to Biology
 BIO-1211 Introduction to Biology: Ecology & Evolution
 BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life

2. *Physical Science*
 CHE-1031 General Chemistry I
 ENV-1040 Introduction to Oceanography
 ENV-1050 Introduction to Earth Science
 PHY-1041 Physics I
 PHY-1042 Physics II

C. Anthropology/Sociology/ Psychology

- ANT-1010 Introduction to Cultural Anthropology
 SOC-1010 Introduction to Sociology
 PSY-1010 Introduction to Psychology

D. Political Science/Economics

- ECO-1020 Introduction to Economics
 ECO-2020 Macroeconomics
 ECO-2030 Microeconomics
 POS-1010 Introduction to Political Science
 POS-1020 American Politics and Government

Part III: Interdisciplinary - 6-9 credits*

Part III: Interdisciplinary requires students to complete two upper-division, interdisciplinary courses. These courses use a topical approach and combine the tools of analysis from two or more disciplines. (*Students not required to take a First-Year Seminar course are required to take three interdisciplinary courses.)

- ARH-3210 Women in Art
 BUS-3250 Organizational Behavior and Management
 DAN-3010 The Renaissance Spirit
 DAN-3210 The Emperor Ain't Naked: A History of European Fashion and Social Dance from the Mid-14th Century to the Early-20th Century
 EDU-3110 Literature for Children
 ENG-3270 Myth and Myth Making
 HIS-3040 Ancient Civilizations of the New World
 HUM-3110 Native American History and Culture
 HUM-3115 Native American World View and Spirituality
 HUM-3120 The Abenaki and Their Neighbors
 HUM-3125 Religions of the World

HUM-3150 People and Cultures of the Middle East and North Africa
 HUM-3160 African Culture
 HUM-3170 Popular Culture in America
 HUM-3310 Culture through Cuisine
 INT-3010 Natural Landscapes and Literature
 INT-3045 The Bible: History, Literature, Spirituality
 INT-3130 Compassion and You: An Introduction to Mahayana Buddhism
 INT-3150 Gödel, Escher, Bach: An Eternal Golden Braid
 INT-3210 The Holocaust: An Interdisciplinary Approach
 INT-4730 Topical Seminar: Peace and War
 MUS-3050 The Social History of Rock and Roll
 MUS-3040 Jazz in America
 MUS-3220 History of Blues
 MUS-3330 Worlds of Music
 PHI-3150 Philosophy Through Literature
 POS-3050 Environmental Ethics and Politics
 POS-3070 Terrorism, Religion, and the Nation-State
 POS-3220 Genocide: Inhumanity Across the Ages
 POS-3270 Revolutions, Transformed Economics, and Social Change
 PSY-4080 Psychology and the Civil War
 SOC-3040 Social Movement, Culture, and Activism
 SOC-3080 Wellness and Alternative Medicine
 SOC-4030 Global Health, Diversity, and Policy

NOTE:

- Business, childhood education, hospitality and tourism management, health science, outdoor education, and liberal arts majors must take the disciplinary exploration course in each of the seven sub-categories above.
- For students majoring in liberal arts, a maximum of 6 credits in the major can be used to fulfill the General Education Core Curriculum or the External Degree

Program's General Education requirements.

- For students with a documented learning disability in mathematics, MAT-1070, Mathematics in our Culture, will count as one of the required mathematics courses to fulfill the GECC. For more information, please contact the Learning Specialist in the Academic Support Services Office.

EDP General Education Requirements (for EDP students)

Students enrolled in the External Degree Program must earn at least 60 credits in liberal arts. These credits must include the following components of general education:

Key Skills - 6 credits

- Mathematics (3 credits)
- Rhetorical Expression: (ENG-1220, 3 credits), or earn a waiver by passing a challenge exam. This requirement must be met by the end of a student's second semester or after completion of 15 credits in EDP. ENG-1220 meets the College's graduation requirement in writing for EDP students, and no other course or experiential credits can substitute for it.

Integrated Knowledge - 25 credits

- *Individual and Human Relationships* (6 credits). English literature or writing, languages, communications, psychology or other courses with a focus on understanding self and others.
- *Social and Historical Relationships* (6 credits). Sociology, history, political science, economics, law and other courses focusing on social institutions, movements, and problems past and present. At least three credits must emphasize an historical perspective.
- *Environmental and World Relationships* (7 credits). Sciences (physical, biological, environmental, health). At least four

credits must use or study scientific method, including a lab or field study.

- *Universal and Philosophical Relationships* (6 credits). Studies with a focus on transcendent issues, symbolic systems, and aesthetic understanding. At least three credits must be in a consciously speculative field such as philosophy, religious studies, mythology, aesthetic or symbolic theory. Other credits can be in areas such as art, music or drama.

Graduation Standards

Johnson State College wants all students to achieve, and be able to demonstrate their mastery of, important skills. This commitment is consistent with the mandate of the trustees and presidents of the Vermont State Colleges (VSC), including Johnson State College, that all students, in order to graduate, must satisfy graduation standards in four areas: writing, quantitative reasoning, information literacy, and oral communication. As a mandate of the Board of Trustees and the Council of Presidents, the requirement to satisfy graduation standards supersedes all other catalog statements concerning academic regulations and requirements. Successfully fulfilling graduation standards at one VSC institution will be accepted as fulfilling the standards at any other VSC institution for an equivalent associate's or bachelor's degree.

All **baccalaureate-level** students must satisfy the following graduation standards as a condition for graduation:

- **Writing:** Students must pass the Writing Proficiency Exam (ENG-3999) or the Self-Sufficient Writer course (ENG-2005) or, for External Degree Program students, Rhetorical Expression (ENG-1220)).
- **Quantitative Reasoning:** The college and its faculty are committed to a robust standard of quantitative reasoning. This standard contains two parts. The second part is being phased in (see below) and will be implemented fully as soon as is practicable:

- First, students are required to pass the Quantitative Literacy Assessment exam (GRS-2000) or the Introduction to Quantitative Reasoning course (MAT-1080), AND

- Second, all students must pass one course designated as "quantitatively enriched." The College and its faculty intend that, as soon as possible after that, a second "quantitatively-enriched" course will be required of baccalaureate-level graduates. [*Courses with "QE:" preceding the title have been approved as quantitatively enriched.*]

- **Information Literacy:** Students must complete the Information Literacy Tutorial (TILT) and score 80% or higher on each of the four accompanying quizzes. The TILT and quizzes will be available to the student on the VSC Portal site after s/he registers for a section of GRS-3000.
- **Oral Communication:** Students must receive passing scores on the Oral Communication Grading & Evaluation Form for **two** oral presentations, each at least five minutes long.

All **associate-level** students must satisfy the following graduation standards as a condition for graduation:

- **Writing:** Students must pass the Writing Proficiency Exam (ENG-3999) or The Self-Sufficient Writer course (ENG-2005).
- **Quantitative Reasoning:** Students must pass the Quantitative Literacy Assessment exam (GRS-2000) or the Introduction to Quantitative Reasoning course (MAT-1080).
- **Information Literacy:** Students must complete the Information Literacy Tutorial (TILT) and score 80% or higher on each of the four accompanying quizzes. The TILT and quizzes will be available to the student on the VSC Portal site after s/he registers for a section of GRS-3000.
- **Oral Communication:** Students must receive a passing score on the Oral Communication Grading & Evaluation

Form for **one** oral presentation at least five minutes long.

Comprehensive information about JSC graduation standards may be obtained by consulting "JSC Graduation Standards," available through the Vermont State Colleges' Portal site (<http://myjsc.jsc.edu>). Students may receive electronic communications (through JSC e-mail addresses) about the required graduation standards, and the instructions to satisfy them.

Academic Regulations and Requirements

By enrolling for courses, students obligate themselves to abide by the policies set forth in this catalog and in other College publications.

Registration

Students pursuing a bachelor's or associate's degree from Johnson State College must be formally accepted through the Admissions Office before they may be registered for courses. Continuing undergraduates are expected to pre-register for their courses in November for the following spring semester and in April for the following summer and fall semesters. Students are notified of exact dates and instructions via e-mail one to two weeks prior to the registration period. EDP students receive registration materials well before the start of each semester. EDP students confer with their advisors, who must approve course selections and who can register the students for classes. When registering for courses at institutions outside of the Vermont State Colleges, EDP students submit a tuition transfer form available from the EDP office. A late fee may be assessed for registrations after the published deadline.

Class attendance does not in itself signify registration. Students must properly register for each of their courses in order to receive academic credit for work completed.

All students must meet state immunization requirements and must be cleared by the Business Office (see payment procedure section for details) in order to register for classes.

Dual-Enrollment Consortium Agreement

Students matriculated at Johnson State College (their home institution where they have been officially accepted) and enrolled in JSC courses may simultaneously enroll in courses at two or more VSC institutions. With the exception of the summer term, students follow the home institution's procedures for course selection, course add/drop/withdrawals, advising, financial aid, and billing. This agreement does not supersede existing External Degree Program arrangements; these arrangements remain unchanged by this agreement. For the full Vermont State College Consortium Enrollment Agreement, see "Policies and Procedures" and then "Data Security and Operational Policies" on the VSC website, www.vsc.edu.

Class Membership

Students are classified for academic class membership and administrative purposes on the basis of semester credits earned according to the following schedule:

Number of Credits Earned	Academic Class
0-29.9	Freshman
30-59.9	Sophomore
60-89.9	Junior
90 or more	Senior

Auditing Courses

No credit or grades are assigned for audited courses. A per-credit tuition fee of one-half of in-state or out-of-state rates, whichever applies, is charged. Courses that are audited do not count toward a student's credit load and are not eligible for financial aid.

Students wishing to audit a course should

follow normal registration procedures, indicating AU as their grade option at the time of registering. The choice to audit a course must be made prior to the end of the add/drop period, and it does not apply to programs/courses with already reduced tuition rates (i.e., Extension courses).

Basic Skills

Recognizing that basic writing and mathematic skills are essential to successful completion of college-level work, and in accordance with the Vermont State Colleges' Basic Academic Skills policy, Johnson State College assesses the skill level of all new students in these two areas. On the basis of this assessment, students who do not possess college-level skills in either or both of these areas are directed into courses designed to address their skill deficiencies. These courses should be taken during the student's first year at Johnson State College.

Please note that basic skills courses whose course number begins with a "0" (i.e., MAT-0410) do NOT count toward total credits required for graduation, although they do count in determining full-time status and semester grade point average.

Class Attendance

Students who register for a course prior to the first week of the semester or during the first day of the semester are expected to attend at least one of the first two class sessions. A faculty member may fill absent places with students wishing to enter the course and refuse entry to absent students when they appear. Faculty members may also refuse to admit a student to the class after the beginning of the semester, if they believe the student cannot complete missed work. In this case, the registered student is responsible for dropping the course from his/her schedule.

For EDP weekend courses, please note that attendance is MANDATORY at all Saturday and Sunday classes. Students should not

register for these weekend courses if they know before the semester begins that they cannot attend all classes.

Course Add/Drop/Withdrawal

Students approved for online registration may add courses online until the start of the semester and drop courses online until the end of the second week of the semester, except for the summer semester, in which case students should refer to the policies and procedures specific to that program. All students may add or drop a course until the end of the second week of the semester by completing a Registration Adjustment Form and submitting it to the Registrar's Office. Second-half semester courses may be added or dropped until the end of the second week of the second half of the semester. If a course is dropped, it will be removed from the student's academic record and may result in an adjustment to a student's bill and financial aid. Students are encouraged to contact the Business and Financial Aid Offices before dropping a course. After the second week of the semester and until the end of the ninth week of the semester, a student may withdraw from a course by completing a Registration Adjustment Form and submitting it to the Registrar's Office. If a student withdraws from a course, the course will appear on the transcript with a "W" grade, and will not affect a student's grade point average. In most cases, a withdrawal from a course does not affect a student's bill or financial aid award. Students withdrawing or dropping all courses will be considered as departing from the college and must complete the Student Exit Notification and Leave of Absence Form. Please see Johnson State College's refund policy within this catalog.

Students registered through JSC for courses at other non-VSC institutions must drop or withdraw from courses at both colleges. Students will be charged for any tuition and fees that the other institution charges JSC.

Formally Declaring a Major

Campus-Based Students

Students who did not declare a major at the point of admission to the college must do so after earning 45 credit hours in a bachelor's degree program, or 12 credit hours in an associate's degree program, by submitting a Change of Major/Academic Advisor Form to the Registrar's Office, if they have not already done so.

Transfer Students: Students transferring in 45 credit hours or more for a bachelor's degree, or 12 credit hours for an associate's degree program, must declare a major within the first semester of their program by submitting a Change of Major Form to the Registrar's Office.

A student may declare any major officially in existence at the time the student declares a major. The Program Evaluation available on Web Services outlines the requirements in the student's major and describes how the student intends to meet those requirements.

EDP Students

EDP students may choose from the following majors: business management, childhood education, professional studies, liberal arts, and psychology. Other JSC programs, including elementary and secondary teaching endorsement, are available if students can take courses on the JSC campus. For details on degree requirements, see the sections in this catalog on particular academic departments.

Students majoring in professional studies or liberal arts must prepare an individualized degree plan with the help of advisors during their first semester. Students in these majors may not graduate until their degree plans have received approval by the EDP Academic Review Board. If a student has not submitted a degree plan by the last review meeting of the second semester in the program, the program's co-directors may recommend administrative dismissal for one semester.

In the first semester of their program, students majoring in professional studies or liberal arts must prepare an individualized degree plan with the help of their advisor.

Discontinued Majors

The following provisions apply with regard to discontinued majors:

- Students who have previously formally declared a major may not at a later time switch into a major designated as discontinued.
- Students failing to make a formal declaration of a major by the end of their sophomore year, as is required, may not at a later time declare a discontinued major.
- Former students who are not on an approved Leave of Absence and have returned may not pursue a discontinued major.

Grading

Johnson State College employs letter grades as indicated below:

Grade	Explanation	Grade Points
A+	High competence	4.00
A	High competence	4.00
A-	High competence	3.70
B+	Good competence	3.30
B	Good competence	3.00
B-	Good competence	2.70
C+	Moderate competence	2.30
C	Moderate competence	2.00
C-	Moderate competence	1.70
D+	Minimum acceptable competence	1.30
D	Minimum acceptable competence	1.00
D-	Minimum acceptable competence	0.70
F	Failing	0.00
I	Incomplete (See Incompletes below)	
P or NP	Pass/No Pass	
NG	No grade indicates that no grade has yet been submitted. The grade will be recorded upon course completion.	
TR	Transfer credit	
CR	Credit granted (non-course work)	
W	Withdrawn*	
AU	Audit	

**Withdrawals are recorded by the Registrar's Office only after receipt of an authorized course withdrawal on page 16.*

In general, faculty grades are due at the Registrar's Office 48 hours after each course's final examination.

Pass/No Pass Option

Students may elect to be graded on a Pass/No Pass basis. The Pass/No Pass option is designed to encourage students to take courses that they otherwise would not take for fear of receiving low grades. For performance of D- work or better, a grade of P (Pass) is recorded on the student's record. Credit is received for P grades, but the grades do not affect the student's grade point average. Failing work is recorded as NP (No Pass). NP grades do not earn credit nor does the grade affect the student's grade point average. Students select this option by indicating P/NP as their grade option when they register.

Courses taken with a grade of P do not count toward requirements of the General Education Core Curriculum, EDP General Education requirements, or in general, the requirements of a student's major or minor. In addition, students may NOT take Basic Skills courses as Pass/No Pass.

Incompletes

The grade of Incomplete (I) may be given to work of satisfactory quality when the amount of required work has not been completed because of illness or other reasons beyond the control of the student. A grade of I is not to be used instead of the grade of F in situations involving a student's lack of ability or negligence. Grades of I will automatically revert to an F if a final grade, or alternate default grade, is not submitted to the Registrar's Office prior to the Incomplete deadline submitted by the instructor with the I grade. In general, grades of Incomplete are to be completed by the end of the seventh week of the semester immediately following the semester in which the Incomplete grade was given. Courses carried through with an I into the following semester do not count toward the student's credit load for tuition billing purposes or for additional credit toward graduation.

Not Graded Work

The grade of NG may be given for a course when an instructor has not yet assigned grades for the course. This may happen when a course is still in progress at the semester deadline for grade submission. Course work carried into a second semester with a grade of NG does not count toward a student's credit load for tuition billing purposes or for additional credit toward graduation in the second semester.

Repeat Course Option

Students may repeat any course* that they have previously taken to attempt to earn a higher grade. When a course has been repeated within the Vermont State College system (VSC), the initial grade remains on the transcript but is taken out of the student's cumulative GPA. The most recent grade will be the only one computed in the student's cumulative average. Credit in the course may be earned only once. If the credit value of the course has changed, the repeated course is worth the new credit value.

When repeating a course at another institution outside of the VSC, the initial grade remains on the transcript but is taken out of the student's cumulative GPA. The grade from the repeated course being transferred to JSC will show as a transfer but will not be counted in the student's cumulative GPA.

Students may choose to use the Pass/No Pass option when registering for a repeat course, except for courses in their major or minor, in the General Education Program, or for basic skills courses (see Pass/No Pass option). If a grade of NP is earned, however, the repeat will not count. If a course was originally taken under a prior grading system, the effect on the student's average will be determined by using the new system.

**Some courses as indicated in the Course Description section of the catalog may be taken multiple times for credit.*

Auditing a Course

No credit or grades are assigned for auditing courses. For additional information, see page 9.

Credit Granted (CR) for Non-Course Work

Students who are granted credit on the basis of CLEP examinations, military credit, lifetime experience portfolios, AP courses or other similar circumstances (as determined by Johnson State College) will receive a CR in the grade field. CR distinguishes the credit from TR, which is used for credits that are transferred in from another college or university.

Graduation

Application for Degree

The responsibility for your education ultimately rests in your own hands. Likewise, the timely completion of the paperwork associated with the award of your degree is your responsibility as well. Failure to take the required steps for application for degree may delay your graduation, even if all other graduation requirements have been completed. Students should access their program evaluation regularly to see where they stand in relation to degree completion.

Only students who are currently matriculated may graduate. Students absent from the College and not on a Leave of Absence who are seeking to complete a degree with Johnson courses must apply for readmission.

A student who anticipates completion of his/her degree requirements should file a Graduation Application through Web Services. After receiving the Graduation Application, the Registrar's Office will carry out an official degree audit. This may allow time for the student to pick up additional courses or complete outstanding paperwork during his/her last semester if necessary. In completing the degree audit, the Registrar's Office will identify where the student

stands in relation to completion of degree requirements. The results of the degree audit will be given to the student and to his/her advisor. Note: A Graduation Application/Application for Degree fee will be charged to the student's account upon submission of the Graduation Application.

Conferring of Degrees

Degrees are conferred once each year in a Commencement ceremony at the end of the spring semester. Diplomas are dated August, December, or May for students completing studies in summer, fall, or spring semesters respectively. Students will receive their diplomas in the mail after completion of all degree requirements is verified by the Registrar's Office.

Participation in Commencement

Only students who have completed all degree requirements will be allowed to participate in the Commencement ceremony. The College recognizes that there may be occasions when special circumstances arise. Under such unusual circumstances, students may petition the Academic Dean or his/her designee to participate in Commencement. Students must, however, be within 8 course credits or a single experience (such as an internship or a Graduation Standard) of completing graduation requirements. No other exceptions will be considered. The decision of the Academic Dean or his/her designee is final and may not be appealed to the President.

Students participating in the Commencement ceremony will be required to wear a cap and gown, which can be ordered through the College Bookstore.

Graduating with Distinction

Effective for the graduating class of spring 2006, of the total credits required for graduation, at least 30 credits for a two-year degree and 60 credits for a four-year degree must be earned within the Vermont State Colleges by the end of the previous fall semester. (Credits earned before 2002 are not used in this calculation unless earned

from Johnson State College.) Graduating students who have earned a cumulative grade point average of 3.90 or better *through the fall semester of their graduation year* will be awarded their degree "summa cum laude." Those who earn a 3.70 average will be awarded degrees "magna cum laude." Those who earn a 3.50 average will be awarded degrees "cum laude." *(If the above standards are obtained by the end of the spring semester of the graduating year, the appropriate distinction is recorded on the diploma and transcript but is not acknowledged at Commencement.)*

Graduation honors for certificate programs require final, cumulative GPA as follows: honors, 3.00-3.49; high honors, 3.50 or above.

Academic Honesty

Students are expected to conform to the highest standards of academic honesty in all of their academic work at Johnson State College. Academic dishonesty in any form is prohibited and unacceptable. Acts of dishonesty for which a student may be disciplined include, but are not limited to, receiving or providing unauthorized assistance on an examination and plagiarizing the work of others in writing assignments. The *American Heritage Dictionary* defines plagiarism in the following way: "To steal or use (the ideas or writings of another) as one's own." Students are responsible for knowing what specific acts constitute plagiarism; if students are uncertain as to whether a particular act constitutes plagiarism, they should consult with their instructors before turning in assigned work.

Any faculty member who suspects that a student has committed an act of academic dishonesty will bring this suspicion to the attention of the student and provide the student with an opportunity to respond. Should the faculty member subsequently determine that the student has committed an act of academic dishonesty, he/she will assign a penalty for the offense, which may be a failing grade for the specific work

submitted or a failing grade for the course. The faculty member will notify the student in writing of his/her decision, as well as the penalty associated with the act of academic dishonesty, and submit a copy of that letter to the Academic Dean's Office. The student may appeal the penalty in writing to the Academic Status Committee (for campus-based students) or the Academic Review Board (for EDP students). Upon receiving any such appeal, the Academic Status Committee/EDP Academic Review Board will consider evidence relative to the charge and determination, and will affirm, reverse, or modify the finding and/or penalty of the faculty member. Decisions of the Academic Status Committee/EDP Academic Review Board may be appealed, in writing, to the Academic Dean or his/her designee. The decision of the Academic Dean or his/her designee is final and may not be appealed to the President of the College. Records of all incidents of academic dishonesty will be maintained in the Academic Dean's Office. Repeated incidents of academic dishonesty will subject a student to dismissal from the College.

Academic Standing

Good Academic Standing

A student who has 30 or more earned or GPA credits, whichever is higher, and whose cumulative grade point average is 2.00 or above (1.75 for students with fewer than 30 earned or GPA credits, whichever is higher) is considered to be in good academic standing. The cumulative and semester averages are calculated by including only the graded credits (A, B, C, D, F) earned during the current and past semesters. These averages do not include courses bearing other grade designators (*i.e.*, grades of Incomplete).

Academic Warning

A student whose cumulative average is in good standing or above but whose semester average is below good standing (see above) will receive a letter of warning from the

College. There are no punitive aspects to this warning status.

Academic Probation

Academic probation serves as an official warning from the College that a student's performance has been substandard. A student whose cumulative GPA falls below good standing (see above) shall be placed on academic probation. Students remain on academic probation until they raise their cumulative grade point average to good standing, or until they fall below the dismissal standard (see "Academic Dismissal.") Students on academic probation who have less than 30 earned or GPA credits, whichever is higher, must work with the academic probation counselor to create a plan for academic success. When a student voluntarily withdraws from the College while on probation status, or is academically dismissed and later readmitted, he/she will return on probation.

Academic Dismissal

Students will be academically dismissed under the following conditions:

- Any new, first-year student with no previously earned credits who fails to achieve a grade point average of at least 0.70 in the first semester will be academically dismissed.
- Students on academic probation will be academically dismissed if they fail to achieve a semester grade point average of 2.00 having 30 or more earned or GPA credits, whichever is higher (1.75 having fewer than 30 earned or GPA credits, whichever is higher), during the semester on probation.
- Students who successfully appeal academic dismissal may be placed on stipulated probation and may be required to sign a contract to abide by conditions set forth by the Academic Status Committee. Failure to comply with any portion of this contract may result in immediate dismissal from Johnson State College.

Students academically dismissed may reapply for admission generally after two regular semesters of absence. Students must follow the regular procedure for application to the College for re-admission and will remain on probation upon their return.

Incomplete Grades in Relation to GPA/Good Standing

Calculation of a semester or cumulative grade point average does not include any Incomplete grade that a student has earned during the semester. Students who receive an Incomplete grade in one or more courses during a semester are held academically liable for the completion of the course. *Students who have an Incomplete grade for a semester will not be eligible for the Dean's or President's Lists until a final grade has been submitted for that Incomplete.*

Appeal Process for Academic Dismissal

A student who has been academically dismissed may appeal his/her academic status by writing a letter to the Academic Status Committee (for campus-based students) via the Registrar's Office or to the EDP Academic Review Board (for EDP students). This letter of appeal should include any mitigating or extenuating circumstances that may have contributed to the poor academic performance. Decisions of the Academic Status Committee/EDP Academic Review Board may be appealed to the Academic Dean, or his/her designee, and then to the President of the College.

Academic Progress Alerts

Faculty teaching 1000- and 2000-level courses complete online Academic Progress Alerts during the fifth week of the semester on all freshmen in those courses. The purpose of the alerts is to let students know early on how they are doing in their classes so that they can take corrective action if necessary. Using the Academic Progress Alerts, faculty give both positive and negative feedback relative to class

attendance and participation, homework assignments, tests, etc.

Academic Forgiveness

Johnson State College recognizes that some academically able students for various reasons have poor previous academic records. A student who has been out of college for at least two (2) academic years may appeal to the Academic Dean, or his/her designee, at the end of the first semester of subsequent attendance in good standing (generally a 2.00, see Good Academic Standing policy within this catalog) at JSC to have a previous semester set aside. The decision of the Academic Dean, or his/her designee, will be final and may not be appealed to the President of the College.

Setting aside a previous semester is done by notation on the permanent JSC transcript, not by removing any previous course or grade. Grades of C and above, and the credits derived from those grades, will remain. Grade history will be removed from cumulative totals only, and grades cannot be ameliorated if they have already been included in calculations for awarding a degree.

Academic Honors (President's/Dean's List)

Matriculated (degree-seeking) students who complete 12 or more Vermont State College graded credits in a single semester and who have no Incomplete, NP, F, or blank grades are eligible for the President's and Dean's List under the following standards:

- Students who achieve a 4.00 semester average will be placed on the President's List.
- Students who achieve between a 3.50 and 3.99 semester average or above will be placed on the Dean's List.

Honors Convocation

Every spring, the College hosts Honors Convocation, an event at which the College and departments award prizes and scholarships to students who have distinguished themselves in the classroom, in the community, and on the playing field.

Transfer of Credit

Transfer within the Vermont State Colleges System

College-level credits earned with a grade of C- or better at any VSC degree-granting institution *prior to summer 2002* are fully transferable to JSC. These transfer credits do not count in a student's GPA. Credits earned at any VSC degree-granting institution *during and after summer 2002* are not considered transfer credit but rather institutional credit, and, therefore, grades earned are counted in a student's GPA. Each credit taken in fulfillment of a GECC requirement at another VSC institution counts toward fulfillment of GECC requirements at JSC in appropriate categories. If you leave one VSC institution while on academic probation and are accepted at another VSC institution, your academic probation status goes with you.

Transfer of Credit from Other Institutions

(See "Transfer Credit Policy and Procedures" at www.jsc.edu/TransferCreditPolicy.)

In order to be eligible for the transfer of credits from other institutions, you must be a matriculated (degree-seeking) student at Johnson State College. Matriculated students at Johnson State who wish to take courses at other institutions and have credits transferred to Johnson State are encouraged to have a conversation with their academic advisor before registering. Transfer credits will not be accepted from non-matriculated students.

Transfer credit may be granted by Johnson State College for college-level courses completed with the equivalent of a grade of C- or better at regionally accredited or officially approved institutions of higher education. Credit for a D in a course may be granted if the second semester of a two-semester, sequential course is completed with a C- or better. In addition, for transfer students holding a two-year associate's degree from an accredited institution, credits applied to that degree will be accepted as transfer credit. Credits earned in a quarter system count as two-thirds of a semester credit. The grades attached to credits accepted in transfer are not calculated in a student's cumulative grade point average.

Johnson State requires that a student accumulate at least 39 credits of upper-level work in order to graduate. Transfer credits are normally accepted as lower-level credits. Students who believe that transferred credits were upper-level work should present documentation (usually in the form of a catalog from the transferring institution) to the Registrar's Office for consideration.

Credits accepted for transfer are not necessarily accepted as meeting requirements in a student's major or for General Education requirements.

The Registrar will evaluate credits for experiential learning and credits from unaccredited institutions to determine their applicability toward graduation requirements. An associate's degree and an R.N. diploma will be accepted as 60 credits.

Assessment of Prior Learning

Learning acquired through work or other non-college experiences may be assessed for college credit. The Assessment of Prior Learning (APL) course (see course listing below), taught through the Community College of Vermont, is designed for this purpose. Students are guided through the process of describing and documenting

their experiential learning in a portfolio. This document is then reviewed for credit by an Advance Standing Committee composed of appropriate faculty and professionals. The credit awarded through the Office of External Programs may be transferred to JSC and the other Vermont State Colleges. The Registrar, in consultation with faculty and staff of the appropriate departments, will evaluate these credits to determine their applicability toward graduation requirements.

EDU-1240 Assessment of Prior Learning (3 cr.)

(Offered through Community College of Vermont)

This course is an opportunity for students to earn college credit for prior learning acquired either on the job or in other settings. Students explore past learning experiences and identify future educational goals. Students develop an individual portfolio describing and documenting prior learning. Upon successful completion of the course, students may submit their portfolio to the Office of External Programs for review of credit requests. Recommended prior learning: ENG-1051 College Writing or equivalent. (Before enrolling, students should consult the Academic Support Services Office at Johnson State College at 802-635-1259.)

Internships

Internship placements exist for matriculated students who wish to gain practical experience in a particular field. The internships are individually designed to meet the needs of the students. Each student is assigned a faculty member from JSC and a site supervisor to ensure successful completion of the work experience. The eligibility requirements for participation in an internship are established by the faculty in each academic department. Internships in every major, at both the lower-division and upper-division levels, are available for one through 12

credits; each credit hour represents a minimum of 40 work hours (except for HTM internships which require 150 hours per credit). Internships are graded on a Pass/No Pass basis only. In addition to regular per credit tuition charges, a \$45 internship fee will be assessed and charged to the student's account. [*Students should make arrangements for their internship and submit the completed internship application in the semester **prior** to the semester in which the internship begins.*]

Independent Study

Independent studies are more academic and research-based in nature and often replace a regular class. Each student pursuing an independent study works under the direct and regular supervision of a faculty member. The goals, objectives, and performance measures for independent study are defined in a formal contract between the faculty supervisor and the student and approved by the Academic Dean. For all students, a maximum of 21 credits of independent study can be taken during pursuit of a bachelor's degree. In addition to regular per credit tuition charges, a \$30/credit fee will be assessed and charged to the student's account.

Students receiving veterans' educational benefits must comply with specific V.A. regulations with regard to independent study. (See Veterans' Benefits on page 242)

Summer Course Offerings

Johnson State College offers a limited schedule of courses in the summer. See the Summer Bulletin and the JSC website for specific course information, rates, and registration procedures.

Tuition for summer college is charged at the regular in-state rate for Vermont residents and at 150 percent of the in-state rate for all out-of-state students.

National Student Exchange

The National Student Exchange (NSE), coordinated by the Advising and Career Center, is a network of nearly 200 institutions of higher education in the United States and Canada. Through NSE, JSC students who meet eligibility requirements can spend a semester or a year at one or more of these institutions, earning credits toward their JSC degree. In addition, international exchange opportunities are available through participating institutions that open their study abroad programs to NSE exchange students. Following a semester or year exchange, students return to JSC to complete their degrees.

Taking Courses as a Non-degree Student

Non-degree students are students who wish to take one or more undergraduate courses at JSC for college credit but who are not formally admitted as matriculated (degree-seeking) students. To be eligible to enroll in courses as a non-degree student, students must have a high school diploma or a GED. Students who wish to enroll as a non-degree student should request registration information from the Registrar. Non-degree students may enroll in all courses listed in the catalogue, if space is available. In most cases, non-degree students are ineligible for state, federal, or college-sponsored financial aid; however, they may be eligible for the VSAC non-degree grant. (Graduate courses are generally available only to students who have completed a 4-year degree.)

Extension Courses

The College occasionally offers special courses to selected audiences at various locations. These courses are not listed in this catalogue but are separately advertised or sponsored through agencies or other institutions.

Army ROTC

Johnson State College offers an Army ROTC program in collaboration with the University of Vermont. The program leads to an officer commission as a second lieutenant in the United States Army, Army Reserve, or Army National Guard. Scholarships are available to qualified applicants. For further information, contact the Department of Military Studies at the University of Vermont, 128 University Heights, Burlington, Vermont, 05401.

Email: uvmrotc@zoo.uvm.edu.

Homepage:

<http://www.goarmy.com/rotc>

Exiting the College

Exiting from the College

A student voluntarily exiting from the College must do so formally and in writing by completing a Student Exit Notification and Leave of Absence Form.

The transcripts of students exiting the College after the beginning of the semester and prior to the withdrawal deadline (week nine) will show W grades for all courses enrolled in that semester. The transcripts of students exiting the College after the ninth week will show earned grades of A-F submitted by their instructors at the end of the semester.

Students who exit from the College and who are not on an approved Leave of Absence or Stop Out may reapply by making formal application with the Admissions Office. The W grades received

will be used in making an admission decision. For refunds on room, meal plan, and tuition charges, see the refund policy in this catalog.

Leave of Absence for Campus-Based Students

Students in good academic standing, who have an approved Plan of Study on file, if required, and wish to interrupt their studies for a period not to exceed two consecutive regular semesters, may request a leave of absence. Students on a leave of absence do not need to apply for re-admission and will be allowed to pre-register during the regular advance registration period.

Students may apply for a leave of absence by completing a Student Exit Notification and Leave of Absence Form. The leave is not official until the request is approved by the Registrar. A leave for one or two consecutive regular semesters may be requested prior to the add/drop deadline. In special circumstances, the leave of absence may be extended beyond the approved period with the approval of the Registrar.

Stop Out for External Degree Program Students

External Degree Program students must register for a minimum of three credits a semester to maintain active status in the External Degree Program. However, EDP students may take a semester or more off and re-enter the program when it is convenient, and do not need to complete a Leave of Absence Request Form. Any credits taken while out of the program that fit into their degree plan may count toward graduation as long as 30 of the last 39 credits are registered through JSC/EDP. There is no fee for re-entry. If a student has been out of the program longer than five years, he/she must reapply to the External Degree Program. Approval will be contingent, in part, on availability of courses and the student's access to them.

Requesting a Transcript

Official transcripts are available at no charge to students upon a written, signed request to the Registrar's Office. Transcripts for students who have bills past due or other obligations to any of the Vermont State Colleges will not be released until all bills are paid. Students requesting a transcript toward the end of any semester should indicate whether they want it sent immediately or whether it should be held until final grades are recorded. In the latter case, transcripts will not be sent out until at least the third week following the end of the semester.

Appeal of Academic Policies

Students may appeal any academic regulation or decision to the Academic Status Committee of the Faculty Assembly (for campus-based students) or the EDP Academic Review Board (for EDP students) and then to the Academic Dean or his/her designee. The decision of the Academic Dean, or his/her designee, is final and may not be appealed to the President unless otherwise noted.

Academic Departments

Behavioral Sciences on page 30

B.A. in Anthropology and Sociology
(J.BA.ANS)

B.A. in Psychology (J.BA.PSY)

B.S. in Wellness & Alternative Medicine
(J.BS.WAM)

Minors: Anthropology and Sociology,
Psychology

Business & Economics on page 39

B.A. in Business Management (J.BA.BUS)

B.A. in Hospitality and Tourism
Management (J.BA.HTM)

A.S. in Management (J.AS.BMG)

Minor: Business (for non-business majors
only) (J.CT.NPM)

Certificates: Nonprofit Management, Small
Business Management (J.CT.SBM)

Education on page 46

B.A. in Childhood Education (K-6)
(J.BA.CED)

Elementary Classroom Teacher (K-6):
Elementary Education

Secondary Classroom Teacher (7-12):
English Education, Mathematics
Education, Science Education, and Social
Studies Education

Unified Arts Teacher (PK-12): Art
Education, Dance Education, Music
Education, Physical Education, and
Theater Arts Education

Environmental & Health Sciences on page 74

B.A. in Biology: Field Naturalist (J.BA.BIO)

B.A. in Outdoor Education (J.BA.OED)

B.S. in Biology (J.BS.BIO)

B.S. in Environmental Science/Natural
Resources (J.BS.ENV)

B.S. in Health Sciences (J.BS.HSI)

B.S. in Integrated Environmental Science
(J.BS.INS)

Minors: Adventure Education, Biology,
Chemistry, Environmental Education,
and Natural Resources

Teaching Education Programs: Physical
Education (PK-12) and Science (7-12).

Fine & Performing Arts on page 92

B.A. in Art (J.BA.ART)

B.A. in Music: Classical,
Jazz/Contemporary, and General
(J.BA.MUS)

B.A. in Music and Music Education
(J.BA.MSE)

B.A. in Musical Theater (J.BA.MTH)

B.A. in Theater and Drama (J.BA.TAD)

B.F.A. in Studio Arts (J.BF.STA)

A.A. in Technical Theater (J.AA.TTH)

Minors: Art History, Arts Management for
Theater Majors, Dance, Music, Studio
Arts, and Theater

Teacher Education Programs: Art (PK-12),
Dance (PK-12), Music (PK-12), and
Theater Arts (PK-12)

Humanities on page 121

B.A. in History (J.BA.HIS)

B.A. in Political Science (J.BA.POS)

A.A. in General Studies (J.AA.GEN)

Minors: French, History, Political Science,
Pre-Law, and Spanish

Teacher Education Program: Social Studies
(7-12)

Mathematics on page 127

B.S. in Mathematics (J.BS.MAT)

Minor: Mathematics

Teacher Education Program: Mathematics
(7-12)

Writing and Literature on page 130

B.A. in Communications and Community
Media (J.BA.CCM)

B.A. in English (J.BA.ENG)

B.F.A. in Creative Writing (J.BF.CWR)

Minors: Creative Writing and Literature
Teacher Education Program: English (7-12)

**Inter-Departmental Programs on
page 136**

B.A. in Liberal Arts (J.BA.LIA)

B.A. in Professional Studies (J.BA.PRO.EDP)

Minor: Gender Studies

Department of Behavioral Sciences

Degree Programs

Anthropology and Sociology (B.A.)
Psychology (B.A.)
Wellness and Alternative Medicine (B.S.)

Minors

Anthropology and Sociology,
Psychology

Faculty / Staff

David Fink, *Professor*
Susan Green, *Professor*
David Hutchinson, *Professor*
Gina Mireault, *Professor*
Eleanor Webber, *Professor*
William Brower, *Associate Professor*
Jerry Himmelstein, *Assistant Professor*
Vicky Sanborn, *Administrative Assistant*

Bachelor of Arts in Anthropology and Sociology

With integrative study in anthropology and sociology, students learn to appreciate, understand, and investigate how diversities and social structural arrangements among people affect the distribution of power around the globe and subsequent possibilities for people to co-exist in a fair, socially just world and to personally live robust and ecologically sustainable lives. Anthropology explores the range of cultural and biological differences and similarities among all peoples. Some topics include: evolution, environment, symbolism, values, art, healing, religion, and consciousness. Anthropology's emphasis upon cultural relativism reveals the rich diversity of human life within the global setting. Sociology investigates social interaction, the societal forces of inequality, power, and the role of social structure including the family, economics, politics, education, religion, and the media that collectively organize the lens through which we organize, and makes sense of, our behavior and relationships. Students combine unique understandings of how and why people behave the way they do with knowledge of the impact of technology, globalization and diversity toward careers in the service industry, social work, police and correction agencies, personnel management in corporations, and in the nonprofit management sector.

Learning Outcomes for Anthropology/Sociology Majors

Anthropology and Sociology graduates should be able to demonstrate their:

1. Knowledge of the concepts, theories, and methodologies of cultural and social forces and their impact on personal life choices, community relationships, national issues, and globalization.
2. Holistic, interdisciplinary critical thinking in a way that integrates oral, written, visual, geographic, computer-based, and media literacy skills, to evaluate and communicate the "bigger picture" of societal institutions and multi-cultural forces on our personal choices, our societal arrangements, and our global involvements.
3. Cultural diversity skills that acknowledge the many beliefs, values, languages, norms, sanctions, symbols, and technologies that inform lifestyles across the globe.
4. Informed knowledge of the power of social and cultural forces to bear upon both personal life choices and on civic responsibility and accountability to co-create a socially just, diverse and sustainable world.
5. Preparedness to further their education or enter careers that require interpersonal, multi-cultural knowledge, and "people skills" in diversity, global awareness, and social justice. Careers include education, personnel management, social service agencies, government positions doing research and training, criminal justice, and international intelligence agencies.

Anthropology and Sociology Requirements

Required Courses	Credits	Semester
Core Courses (15 credits)		
ANT-1010 Introduction to Cultural Anthropology	3	_____
SOC-1010 Introduction to Sociology	3	_____
ANT-3110 Development of Anthropological Thinking OR		
SOC-4020 Sociological Theory	3	_____
ANT-3120 Science, Research Methods, and Ethics	3	_____
ANT-4720 Senior Seminar in Anthropology and Sociology	3	_____
Electives (18 credits required)		
At least 6 credits from ANT courses:		
ANT-3020 Religion, Culture, and Alternate Realities	3	_____
ANT-3040 Culture Change in the Modern World	3	_____
ANT-3130 Culture and Personality	3	_____
ANT-4010 Anthropology of Death	3	_____
ANT-4020 Multicultural Health, Illness, and Healing	3	_____
ANT-4730 Topical Seminar in Anthropology	1-3	_____

At least 6 credits from SOC courses:

SOC-2040	Race, Ethnicity, Class, and Gender	3	_____
SOC-2050	Drugs, Herbs, and Society	3	_____
SOC-2140	Sociolinguistics	3	_____
SOC-2150	Social Solutions	3	_____
SOC-3020	Environment and Society	3	_____
SOC-3040	Social Movements, Culture, and Activism	3	_____
SOC-3050	Gender and Society	3	_____
SOC-3060	Sexuality and Intimacy	3	_____
SOC-3080	Wellness and Alternative Medicine	3	_____
SOC-3130	Mass Media and Society	3	_____
SOC-3230	Alternative Medicine, Science, and Disease	3	_____
SOC-4010	Family Violence	3	_____
SOC-4030	Global Health, Diversity, and Policy	3	_____
SOC-4730	Topical Seminar in Sociology	3	_____

Up to 6 credits of optional, related disciplinary options:

CSV-1011	Principles in Community Service Learning	2	_____
CSV-1012	Community Service Learning	1	_____
CSV-3010	Leadership Through Volunteer Service Learning	1	_____
FRE-1111	French I w/lab	4	_____
FRE-3010	Culture and Civilization Through Correspondence and Conversation	3	_____
HIS-2210	Women in U.S. History	3	_____
HIS-2410	Latin American History and Culture	3	_____
HIS-2440	African Civilization	3	_____
HIS-3450	Women in European History	3	_____
HUM-3150	People and Cultures of the Middle East and North Africa	3	_____
MUS-3050	The Social History of Rock and Roll	3	_____
POS-3040	Politics of Gender	3	_____
POS-3220	Genocide: Inhumanity Across the Ages	3	_____
PSY-3230	Psychology of Gender	3	_____
SPA-1011	Spanish I w/lab	4	_____
Total		33	

Bachelor of Arts in Psychology

Psychology majors explore a wide range of theories concerning human behavior, development, thought, emotion, learning, intelligence, personality, group dynamics and abnormal behavior. Through course work and a variety of fieldwork opportunities, students are encouraged to use what they learn toward understanding themselves and their relationships. A variety of electives are offered to help students explore different job possibilities, such as working with the chronically mentally ill, organizational psychology, addictions, art therapy, forensic psychology, and working with children and families. Psychology provides excellent preparation for many careers, not only in the psychology field, but in any position in which knowledge of human behavior would be useful.

Acceptance of transfer credits for purposes of satisfying major and minor program requirements is subject to the discretion of the department. This includes, but is not limited to, the length of time that has elapsed since the credits were earned.

Learning Outcomes for Psychology Majors

Students majoring in psychology will be provided the opportunity to learn content knowledge basic to understanding the field of psychology, interpersonal communication skills, and the practical application of this knowledge and these skills.

Psychology Requirements

Required Courses		Credits	Semester
Core Courses			
PSY-1010	Introduction to Psychology	3	_____
PSY-2040	Social Psychology	3	_____
PSY-2070	Developmental Psychology	3	_____
MAT-2030	Probability and Statistics	3	_____
PSY-2410	Research Methods in Psychology	3	_____
PSY-2420	Group Process: Theory and Practice	3	_____
PSY-3010	Theories of Personality	3	_____
PSY-3065	Abnormal Behavior	3	_____
PSY-4010	Biological Psychology	3	_____
PSY-4770	Senior Seminar*	1	_____
PSY-4810	Internship in Psychology*	3	_____

Electives (15 credits required)

PSY-3030	Organizational Psychology	3	_____
PSY-3230	Psychology of Gender	3	_____
PSY-3250	Multicultural Psychology	3	_____
PSY-3330	Psychology of Addictions	3	_____
PSY-4080	Psychology and the Civil War	3	_____
PSY-4090	Controversial Issues in Psychology	3	_____
PSY-4125	The Evolution of Psychology	3	_____
PSY-4220	Seminar in Jungian Personality Type	3	_____
PSY-4760	Topical Seminar in Psychology**	3	_____
PSY-4810	Internship in Psychology*	1-3	_____
PSY-4910	Independent Research	3	_____
SOC-3060	Sexuality and Intimacy	3	_____
SOC-4010	Family Violence	3	_____
AHS-4030	Psychology of Sports and Exercise	3	_____
ANT-3130	Culture and Personality	3	_____
ANT-4010	Anthropology of Death	3	_____
BIO-3160	Animal Behavior	4	_____
Total		46	

**Psychology internships must be arranged the semester prior to which they are to occur and must be included in the Plan of Study. The required internship must be taken concurrently with the Senior Seminar.*

***Different topics rotate through the course; each may be taken for elective credit toward the major.*

Bachelor of Science in Wellness and Alternative Medicine

This interdisciplinary major uses a societal, cultural, biochemical, and global framework to investigate the history, principles, and scientific evidence for the safety and effectiveness of diverse modalities to heal disease and to create wellness. Alternative medicine is defined as "healing practices and health care systems not routinely studied in our conventional allopathic medical schools that train our physicians." Examples include Chinese medicine, naturopathy, acupuncture, herbalism, homeopathy, Ayurveda, massage, meditation, yoga, biofeedback, chiropractic, Native American healing, shamanism, nutrition, self-care, lifestyle, exercise, and energy medicine. Alternative medicine is also called complementary, folk, natural, holistic, mind/body, integrative, and functional medicine – each term suggesting a unique approach to this exciting field of "new medicine." Students begin with the study of conventional allopathic medicine in the U.S. and then explore alternative medical models from around the world. Curricular guidelines follow protocols set by the National Institutes of Health National Center for Complementary and Alternative Medicine, by allopathic medical school pre-entry requirements for future physicians, and by pre-entry requirements for students going on to alternative medical careers. This curriculum is flexible, allowing students to focus their degree on personal and career goals. Students graduate with career options to work in entry-level careers in the wellness and fitness industry, in hospital employee assistance programs, in social assistance programs, in the diet and supplements industry, and as assistants to alternative medical practitioners. While completing their degree, students may also elect to co-enroll in certification programs to become a massage therapist, yoga instructor, Reiki master, or Ayurvedic consultant. Other students go on to medical school to become physicians and nurses or go on to alternative medical graduate study for over 150 alternative medical careers that include chiropractors, naturopathic physicians, Chinese medical doctors, Ayurvedic physicians, or homeopathic doctors.

Learning Outcomes for Wellness and Alternative Medicine Majors

1. Students will demonstrate interdisciplinary knowledge of the behavioral and biological evolution, principles, and scientific evidence for the healing claims of conventional allopathic medicine and of diverse multicultural alternative health care systems.
2. Students will develop integrative critical thinking and investigative and evaluative skills for making optimal health care choices through scientific comparison of healing and wellness claims of diverse health care models.
3. Students will demonstrate their competency as multilingual integrative health care translators who are fluent in the concepts, principles, and integration of multicultural models of health care and who assist professionals in the comparison of diverse sources of evidence for healing claims.
4. Students will prepare for alternative and allopathic medical careers as integrative physicians, nurses, nurse practitioners, Chinese medical doctors, naturopaths, chiropractors, massage therapists, health research scientists, epidemiologists, and health policy planners.

Wellness and Alternative Medicine Requirements

Required Courses		Credits	Semester
Core Courses			
Students take all courses in the core with the exception of those grouped courses marked with an asterisk* below where students generally choose one course.			
AHS-1010	Contemporary Health Issues	3	_____
AHS-4110	Psychophysiology of Stress	3	_____
ANT-4020	Multicultural Health, Illness, and Healing	3	_____
BIO-2011	Human Anatomy & Physiology I	4	_____
BIO-2012	Human Anatomy & Physiology II	4	_____
BIO-3180	Nutrition	3	_____
CHE-1031	General Chemistry I	4	_____
SOC-1040	Integrative Wellness & Health Professional Series	1	_____
SOC-3080	Wellness & Alternative Medicine	3	_____
SOC-3230	Alternative Medicine, Science, and Disease	3	_____
ANT/SOC/AHS			
SOC-2810/4810	Internship	1	_____
SOC-4740	Senior Integrative Health care Seminar	1	_____
Behavioral Sciences* (Choose one of the following)			
ANT-1010	Introduction to Cultural Anthropology	3	_____
PSY-1010	Introduction to Psychology	3	_____
SOC-1010	Introduction to Sociology	3	_____
Biological Sciences* (Choose either BIO-1210 [4 credits] or BIO-1211 and BIO-1212 [8 credits])			
BIO-1210	Introduction to Biology OR	4	_____
BIO-1211	Introduction to Biology: Ecology and Evolution and	4	_____
BIO-1212	Introduction to Biology: Cells & Genetic Basis of Life	4	_____
Drugs, Herbs, and Pharmacology* (Choose one of the following)			
SOC-2050	Drugs, Herbs, and Society	3	_____
AHS-3050	Introduction to Pharmacology	3	_____
Health Diversity, Global Health Policy, Spirituality, and Consciousness* (Choose one of the following)			
SOC-4030	Global Health, Diversity and Policy	3	_____
ANT-3020	Religion, Culture, and Alternate Realities	3	_____
Core Total		46-50	

The WAM Electives (Take Any 12 Credits)

Note: Students may elect to design with their advisor their own course of study through co-enrolling in certifications or taking related courses that meet their WAM program goals. Also, students who require classes not shown below for post-graduate or certification requirements may request appropriate substitutions from their advisor.

AHS-2010	Mindfulness Meditation	3	_____
AHS-2130	Programs for Lifetime Health and Fitness	3	_____
AHS-3010	Therapeutic Massage	3	_____
AHS-3050	Introduction to Pharmacology <i>(If not taken as a core class)</i>	3	_____
AHS-3230	Physiology of Exercise	4	_____
ANT-3020	Global Healing, Consciousness, and Religion <i>(If not taken as a core class)</i>	3	_____
ANT-4010	Anthropology of Death	3	_____
BIO-3130	Cellular Biology: A Molecular Approach	4	_____
BIO-3280	Environmental Toxicology	4	_____
CHE-1032	General Chemistry II	4	_____
CHE-3111	Organic Chemistry I	4	_____
CHE-3112	Organic Chemistry II	4	_____
DAN-1030	Body Awareness	3	_____
DAN-3032	Body Awareness II (EDP)	3	_____
ENV-4010	Global Environmental Issue	3	_____
INT-3130	Compassion and You: An Intro. to Mahayana Buddhism	3	_____
OER-1060	Ropes Course	1	_____
OER-2060	Wilderness First Responder	4	_____
PHY-1041	Physics I	4	_____
POS-3050	Environmental Ethics and Politics	3	_____
PSY-2070	Developmental Psychology	3	_____
PSY-3330	Psychology of Addictions	3	_____
PSY-4010	Biological Psychology	3	_____
SOC-3020	Environment and Society	3	_____
SOC-3060	Sexuality and Intimacy	3	_____
SOC-4010	Family Violence	3	_____
SOC-4030	Global Health, Diversity, and Policy <i>(If not taken as a core class)</i>	3	_____
Total		58-62	

Behavioral Science Minors

Anthropology and Sociology Minors

Required Courses		Credits	Semester
ANT-1010	Introduction to Cultural Anthropology	3	_____
SOC-1010	Introduction to Sociology	3	_____
SOC-4020	Sociological Theory OR		
ANT-3110	Development of Anthropological Thinking	3	_____
Electives			
Three ANT/SOC- courses, at least 2 must be 3000 or 4000 level		9	
Total		18	

Psychology Minors

Required Courses		Credits	Semester
Core Courses			
PSY-1010	Introductory Psychology	3	_____
PSY-2040	Social Psychology	3	_____
PSY-2070	Developmental Psychology	3	_____
PSY-3010	Theories of Personality	3	_____
PSY-3065	Abnormal Behavior	3	_____
Electives			
Nine psychology credits at the 3000 level and above to be chosen at the discretion of the student and advisor.			
Total		24	

The Behavioral Sciences Department offers courses with the following designators: ANT (anthropology), CSV (community service/volunteer), PSY (psychology), SSC (social science), and SOC (sociology). See full course descriptions on page 141. The department also offers a Master of Arts program in counseling. For further information, see the Johnson State College graduate catalog.

Department of Business/ Economics

Degree Programs

Business Management (B.A.)
Hospitality and Tourism Management
(B.A.)
Management (A.S.)

University, N.Y., provides graduates of JSC an opportunity to obtain an MBA degree in only one additional year of study (See specific information following the degree requirements for the Business Management program.).

Minors

Business (for non-business majors only)

Certificates

Nonprofit Management
Small Business Management

Faculty / Staff

James Black, *Professor*
Todd Comen, *Professor*
Norman McElvany, *Professor*
Henrique Cezar, *Assistant Professor*
Bethany Glodzik, *Administrative Assistant*

Other

Articulation Agreement with Clarkson

Bachelor of Arts in Business Management

This degree is designed to provide students with the skills, knowledge, and wisdom necessary to run their own business, be successful in an organization of their choosing, and be prepared for graduate study. The student's education in this major comes from both the classroom and real-world experiences, including on-site internships in the field. Specifically, the degree focuses on planning, in reference to products and service; organizational structure; leadership, human resource management, marketing, and financial management.

Learning Outcomes for Business Management Majors

The faculty of the Business/Economics Department have identified five learning outcomes that should be developed and mastered by the time students graduate. Business management graduates will:

1. Successfully apply classroom knowledge to real-world experiences.
2. Demonstrate industry-appropriate communication skills and the ability to work effectively with diverse groups in a team environment.
3. Demonstrate the ability to adapt themselves to a changing business environment while encouraging others to do so as well.
4. Demonstrate the ability to amass, evaluate, and interpret complex information to make effective business decisions.
5. Demonstrate the appropriate business norms and ethics, and mastery of the fundamental skills and knowledge required to successfully steward a business operation.

Business Management Requirements

Required Courses		Credits	Semester
Core Courses			
ACC-2121	Financial Accounting	4	_____
ACC-2122	Managerial Accounting	4	_____
BUS-2020	Principles of Management	3	_____
BUS-2230	Principles of Marketing	3	_____
BUS-2410	Human Resource Management	3	_____
BUS-3131	Business Law I	3	_____
BUS-3150	Production/Operations Management	3	_____
BUS-3230	Financial Management	3	_____
BUS-3250	Organizational Behavior & Management	3	_____
BUS-4070	Strategic Decision Making	3	_____
BUS-4140	Quantitative Analysis	3	_____
BUS-4720	Senior Seminar	3	_____
BUS-4810	Internship in Business Management (<i>if minimum G.P.A. requirement satisfied</i>)	6	_____
CIS-1041	Microcomputer Applications I	3	_____
ECO-2020	Macroeconomics	3	_____
ECO-2030	Microeconomics	3	_____
MAT-1221	Finite Mathematics	3	_____
MAT-2030	Probability and Statistics	3	_____
Total		59	

Elective Concentrations

In addition to completing the basic B.A. program, students may elect any of the following concentrations:

Marketing

Requires any three 3000/4000 level marketing courses excluding BUS-4070 (Strategic Decision Making)

Management

Requires three courses at the 3000/4000 level, other than courses included in the core program, from any of the department offerings in ACC, BUS, CIS, ECO, or HTM.

Masters of Business Administration Articulation Agreement between Johnson State College and Clarkson University

Johnson State College students who plan their undergraduate program carefully are able to earn their Master of Business Administration (MBA) from Clarkson University in Potsdam, New York, in only one year. If JSC students include the courses that serve as a foundation for the MBA program, they are able to eliminate the need for up to one year of Clarkson's two-year program. In this way, a student could earn both an undergraduate degree from Johnson State College and an MBA from Clarkson in only five total years.

Clarkson University Foundation Requirements

Accounting: Financial and Managerial

JSC Course Equivalents

ACC-2121 and ACC-2122

Economics: Micro and Macro	ECO-2030 and ECO-2020
Corporate Finance	BUS-3230
Operations/Production Management	BUS-3150
Computer Science: Information Systems	CIS-1041
Statistics and Quantitative Methods	MAT-2030
Law and Society	BUS-3131
Principles of Management and Organizational Theory	BUS-3250
Principles of Marketing	BUS-2230

Bachelor of Arts in Hospitality and Tourism Management

Hospitality and tourism are considered two of the world's largest industries. They play a critical role in the development of countries throughout the world and provide job opportunities for millions of people. Their impact on the global economy is estimated to be over 10% of total world spending. These exciting and growing fields provide an extensive variety of career opportunities for students interested in studying these industries.

The Hospitality and Tourism Management (HTM) program is designed to prepare students for a career in this exciting and diverse industry. HTM students complete a core of business and Hospitality and Tourism courses and may augment their knowledge with a selection of elective courses. In addition, the HTM program weaves over 1,050 documented hours of experiential learning throughout a student's four years in the program.

Learning Outcomes for Hospitality and Tourism Majors

The faculty of the Business/Economics Department have identified five learning outcomes that should be developed and mastered by the time students graduate. Hospitality and Tourism Management graduates will:

1. Successfully apply classroom knowledge to real world experiences.
2. Demonstrate industry-appropriate communication skills and the ability to work effectively with diverse groups in a team environment.
3. Demonstrate the ability to adapt themselves to a changing business environment while encouraging others to do so as well.
4. Demonstrate the ability to amass, evaluate, and interpret complex information to make effective business decisions.
5. Demonstrate the appropriate business norms and ethics, and mastery of the fundamental skills and knowledge required to successfully steward a business operation.

Hospitality and Tourism Management Requirements

Required Courses		Credits	Semester
Required Business Core Courses			
ACC-2121	Financial Accounting	4	_____
ACC-2122	Managerial Accounting	4	_____
BUS-2020	Principles of Management	3	_____
BUS-2230	Principles of Marketing	3	_____
CIS-1041	Microcomputer Applications I	3	_____
ECO-2020	Macroeconomics	3	_____
ECO-2030	Microeconomics	3	_____
Required HTM Core Courses			
HTM-1010	Survey of Hospitality and Tourism	3	_____
HTM-2020	Introductory Internship in HTM	2	_____
HTM-3010	Food and Beverage Management	3	_____
HTM-3050	Supervision & Training	3	_____
HTM-3110	Lodging and Resort Operations	3	_____
HTM-3130	Hospitality and Tourism Law and Ethics	3	_____
HTM-3140	Hospitality Technology	3	_____
HTM-3220	Hospitality and Tourism Marketing Seminar	3	_____
HTM-3230	Facilities Planning and Design	3	_____
HTM-3820	Intermediate Internship in HTM	2	_____
HTM-4720	Hospitality and Tourism Senior Seminar	3	_____
HTM-4820	Supervisory Internship in HTM	3	_____
Total		57	

Electives

See the course description on page 141 section of the catalog for a listing of the elective courses available.

HTM students are strongly encouraged to take MAT-2030 (Probability and Statistics) and MAT-1221 (Finite Mathematics) to satisfy their core curriculum mathematics requirements.

Associate of Science in Management

This program looks at the four major functions of a manager—planning, organizing, leading and controlling—and prepares students for first-line managerial positions. Students also have the business course base to continue in the baccalaureate business management program.

Management Requirements

Required Courses		Credits	Semester
ACC-2121	Financial Accounting	4	_____
ACC-2122	Managerial Accounting	4	_____
BUS-2020	Principles of Management	3	_____
BUS-2140	Personal Finance	3	_____
BUS-2230	Principles of Marketing	3	_____
BUS-2410	Human Resource Management	3	_____
BUS-3131	Business Law I	3	_____
CIS-1041	Microcomputer Applications I	3	_____
ECO-2020	Macroeconomics	3	_____
ECO-2030	Microeconomics	3	_____
Electives			
2 departmental courses from ACC, BUS, CIS, ECO, or HTM disciplines.		6	_____
Total		38	

Business/Economics Certificates and Minors

Certificates are designed for non-majors who are interested in an overview of the field. The programs, less comprehensive than a minor, introduce students to the fundamentals of the discipline.

Certificate in Nonprofit Management

Johnson State College's Nonprofit Management Certification program is an innovative course of study that prepares students for careers in the nonprofit sector. To ensure its students' success, the nonprofit management certification provides leadership opportunities, internships, and financial aid. This program is designed to allow flexibility for the student by allowing the student to meet prescribed competencies in combination with course work and practical experience.

In addition to coursework, the nonprofit management certificate program emphasizes hands-on experience through internships, volunteer opportunities, leadership activities and professional development workshops. The experiences you'll have as a student in this program will give you an edge in the job market and prepare you to be a successful leader in the nonprofit field upon graduation. The blend of curricular and co-curricular activities focus on a variety of competency areas, including:

- Nonprofit Management
- Fundraising and Fiscal Management
- Human Resource and Volunteer Management
- Program Planning and Evaluation
- Public Relations and Marketing
- Board and Committee Development

Courses include:

BUS-2020 Principles of Management

BUS-2230 Principles of Marketing

BUS-2410 Human Resource Management

ACC-2121 Financial Accounting

HTM-3150 Event Management

OER-3020 Program Planning in Outdoor Education

BUS-4180 Leadership and Management of Nonprofit Organizations

BUS-4810 Internship

Requirements for certification include:

A total of 18 credits is required, six of which may be waived if the student demonstrates achievement in particular competency areas. A minimum of nine (9) credits must be taken through Johnson State College. A student may take no more than six (6) credits in any one area and must have a minimum of a C- in all courses. There are other co-curricular requirements and recommendations.

For more information on Johnson State College's Nonprofit Certification Program, including how to apply to the program, please contact Ellen Hill, Director, Experiential Learning at 802-635-1439.

Certificate in Small Business Management

The program provides owners, operators, and employers with the knowledge and skills necessary to organize and operate successful small businesses. The program emphasizes management functions rather than operational techniques.

Required Courses		Credits	Semester
ACC-2121	Financial Accounting	4	_____
BUS-2020	Principles of Management	3	_____
BUS-2210	Small Business Management	3	_____
BUS-2230	Principles of Marketing	3	_____
BUS-3131	Business Law I	3	_____
Total		16	

Minor in Business (non-departmental majors only)

All course choices and sequences should be discussed with an advisor in the Department of Business/Economics.

Required Courses		Credits	Semester
ACC-2121	Financial Accounting	4	_____
BUS-2020	Principles of Management	3	_____
BUS-2140	Personal Finance	3	_____
BUS-2230	Principles of Marketing	3	_____
CIS-1041	Microcomputer Application I	3	_____
ECO-2020	Macroeconomics	3	_____
In addition to the above courses, choose any two 3000- or 4000-level departmental courses departmental courses.		6-7	
Total		25-26	

The Department of Business/Economics offers courses with the following designators: ACC (accounting), BUS (business), CIS (computer information systems), ECO (economics), and HTM (hospitality and tourism management). See full course descriptions on page 141.

Department of Education

Degree Programs

Childhood Education (B.A.)
Master of Arts in Education (M.A.) *See the Johnson State College graduate catalog for information.*

Teacher Education Programs

The Education Department offers Teacher Education Programs preparing students to become candidates for a Vermont Initial Educator Licensure in the following Endorsement Areas:

Elementary Classroom Teacher
(Kindergarten through 6th Grade)
 Elementary Education
Secondary Classroom Teacher (7th through 12th Grade)
 English Education
 Mathematics Education
 Science Education
 Social Studies Education
Unified Arts Teacher (Prekindergarten through 12th Grade)

Art Education
Dance Education
Music Education
Physical Education
Theater Arts Education

Faculty / Staff

Perry LaRoque, *Associate Professor, Program Director for Special Education and ABA, & Interim Program Director for Childhood Education*
David McGough, *Associate Professor, Licensure Officer, & Coordinator for Unified Arts Education and Foundations of Education Programs*
Kathleen Brinegar, *Assistant Professor & Program Director for Middle & Secondary Education*
Regina Ritscher, *Assistant Professor & Program Director for Elementary Education through the External Degree Program*
Kenneth Brighton, *Student Teacher Placement Coordinator*
Vicky Sanborn, *Staff Assistant*

Bachelor of Arts in Childhood Education

The B.A. in Childhood Education prepares students for professional work with children. Course and practicum experiences provide knowledge of the theories, research, standards, and practices that affect schools and informal educational settings. Learning is studied as a fundamental human endeavor involving culture and context, imagination and interaction, reason and reaction. Careful attention is given to the growth of children as individuals whose perceptions, interests, joys, strengths and challenges are formed within a community and through meaningful engagement with others. JSC's Childhood Education majors are prepared to help children succeed in school and beyond by becoming knowledgeable professionals who are willing to advocate for excellence and equity.

Theoretical Framework & Learning Pursuits

Students in Education Department programs gain both an understanding of the discipline of education and a practical grasp of effective professional practice. Connecting these two realms provides a foundation for achieving the department's objectives for each student, including the use of academic study in the formation of content-specific professional knowledge, the use of action research to design deliberative pedagogical strategies, the use of critical theory to confidently serve as a progressive colleague and advocate, and the use of transformative learning in the pursuit of continuous personal growth. In order to support learning along these four strands, the program engages students in, and teaches them to use, related inquiry processes. Taken together, the four strands of learning and inquiry constitute a fifth, systemic approach of intentional practice. The program theme is *Teach with Intention*. Students who successfully complete an Education Department program will,

1. Use academic study to examine content area knowledge including established constructs, historical developments, common misconceptions, enduring questions, and cross-disciplinary connections;
2. Use action research to design and assess original, inclusive, and engaging learning experiences that are meaningful and effective;
3. Use critical analysis grounded in social, political, ethical, and leadership perspectives to reframe educational endeavors toward more vibrant and just ends;
4. Use self-study grounded in an understanding of diverse world-views to rethink long-standing, conventional notions toward an open-minded, strength-based perspective.

Teacher Education Program in Elementary Education

Working as a teacher in a public school in Vermont requires a Level I Educator's License with an endorsement in a specific discipline at a designated level. The license is issued by the VT Department of Education (VT DOE) to candidates who successfully complete a Teacher Education Program and are recommended by their institution. Students seeking to become a candidate for a Vermont Educator's License with an endorsement in Elementary Education (K-6) through JSC must apply to enter the Teacher Education Program in Elementary Education (TE-ELED). Declaring a major in Childhood Education is not the same as entering the TE-ELED program. (See below for application information.)

Academic Requirements

Students accepting into the TE-ELED Program complete three sets of academic requirements:

1. Liberal Arts & Science Background Components for TE-ELED

TE-ELED students must demonstrate competence in nine Components of a Liberal Arts & Science Background for ELED candidates: composition, quantitative skills, literature, historical thinking & citizenship, artistic expression, scientific thinking, diversity studies, identity studies, and interdisciplinary studies. This requirement can be satisfied by selecting specific General Education courses. A list of suggested courses is available: Consult your advisor for recommendations. Contact the ELED Program Director to discuss equivalencies.

2. Education Coursework

TE-ELED students declare Childhood Education as their primary major and complete all requirements for the B.A., such as the general education and graduation requirements, with a 3.0 cumulative GPA or better. TE-ELED students also complete a set of courses designed to prepare them to satisfy the Elementary Education endorsement.

3. Second Major or Concentration

With the assistance of their advisor and the ELED Program Director, TE-ELED students select a second major or 30-credit concentration in an approved liberal arts or science field of study: Major in Liberal Arts; major or a concentration in Anthropology/Sociology, Art, Biology, English, Environmental Science, Health Science, History, Math, Music, Political Science, Psychology, Theater & Drama.

Preparation, Application, and Advancement

Students aspiring to prepare for, apply to, and complete the Teacher Education Program in Elementary Education should obtain the **Teacher Education Handbook** from the Education Department. A few of the preparation steps are listed below, others are detailed in the handbook.

1. Students should work with their advisor and the Program Director for ELED or ELED/EDP to construct a **Course Sequence** covering all requirements. Select General Education courses that satisfy the Liberal Arts and Science Background requirements for the ELED program. Contact the ELED Program Director to discuss course equivalents, substitutions, or waivers.
2. Students transferring credits from other institutions (including CCV, other VSC colleges, or other institutions) must meet with the ELED Program Director for a **Transcript Review** to determine which courses satisfy which requirements, if any.
3. Students must apply to enter the ELED program: Acceptance into the college or declaring a major or beginning coursework in a program of study does not constitute entry into a Teacher Education Program. Enroll in the beginning coursework for the program (EDU-2360 or EDU-2365) and attend EDU-TEW1, Teacher Education Workshop I, to learn about the Teacher Education Program application process.
4. Full acceptance into the ELED program includes satisfaction of the **Vermont Educator Testing Requirements**: Students must submit passing scores on the PRAXIS I examinations, the SAT examination, the ACT examination, or the GRE examination. For complete information, see <http://education.vermont.gov/new/html/licensing/testing.html>.
5. Students in the TE-ELED program complete numerous fieldwork assignments. Students are expected to provide time in their weekly schedule to accomplish fieldwork assignments during typical public school hours (M-F, 7:00 am-3:30 pm) and to arrange their own transportation to fieldwork sites.
6. Advancement through the program requires attendance at five Teacher Education Workshops (EDU-TEW1 through EDU-TEW5). These are one-time meetings held each semester in multiple sections: See the Course Sequence Plans in the Teacher Education Handbook for details. Each workshop provides guidance for completing the next set of

requirements for the program. Those who do not meet the benchmark requirements will not be permitted to proceed in the program.

7. Students must earn a B- or better in all endorsement-specific courses. Student must demonstrate a 3.0 cumulative GPA, a 3.0 GPA in the major, and pass the PRAXIS II examination before applying for the Teaching Internship (e.g. Student Teaching).
8. Students will participate in three interviews spread throughout the program: Entry Interview, Midway Interview, and Exit Interview. Expect these to be one hour, on campus.
9. Earning a *Recommendation for Licensure* from JSC requires a student to meet all applicable requirements for licensure in place at the time of the recommendation. If the requirements for licensure established by the VT Standards Board for Professional Educators, the VT Department of Education, or the U.S. Department of Education change over the span of a student's enrollment in a TE program, the student must consult with his/her TE Program Director to determine if the changes apply and, if so, how best to meet the new requirements.

The Level I Licensure Portfolio

Students seeking a Recommendation for Licensure from JSC are required to submit a complete Level I Portfolio, ready for scoring, by the due date established within the Teaching Internship semester.

The portfolio is a collection of specific assignments that demonstrate a candidate's knowledge, skill, and disposition. It documents the candidate's competence in meeting Vermont's Five Standards for Professional Educators, the Knowledge & Performance Standards for his/her endorsement area, and the Code of Professional Ethics for VT Educators. The portfolio must be constructed in accordance with the current guidelines established by the Vermont Standards Board for Professional Educators. Students should read the JSC **Portfolio Handbook** for details and policies.

The portfolio is an assessment of a candidate's readiness to apply for the Level I License. Portfolios must achieve passing scores from two reviewers; one from a faculty member and one from the JSC Board of Reviewers. A student whose portfolio does not achieve two passing reviews will not earn a Recommendation for Licensure. In some cases, reviewers may request revisions: Portfolios that do not pass after the second revision will be marked as Not Pass. While, typically, the review process requires a few weeks, students should expect the review process to last many months or a year if the portfolio requires revision. Students may be required to enroll in a credit-bearing tutorial session to complete or revise a portfolio.

Students may apply for a limited extension for submission of a portfolio due to unexpected circumstances. Requests must be made during the Student Teaching semester. Portfolios submitted after the Student Teaching semester or the extension due date, or submitted portfolios that do not meet guidelines will not be accepted for review. In such cases, a student will not earn a Recommendation for Licensure from JSC.

Accreditation

The Teacher Education Programs at JSC are accredited through the Vermont Standards Board for Professional Educators. The accreditation process assures that candidates who are recommended for licensure meet all state standards for the license and the endorsement. Vermont has established agreements to have educators' licenses recognized in over 40 other states, districts, and territories through association with NASDTEC.

Childhood Education with Elementary Education Endorsement Requirements

Students earn a B.A. in Childhood Education by completing the courses on the list below. Check advisement forms, Program Evaluations, and prerequisites for the proper sequence. This course list is subject to change. Students seeking the Elementary Education endorsement must earn a B- or better in all courses marked with an asterisk (*).

To review requirements for Secondary or Unified Arts Teacher Education Programs, please see the information beginning on page 58.

Childhood Education Requirements

Required Courses	Credits	Semester
EDU-2365 The Ecology of the Human Experience: Development, Culture, and Identity*	3	_____
EDU-2370 The Contemporary School*	3	_____
EDU-3265 Instructional Dynamics for the Elementary Educator: Curriculum, Instruction, and Assessment for Integrated, Engaging, and Creative Lessons; Part I: Language & Literacy or Diverse Learners* (spring)	4	_____
EDU-3266 Instructional Dynamics for the Elementary Educator: Curriculum, Instruction, and Assessment for Integrated, Engaging, and Creative Lessons; Part II: Numeracy and Quantitative Reasoning for Diverse Learners* (fall)	2	_____
EDU-3311 Foundations of Inclusive Practices*	3	_____
EDU-3440 Teaching Toward Democracy*	3	_____
EDU-4630 Integrated Elementary Methods Practicum: Intention, Knowledge, and Presence*	9	_____
EDU-4368 Classroom Strategies Practicum*	3	_____
EDU-3125 Technology for Integrating Instruction*	3	_____
EDU-4820 Elementary Student Teaching II*	12	_____
EDU-4650 Capstone & Thesis Seminar*	3	_____
Total	48	

Teacher Education Program in Elementary Education Requirements

To complete the TE-ELED Program, complete the three sets of requirements listed below.

I. Liberal Arts & Science Background Requirements for Elementary Education

Students should consult with their advisor and submit their course plan to the ELED Program Director for approval. Through careful selection, courses chosen to meet the Liberal Arts & Science Background requirements may also meet requirements in the JSC General Education Core Curriculum.

Composition A & B Component

Complete two requirements that demonstrate you understand the composing processes that writers use, the planning strategies most appropriate for particular kinds of writing, the dimensions of quality writing across various types of writing, and the conventions of written English. For example, **students on campus** should complete A) ENG-1052, Exposition & Analysis, and B) ENG-3999, *The Writing Proficiency Exam*, or ENG-2005, The Self-Sufficient Writer; **EDP students** should complete A) ENG-1061, English Composition at CCV or a comparable course from another college, and B) ENG-1220, Rhetorical Expression, or pass EDP-3999, Challenge Exam for ENG-1220.

Component	Course Title	Credit	Semester
Composition A	_____	3	_____
Composition B	_____	3	_____

Quantitative Skills A & B Component

Quantitative Skills A: Complete coursework that demonstrates you understand numbers and operations, algebra and functions, geometry and measurement. For example, select from MAT-1020, MAT-1080, MAT-1320, MAT-1531 or an equivalent course approved by your program director.

Quantitative Skills B: Complete coursework that demonstrates you understand data analysis, statistics, and probability. For example, take MAT-2030: Probability & Statistics, or an equivalent course approved by your program director.

Component	Course Title	Credit	Semester
Quantitative Skills A	_____	3	_____
Quantitative Skills B	_____	3	_____

Literature A & B Components

Literature A: Complete coursework that demonstrates you understand a wide variety of quality literature across genres, eras, cultures, and subcultures, and literary elements and strategies for textual analysis. For example, select from ENG-1310, ENG-2171, ENG-2172, ENG-2321, ENG-2322, or an equivalent course approved by your program director.

Literature B: Complete coursework that demonstrates you understand age-appropriate literature (PK-Adolescence) and non-print media in multimodal formats (i.e., film, video, digital, graphic) across genres, eras, cultures, and subcultures, with emphasis on multicultural literature, and literary elements and strategies for textual analysis of youth literature. This Component is satisfied through EDU-3110, Literature for Children, which is a required course in the ELED sequence. Take EDU-3111, or an equivalent course approved by your program director.

Component	Course Title	Credit	Semester
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Literature A	_____	3	_____
Literature B	_____	3	_____

Historical Thinking and Citizenship Component

Complete coursework that demonstrates you understand historical thinking and citizenship through study of American or World History, American Government, or Political Science. For example, take HIS-1111, HIS-1112, HIS-1211, HIS-1212, POS-1010, POS-1020, or an equivalent course approved by your program director.

Component	Course Title	Credit	Semester
Historical Thinking	_____	3	_____

Artistic Expression Component

Complete coursework that demonstrates you understand music, drama, and the visual arts as expressions of human emotion and culture, and powerful forms of communication. For example, take ART-1011, ART-1140, ART-2110, ART-2251, ART-2301, ARH-2010, ARH-2060, DAN-1010, MUS-1015, MUS-1031, THA-1041, or an equivalent course approved by your program director.

Component	Course Title	Credit	Semester
Artistic Expression	_____	3	_____

Scientific Thinking A & B Components

Scientific Thinking A: Complete coursework that demonstrates you understand scientific thinking, the scientific inquiry process, life sciences or physical sciences, and living and non-living systems. This component must include a 4-credit lab course. For example, take BIO-1210, BIO-1211, BIO-1212, or an equivalent 4-credit life or physical science course with a formal lab. A course with a formal field study component might be suitable: Check with your TE Program Director.

Scientific Thinking B: Complete coursework that demonstrates you understand scientific thinking, the scientific inquiry process, earth, environmental, and atmospheric sciences, and living and non-living systems. For example, take ENV-1040, ENV-1050, or an equivalent course approved by your program director.

Component	Course Title	Credit	Semester
Scientific Thinking A	_____ (must include a formal lab or field study)	4	_____
Scientific Thinking B	_____	3-4	_____

Diversity Studies Component

Complete coursework that demonstrates you understand how diversity and unity transact through culture across geographic regions. This Component is satisfied through EDU-2365, Ecology of Human Experience, which is a required course in the Childhood Education major. Take EDU-2365 or a course that meets this component and is approved by your program director.

Component	Course Title	Credit	Semester
Diversity Studies	_____	3	_____

Identity Studies Component

Complete coursework that demonstrates you understand the humanistic quest for identity

and interdependence. This Component is satisfied through EDU-2360, Perspectives on Learning, which is a required course in the ELED sequence. Take EDU-2360 or a course that meets this component and is approved by your program director.

Component	Course Title	Credit	Semester
Identity Studies	_____	3	_____

Interdisciplinary Studies Component:

Complete coursework that demonstrates you understand how academic study can explore themes and concepts that transcend the disciplines and help us explore issues in our lives and in the world around us. For example, take any First Year Seminar or designated GECC Interdisciplinary course or an equivalent course approved by your program director.

Component	Course Title	Credit	Semester
Interdisciplinary Studies	_____	3	_____

II. Education Coursework

Complete the courses for the B.A. in Childhood Education plus the courses listed below. Check advisement forms, Program Evaluation, and prerequisites for proper sequence. This course list is subject to change. Students must earn a B- or better in all courses marked with an asterisk (*). Each Teacher Education Workshop (TEW) is graded as Pass/No Pass.

Required Courses	Credits	Semester
EDU-TEW1 Teacher Education Workshop 1: Teacher Education application	0	_____
EDU-TEW2 Teacher Education Workshop II: Practicum I Application	0	_____
EDU-TEW3 Teacher Education Workshop III: Practicum II Application	0	_____
EDU-TEW4 Teacher Education Workshop IV: Student Teacher Application	0	_____
EDU-TEW5 Teacher Education Workshop V: Recommendation Application	0	_____
EDU-2360 Perspectives on Learning*	3	_____
EDU-3035 Literacy Development in the Early Years*	3	_____
EDU-3110 Literature for Children*	3	_____
Total	9	

III. Second Major or Concentration in Liberal Arts or Science Requirement

The course requirements for each **concentration** are listed below. The requirements for each **major** are listed in the academic department section of the catalog. Students seeking a second major will be given an advisor in that department. Contact your Education Department Program Director for information about the concentrations or about substitutions.

Anthropology/Sociology Concentration

Required Courses	Credits	Semester
ANT-1010 Introduction to Cultural Anthropology	3	_____
ANT-3110 Development of Anthropological Thinking	3	_____
SOC-1010 Introduction to Sociology	3	_____
SOC-4020 Sociological Theory	3	_____
Electives (Select six courses from the list below with at least two from Anthropology and two from Sociology.)		
	Credits	Semester
Anthropology		
ANT-3020 Religion, Culture, and Alternate Realities	3	_____
ANT-3040 Culture Change in the Modern World	3	_____
ANT-3130 Culture and Personality	3	_____
ANT-4010 Anthropology of Death	3	_____
ANT-4020 Multicultural Health, Illness, and Healing	3	_____
Sociology		
SOC-2040 Race/Ethnicity/Class & Gender	3	_____
SOC-2050 Drugs and Society	3	_____
SOC-2140 Sociolinguistics	3	_____
SOC-3050 Gender and Society	3	_____
SOC-3060 Sexuality and Intimacy	3	_____
SOC-3080 Wellness & Alternative Medicine	3	_____
SOC-3170 Power, Politics, and Inequality	3	_____
SOC-4010 Family Violence	3	_____
Total	30	

Art Concentration

Required Courses	Credits	Semester
ARH-2010 Survey of Western Traditions in Art	3	_____
ARH-2060 Survey of Non-Western Traditions in Art	3	_____

ART-1011	Drawing I	3	_____
ART-1140	Design	3	_____
Introductory Studio Arts Courses (select three courses)			
	Ceramics I	3	_____
ART-1231			
ART-2211	Painting I	3	_____
ART-2251	Sculpture I	3	_____
ART-2301	Photography I	3	_____
ART-2410	Introduction to Printmaking I	3	_____
Advanced Course Requirements			
ARH-3060	Twentieth-Century Art	3	_____
Upper-level Studio Arts Electives (select two 3000/4000-level ART courses)			
ART-3/4-xxxx	_____	3	_____
ART-3/4-xxxx	_____	3	_____
Total		30	

Biology Concentration

Required Courses		Credits	Semester
BIO-1211	Introduction to Biology: Ecology & Evolution	4	_____
BIO-1212	Introduction to Biology: Cells & Genetic Basis of Life	4	_____
CHE-1031	General Chemistry I	4	_____
CHE-1032	General Chemistry II	4	_____
Electives (select a minimum of 14 credits)			
BIO-2011	Human Anatomy & Physiology I	4	_____
BIO-2012	Human Anatomy & Physiology II	4	_____
BIO-2310	Invertebrate and Vertebrate Zoology	4	_____
BIO-2340	Fundamentals of Ecology	4	_____
BIO-3120	Ornithology	4	_____
BIO-3125	Biological Chemistry	3	_____
BIO-3130	Cellular Biology: A Molecular Approach	4	_____
BIO-3140	Microbiology	4	_____
BIO-3160	Animal Behavior	4	_____
BIO-3170	Mammalogy	4	_____
BIO-3220	Genetics	4	_____
BIO-3260	Limnology	4	_____
BIO-3280	Environmental Toxicology	4	_____
BIO-3290	Conservation Biology	3	_____
BIO-3720	Current Topics in Biology* or		

ENV-2210	Current Topics in Science*	1	_____
Total		30	

*May be taken once for credit toward concentration.

English Concentration

Literature Survey Required Core Courses (select 12 credits)		Credits	Semester
ENG-1310	Introduction to Literature	3	_____
ENG-2171	World Literature I	3	_____
ENG-2172	World Literature II	3	_____
ENG-2281	Survey of English Literature I	3	_____
ENG-2282	Survey of English Literature II	3	_____
ENG-2321	Survey of American Literature I	3	_____
ENG-2322	Survey of American Literature II	3	_____
ENG-2510	Women and Literature	3	_____

Required Writing Courses		Credits	Semester
ENG-2101	Creative Writing or		_____
ENG-2051	Introduction to Newswriting	3	_____

Upper-level Writing Electives (select one course)		Credits	Semester
ENG-3020	Feature Writing	3	_____
ENG-3120	Poetry Workshop	3	_____
ENG-3130	Fiction Workshop	3	_____
ENG-3140	The Creative Essay	3	_____

Upper-level Literature Courses/Language Courses (Select three 3000/4000-level ENG courses, one of which must be THA-3010)		Credits	Semester
ENG-3565	Shakespeare	3	_____
_____	_____	3	_____
_____	_____	3	_____

English Free Elective (excluding ENG-1051 and ENG-1052)		Credits	Semester
_____	_____	3	_____
Total		30	

Environmental Science Concentration

Required Core Courses		Credits	Semester
BIO-1210	Introduction to Biology	4	_____
BIO-2340	Fundamentals of Ecology	4	_____
CHE-1031	General Chemistry I	4	_____
ENV-1050	Introduction to Earth Science	4	_____
ENV-1110	Introduction to Environmental Problems	3	_____
ENV-3030	Water Resources	3	_____
ENV-3040	Energy and Mineral Resources	3	_____
ENV-2210	Current Topics in Science	1	_____
 Electives (select a minimum of four credits)		 Credits	 Semester
ENV-3010	Land Use Planning	3	_____
ENV-3020	Environmental Law	3	_____
ENV-3130	Environmental Geology	4	_____
ENV-3150	Toxic and Solid Waste Management	3	_____
ENV-3160	Coastal and Marine Resources	3	_____
ENV-3220	Environmental Interpretation	3	_____
ENV-3240	Fundamentals of Soil Science	4	_____
ENV-3250	Meteorology/Climatology	4	_____
ENV-4010	Global Environmental Issues	3	_____
ENV-4020	Remote Sensing	4	_____
GEY-3120	Field Geology	4	_____
Total		30	

Health Sciences Concentration

Required Courses		Credits	Semester
AHS-1010	Contemporary Health Issues	3	_____
AHS-1080	Lifetime Fitness	1	_____
BIO-1210	Introduction to Biology	4	_____
BIO-2011	Human Anatomy and Physiology I	4	_____
BIO-2012	Human Anatomy and Physiology II	4	_____
BIO-3180	Nutrition	3	_____
CHE-1031	General Chemistry 1	4	_____
Electives (Choose at least 7 credits)		Credits	Semester
AHS-2040	Advanced First Aid and Emergency Care	4	_____
AHS-2130	Programs for Lifetime Health & Fitness	3	_____
AHS-3043	Care & Prevention of Athletic Injuries I	3	_____
AHS-3050	Introduction to Pharmacology	3	_____
AHS-3120	Kinesiology	3	_____
AHS-3230	Physiology of Exercise	3	_____
AHS-4030	Psychology of Sports and Exercise	3	_____
AHS-4110	Psychophysiology of Stress	3	_____
Total		30	

History Concentration

Required Core Courses		Credits	Semester
HIS-1111	World History I	3	_____
HIS-1112	World History II	3	_____
HIS-1211	American History I	3	_____
HIS-1212	American History II	3	_____
HIS-4730	Seminar in Historical Communication	3	_____
HIS-4740	Seminar in Historical Investigation	3	_____
Electives (four courses total)		Credits	Semester
Choose one course from each of the following three categories (9 credits), and one additional course from any one of the three categories (3 credits)			
Third World (Asia, Africa, Latin America, or the Middle East)		Credits	Semester
_____	_____	3	_____
European History		Credits	Semester
_____	_____	3	_____
American History		Credits	Semester
_____	_____	3	_____
Any one of the three categories above		Credits	Semester
_____	_____	3	_____
Total		30	

Also recommended: 8 credits of foreign language courses

Mathematics Concentration

Required Core Courses		Credits	Semester
MAT-1531	Calculus I	4	_____
MAT-2030	Probability and Statistics	4	_____
MAT-2140	Modeling the Environment	3	_____
MAT-2532	Calculus II	4	_____
MAT-3210	Linear Algebra	3	_____
Math Electives (Students must complete an additional 13 credits in mathematics; at least three must be at the 3000/4000 level.)		Credits	Semester
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
Total		31	

*Either MAT-3030 or INT-3150 *can* be used by elementary education majors (with a liberal arts concentration in mathematics) to count as a mathematics course. However, a three-credit, upper-level mathematic course must still be taken. Neither MAT-3030 nor INT-3150 can count as the required three-credit, upper-level mathematics course.*

Music Concentration

Required Core Courses		Credits	Semester
MUS-1051	Keyboard Harmony I	1	_____
MUS-1052	Keyboard Harmony II	1	_____
MUS-1061	Ear Training I	1	_____
MUS-1062	Ear Training II	1	_____
MUS-1231	Music Theory I	3	_____
MUS-1232	Music Theory II	3	_____
MUS-2160	Introduction to Technology in Music	2	_____
MUS-3031	History of Western Music I	4	_____
MUS-3032	History of Western Music II	4	_____
MUS-3330	Worlds of Music	3	_____
		Credits	Semester
Electives (Select seven additional MUS credits)			
_____	_____	---	_____
_____	_____	---	_____
_____	_____	---	_____
_____	_____	---	_____
Total		30	

Political Science Concentration

Required Core Courses		Credits	Semester
POS-1010	Introduction to Political Science	3	_____
POS-1020	American Politics & Government	3	_____
POS-2050	International Economics and Politics	3	_____
POS-2110	State and Local Government	3	_____
POS-3010	Survey of Western Political Thought or		
POS-3040	The Politics of Gender	3	_____
POS-4730	Senior Seminar in Political Science	3	_____
Lower-level Electives (Select three credits of 1000/2000-level POS courses.)		Credits	Semester
_____	_____	3	_____
Upper-level Electives (Select nine credits of 3000/4000-level POS courses.)		Credits	Semester
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
Total		30	

Psychology Concentration

Required Core Courses		Credits	Semester
PSY-1010	Introduction to Psychology	3	_____
PSY-2040	Social Psychology	3	_____
PSY-2070	Developmental Psychology	3	_____
PSY-2420	Group Process: Theory and Practice	3	_____
PSY-3010	Theories of Personality	3	_____
PSY-3065	Abnormal Behavior*	3	_____
PSY-3230	Psychology of Gender	3	_____

*Prerequisite of PSY-1010 and PSY-2010, or permission of instructor

Upper-level Electives (Select three 3000/4000-level PSY courses.)		Credits	Semester
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____

Total **30**

Theater Concentration

Required Core Courses		Credits	Semester
THA-1040	Interpreting Contemporary Dramatic Literature	3	_____
THA-1041	Introduction to Theater Arts	3	_____
Historical and Literary Studies			
THA-3010	Shakespeare: "On the Stage & On the Page"	3	_____
THA-3140	Theater History	3	_____
Production and Performance Skills			
THA-1111	Stagecraft	3	_____
THA-2121	Acting I	3	_____
THA-2122	Acting II	3	_____
THA-3210	Introduction to Directing	3	_____
Laboratory Experiences			
THA-2040	Performance and Production Lab	3	_____
THA-3030	Children's Theater	3	_____
Total		30	

Teacher Education Programs for Secondary or Unified Arts Teachers

The Education Department, in partnership with other academic departments at JSC, offers Teacher Education Programs preparing students to become candidates for a Vermont Initial Educator Licensure in the following Endorsement Areas within Secondary and Unified Arts Education:

Secondary Classroom Teacher (7-12)

- English Education
- Mathematics Education
- Science Education

- Social Studies Education

Required Major

- B.A. in English or B.A. in Creative Writing
- B.A. in Mathematics
- B.A. or B.S. in Biology, B.S. in Environmental Science/Natural Resources, B.S. in Integrated Environmental Science, or B.S. in Health Science
- B.A. in History or B.A. in Political Science

Unified Arts Teacher (PK-12)

- Art Education
- Dance Education

- Music Education

Required Major

- B.A. in Art or B.F.A. in Studio Art
- See Education Department Unified Arts Coordinator
- B.A. in Music & Music Education

Theoretical Framework & Learning Pursuits

Students in Education Department programs gain both an understanding of the discipline of education and a practical grasp of effective professional practice. Connecting these two realms provides a foundation for achieving the department's objectives for each student, including the use of academic study in the formation of content-specific professional knowledge, the use of action research to design deliberative pedagogical strategies, the use of critical theory to confidently serve as a progressive colleague and advocate, and the use of transformative learning in the pursuit of continuous personal growth. In order to support learning along these four strands, the program engages students in, and teaches them to use, related inquiry processes. Taken together, the four strands of learning and inquiry constitute a fifth, systemic approach of intentional practice. The program theme is *Teach with Intention*. Students who successfully complete an Education Department program will,

- Use academic study to examine content area knowledge including established constructs, historical developments, common misconceptions, enduring questions, and cross-disciplinary connections;
- Use action research to design and assess original, inclusive, and engaging learning experiences that are meaningful and effective;
- Use critical analysis grounded in social, political, ethical, and leadership perspectives to reframe educational endeavors toward more vibrant and just ends;
- Use self-study grounded in an understanding of diverse world-views to rethink long-standing, conventional notions toward an open-minded, strength-based perspective.

Program Requirements

Working as a teacher in a public school in Vermont requires a Level I Educator's License with an endorsement in a specific discipline at a designated level. The license is issued by the VT Department of Education (VTDOE) to candidates who successfully complete a Teacher Education Program and are recommended by their institution. Students seeking to become a candidate for a Vermont Educator's License with an endorsement in one of the Secondary or Unified Arts Endorsements listed above must apply to the Education Department to enter that Teacher Education Program.

Students accepted into a Teacher Education Program complete three sets of academic requirements: (a) A major in the discipline of their endorsement, including all requirements for the bachelor's degree such as the general education and graduation requirements, with a cumulative 3.0 GPA or better, and a 3.0 GPA in the major; (b) Specific content-specific endorsement courses; and, (c) A set of education courses. With careful planning, these requirements can be met for most programs within a typical 4-year plan of study. The education and the content-specific endorsement course requirements for secondary and unified arts endorsement areas are listed below. The requirements for the major are listed under the academic department for that major.

Preparation, Application, and Advancement

Students wishing to prepare for an application to a Teacher Education Program should obtain a program handbook from the Education Department. A few of the preparation steps are listed below, others are detailed in the handbook.

1. Work with your major advisor and the Program Director for Secondary Education Programs in the Education Department to construct a **Course Sequence** covering all requirements. Discuss course equivalents, substitutions, or waivers with the Program Director.
2. Students transferring credits from other institutions (including CCV, other VSC colleges, or other institutions) must meet with the Program Director for a **Transcript Review** to determine which courses satisfy which requirements, if any.
3. Students must apply to enter a Teacher Education Program: Acceptance into the College or declaring a major or beginning coursework in a program of student does not constitute entry into a Teacher Education Program. Enroll in the beginning coursework for the program (EDU-2360 or EDU-2365) and attend EDU-TEW1, Teacher Education Workshop 1, to learn about the Teacher Education Program application process.
4. Full acceptance into the ELED program includes satisfaction of the **Vermont Educator Testing Requirements**: Students must submit passing scores on the PRAXIS I examination, the SAT examination, the ACT examination, or the GRE examination. For complete information, see <http://education.vermont.gov/new/html/licensing/testing.html>.
5. Students in all Teacher Education programs complete numerous fieldwork assignments. Students are expected to provide time in their weekly schedule to accomplish fieldwork assignments during typical public school hours (M-F, 7 am to 3:30 pm) and to arrange their own transportation to fieldwork sites.
6. Advancement through a teacher education program requires attendance at five Teacher Education **Workshops** (EDU-TEW1 through EDU-TEW5). These are one-time meetings held each semester in multiple sections: See the Course Sequence Plans in the Teacher Education Handbook for details. Each workshop provides guidance for completing the next set of requirements for the program. Those who do not meet the benchmark requirements will not be permitted to proceed in the program.
7. Students must earn a B- or better in all endorsement-specific courses. You must demonstrate a 3.0 cumulative **GPA**, a 3.0 GPA in your major, and pass the **PRAXIS II** examination before apply for the Teaching Internship (e.g. Student Teaching).
8. Students will participate in three interviews spread throughout the program: **Entry Interview, Midway Interview, Exit Interview**. Expect these to be one hour, on campus.
9. Earning a *Recommendation for Licensure* from JSC requires a student to meet all applicable requirements for licensure in place at the time of the recommendation. If the requirements for licensure established by the VT Standards Board for Professional Educators, the VT Department of Education, or the U.S. Department of Education change over the span of a student's enrollment in a TE program, the student must consult with his/her TE Program Director to determine if the changes apply and, if so, how best to meet the new requirements.

The Level I Licensure Portfolio

Students seeking a Recommendation for Licensure from JSC are required to submit a complete Level I Portfolio, ready for scoring, by the due date established within the Teacher Internship semester.

The portfolio is a collection of specific assignments that demonstrate a candidate's knowledge, skill, and disposition. It documents the candidate's competence in meeting

Vermont's Five Standards for Professional Educators and the *Knowledge & Performance Standards* for his/her endorsement area, and the *Code of Professional Ethics for VT Educators*. The portfolio must be constructed in accordance with the current guidelines established by the Vermont Standards Board for Professional Educators. Students should read the JSC Portfolio Handbook for details and policies.

The portfolio is an assessment of a candidate's readiness to apply for the Level I License. Portfolios must achieve passing scores from two reviewers; one from a faculty member and one from the JSC Board of Reviewers. A student whose portfolio does not achieve two passing reviews will not earn a Recommendation for Licensure. In some cases, reviewers may request revision(s): Portfolios that do not pass after the second review will be marked as No Pass. While, typically, the review process requires a few weeks, students should expect the review process to last many months or a year if the portfolio requires revision. Students may be required to enroll in a credit-bearing tutorial session to complete or revise a portfolio.

Students may apply for a limited extension for submission of a portfolio due to unexpected circumstances. Requests must be made during the Teaching Internship semester. Portfolios submitted after the Teaching Internship semester or the extension due date, or submitted portfolios that do not meet guidelines, will not be accepted for review. In such cases, a student will not earn a Recommendation for Licensure from JSC.

Accreditation

The Teacher Education Programs at JSC are accredited through the Vermont Standards Board for Profession Educators. The accreditation process assures that candidates who are recommended for licensure meet all state standards for the license and the endorsement. Vermont has established agreements to have educators' licenses recognized in over 40 other states, districts, and territories through association with NASDTEC.

Childhood Education with Elementary Education Requirements

Most courses must be taken in a specific order: Check advisement forms, Program Evaluations, and prerequisites. This course list is subject to change. Students must earn a B- or better in all courses marked with an asterisk (*). Each Teacher Education Workshop (TEW) is graded as Pass/No Pass.

Teacher Education Core Requirements

All students in the secondary and unified arts classroom teacher programs must take the set of required teacher education core courses directly below, then either the secondary- or unified arts-specific courses that follow, and then the secondary education endorsement-specific requirements for their area of endorsement.

Required Courses

Credits

Semester

EDU-TEW1	Teacher Education Workshop I	0	_____
EDU-TEW2	Teacher Education Workshop II	0	_____
EDU-TEW3	Teacher Education Workshop III	0	_____
EDU-TEW4	Teacher Education Workshop IV	0	_____
EDU-TEW5	Teacher Education Workshop V	0	_____
EDU-2360	Perspectives on Learning in a Diverse Society*	3	_____
EDU-2365	The Ecology of Human Experience: Development, Culture, and Identity*	3	_____
EDU-2370	The Contemporary School*	3	_____
EDU-3311	Foundations of Inclusive Practices*	3	_____
EDU-3440	Teaching Toward Democracy*	3	_____
EDU-4650	Capstone & Thesis Seminar*	3	_____
Total		18	

Secondary Education Programs Requirements:

Required Courses		Credits	Semester
EDU-3140	Partnering with the Adolescent Learner to Promote Student Engagement*	4	_____
EDU-3360	Promoting Inventive Thinking: Instructional Planning to Integrate Multimodal Literacy Across the Curriculum*	3	_____
EDU-4130	Implementing Content Specific Methods in a Secondary Classroom*	4	_____
EDU-4850	Secondary Education Student Teaching*	12	_____

Unified Arts Education Programs Requirements:

Required Courses		Credits	Semester
EDU-3112	Instructional Dynamics for the Elementary Educator: Curriculum, Instruction, and Assessment for Integrated, Engaging, and Creative Learners; Part III: Unified Arts for Diverse Learners*	3	_____
EDU-4310	The Art of Experience in Education: Designing for Engagement & Accomplishment Through the Unified Arts*	3	_____

And one of the following, depending on endorsement:

Required Courses		Credits	Semester
EDU-4812	Art Student Teaching*	12	_____
EDU-4830	Music Student Teaching*	12	_____
EDU-4835	Physical Education Student Teaching*	12	_____
EDU-4860	Secondary Education Student Teaching: Theater/Dance*	12	_____

Secondary Education Endorsement-Specific Requirements

In addition to the Teacher Education Core Requirements and the Secondary Program Requirements listed above, students must complete the following courses along with the given major. Students must earn a B- or better in all courses marked with an asterisk (*).

English Education Endorsement-Specific Courses for Creative Writing Majors:

Complete the courses for the B.A. in Creative Writing described in the Writing & Literature Department section of this catalog and the following courses:

Required Courses		Credits	Semester
ENG-1330	FYS: Language of Film* OR		
COM-2050	Introduction to Film Study*	3	_____
EDU-3035	Literacy Development in the Early Years	3	_____
ENG-3130	Fiction Workshop* OR		
ENG-4110	Form and Theory of Fiction*	3	_____
ENG-3140	The Creative Essay* OR		
ENG-4130	Form and Theory of Nonfiction	3	_____
ENG-3680	Linguistics and Language History*	3	_____
ENG-4150	Literary Criticism & Theory*	3	_____

English Education Endorsement-Specific Courses for English Majors

Complete the courses for the B.A. in English described in the Writing & Literature Department section of this catalog and the following courses:

Required Courses		Credits	Semester
ENG-1330	FYS: Language of Film OR		
COM-2050	Introduction to Film Study*	3	_____
ENG-2101	Creative Writing*	3	_____
EDU-3035	Literacy Development in the Early Years	3	_____
ENG-3130	Fiction Workshop OR		
ENG-4110	Form and Theory of Fiction*	3	_____
ENG-3140	The Creative Essay* OR		
ENG-4130	Form and Theory of Nonfiction*	3	_____
ENG-3680	Linguistics and Language History*	3	_____
ENG-4150	Literacy Criticism & Theory*	3	_____

Math Education Endorsement-Specific Courses for Mathematics Majors

Complete the courses for the B.A. in Mathematics described in the Mathematics Department section of this catalog and the following courses:

Required Courses		Credits	Semester
MAT-3240	Probability Theory with Statistics*	3	_____
MAT-4130	Abstract Algebra*	3	_____
MAT-4140	Geometry*	3	_____

Science Education Endorsement-Specific Courses for B.A. Biology Majors

Complete the courses for the B.A. in Biology described in the Environmental & Health Sciences Department section of this catalog and the following course:

Required Courses		Credits	Semester
PHY-1041	Physics I*	4	_____

Science Education Endorsement-Specific Courses for B.S. Biology Majors

Complete the courses for the B.S. in Biology described in the Environmental & Health Sciences Department section of this catalog and **one** of the following courses:

Required Courses		Credits	Semester
ENV-1050	Introduction to Earth Science* OR		
ENV-1110	Introduction to Environmental Problems* OR		
ENV-3130	Environmental Geology*	3	_____

Science Education Endorsement-Specific Courses for Environmental Science/Natural Resources

Complete the courses for the B.S. in Environmental Science/Natural Resources described in the Environmental & Health Sciences Department section of this catalog and the following course:

Required Courses		Credits	Semester
PHY-1041	Physics I*	4	_____

Science Education Endorsement-Specific Courses for Integrated Environmental Science Majors

Complete the courses for the B.S. in Integrated Environmental Science described in the Environmental & Health Sciences Department section of this catalog.

Science Education Endorsement-Specific Courses for Health Science Majors:

Complete the courses for the B.S. in Health Sciences described in the Environmental & Health Sciences Department section of this catalog and the following courses:

Required Courses		Credits	Semester
ENV-1050	Introduction to Earth Science* OR		
ENV-1110	Introduction to Environmental Problems* OR		
ENV-3130	Environmental Geology*	3	_____
PHY-1041	Physics I*	4	_____

Social Studies Education Endorsement-Specific Courses for History Majors

Complete the courses for the B.A. in History described in the Humanities Department section of this catalog and the following courses.

Required Courses		Credits	Semester
HUM-3125	Religions of the World*	3	_____
POS-1010	Introduction to Political Science*	3	_____
POS-3030	Contemporary Political Theory: Race, Class, and Gender	3	_____
ECO-1020	Introduction to Economics OR		
ECO-2020	Macroeconomics OR		
ECO-2030	Microeconomics	3	_____

Social Studies Education Endorsement-Specific Courses for Political Science Majors

Complete the courses for the B.A. in Political Science described in the Humanities Department section of this catalog and the following courses.

Required Courses		Credits	Semester
ECO-1020	Introduction to Economics* OR		
ECO-2020	Macroeconomics* OR		
ECO-2030	Microeconomics*	3	_____
HUM-3125	Religions of the World*	3	_____
HIS-1211	American History I*	3	_____
HIS-1212	American History II*	3	_____
HIS-4010	History of the Middle East	3	_____
INT-4730	Topical Seminar: Peace and War	3	_____

Unified Arts Education Endorsement-Specific Requirements

In addition to the Teacher Education Core Requirements and the Unified Arts Program Requirements listed at the beginning of this section, complete the following courses along with the given major.

Art Education Endorsement-Specific Courses for Art Majors

Complete the courses for either the B.A. in Art or the B.F.A. in Studio Arts described in the Fine & Performing Arts Department section of this catalog and the following courses:

Required Courses		Credits	Semester
ARH-3120	Art Criticism	3	_____
Three courses from the list below: (Must include presentation and exhibition of ones' work.)			
ART-3032	Advanced Drawing	3	_____
ART-3222	Ceramics II	3	_____
ART-3314	Advanced Printmaking	3	_____
ART-4020	Advanced Digital Media	3	_____
ART-4040	Advanced Photography	3	_____
ART-4050	Advanced Painting	3	_____
ART-4130	Advanced Sculpture	3	_____

Dance Education Endorsement-Specific Courses

To be determined. See the Coordinator for Teacher Education Program in Unified Arts Education.

Music Education Endorsement-Specific Courses for Music Majors

Complete the B.A. in Music & Music Education described in the Fine & Performing Arts Department section of this catalog and the following courses:

To be determined. See the Coordinator for Teacher Education Program in Unified Arts Education.

Physical Education Endorsement-Specific Courses for Health Sciences Majors

Complete the B.S. in Health Science core courses and the Physical Education Teacher Endorsement concentration described in the Department of Environmental and Health Sciences section of this catalog and the following courses:

To be determined. See the Coordinator for Teacher Education Program in Unified Arts Education.

Theater Arts Education Endorsement-Specific Courses for Art Majors

Complete the courses for the B.A. in Theater & Drama described in the Fine & Performing Arts Department section of this catalog and the following courses:

To be determined. See the Coordinator for Teacher Education Program in Unified Arts Education.

The Education Department offers courses with an EDU designator. See full course descriptions on page 141. The department also offers a Master of Arts program in education. For further information, see the Johnson State College graduate catalog.

Department of Environmental & Health Sciences

Degree Programs

Biology (B.S.)
Biology: Field Naturalist (B.A.)
Environmental Science/Natural Resources (B.S.)
Integrated Environmental Science (B.S.)
Health Sciences (B.S.)
Outdoor Education (B.A.)

Minors

Adventure Education
Biology
Chemistry
Environmental Education
Natural Resources

Teacher Education Programs

Secondary Classroom Teacher (7-12):

Science Education
Unified Arts Teacher (PK-12):
Physical Education

Faculty / Staff

Tania Bacchus, *Professor*
Elizabeth Dolci, *Professor*
Robert Genter, *Professor*
Leslie Kanat, *Professor*
Brad Moskowitz, *Professor*
Karen Uhlendorf, *Professor*
John Pellerin, *Associate Professor*
Amy Welch, *Associate Professor*
Hans Haverkamp, *Assistant Professor*
Karen Jones, *Administrative Assistant*

Biology

The study of biology serves all college majors and professionals by preparing them to understand and deal with the many biological concepts, issues and problems in their fields. Our program is designed to introduce the core subdisciplines of biology and to offer advanced studies in organismal, human, molecular and environmental biology.

Microbiologists, physiologists, zoologists, molecular biologists, field naturalists, ecologists, marine biologists, agricultural scientists, foresters, wildlife managers, physicians, therapists, nutritionists, toxicologists, science writers and teachers are a sample of the professionals who commonly begin as biology majors.

Students in the biology program explore outdoor laboratories ranging from the College's Babcock Nature Preserve to areas as diverse as tropical ecosystems and the American west. On campus, our program is supported by teaching laboratories, a greenhouse, an animal care facility, an artificial stream laboratory, a cellular and molecular laboratory, and extensive herbarium and vertebrate museum collections.

The research activity of the faculty include understanding cell behavior at the molecular level, classification of plants, improving teaching in biology, vertebrate ecology and studying environmental pollution.

Bachelor of Science in Biology

The B.S. program is designed for students who desire a comprehensive training in the life sciences leading to areas in education, research, or medicine. Students who complete the required education courses for secondary licensure are eligible to teach science for grades 7-12 in the public schools.

Learning Outcomes for Biology Majors

The B.S. in the biology program seeks to produce graduates who:

- Demonstrate basic knowledge: Students will understand the fundamental concepts of each of the following biological disciplines and the relationships among them: organismal biology, ecology, cellular/molecular biology, and evolution.
- Apply the scientific method: Students will design and carry out a research study that incorporates the major steps in the scientific method of investigation.
- Communicate in science: Students will communicate effectively both in scientific writing and oral presentations.
- Have values and ethics: Students will apply ethical guidelines in professional and societal behavior.

Biology Requirements

Required Courses (42 credits)		Credits	Semester
BIO-1211	Introductory Biology: Ecology & Evolution+	4	_____
BIO-1212	Introductory Biology: Cells & Genetic Basis of Life*+	4	_____
BIO-4920	Senior Thesis OR		
BIO-4810	Internship in Biology	3	_____
CHE-1031	General Chemistry I*+	4	_____
CHE-1032	General Chemistry II*	4	_____
CHE-3111	Organic Chemistry I*	4	_____
CHE-3112	Organic Chemistry II*	4	_____
ENV-2210	Current Topics in Science (3 semesters)	3	_____
MAT-1531	Calculus I*+	4	_____
PHY-1041	Physics I*+	4	_____
PHY-1042	Physics II*	4	_____

Students have the option of a General Biology or a Pre-Medical Concentration. In addition to the required core courses listed above, students must complete the requirements for one or both concentrations as outlined below.

General Biology Concentration

General Biology Concentration-Specific Required Courses		Credits	Semester
BIO-2340	Fundamentals of Ecology	4	_____
BIO-3220	Genetics	4	_____

Electives (Select a minimum of one course from each set.)	Credits	Semester
---	---------	----------

Set 1: Mathematics

MAT-2030	Probability & Statistics+	3	_____
MAT-2532	Calculus II+	4	_____

Set 2: Cell/Molecular Biology

BIO-3125	Biological Chemistry	4	_____
BIO-3130	Cellular Biology: A Molecular Approach*	4	_____
BIO-3140	Microbiology*	4	_____

Set 3: Organismal Biology

BIO-2011	Human Anatomy and Physiology I	4	_____
BIO-2012	Human Anatomy and Physiology II	4	_____
BIO-2145	Plant Biology	4	_____
BIO-2310	Invertebrate and Vertebrate Zoology	4	_____
BIO-3160	Animal Behavior	4	_____
BIO-3170	Mammalogy	4	_____
BIO-3320	Ornithology	4	_____

Set 4: Ecology/Evolution

BIO-3260	Limnology	4	_____
BIO-3280	Environmental Toxicology*	4	_____
BIO-3290	Conservation Biology	3	_____

Total **64-66**

**These courses also fulfill requirements in the ENV, HSC, OER, and WAM programs.*

+These courses also fulfill the General Education Core Curriculum requirements.

Pre-Medical Concentration

Electives (Select a minimum of 16 credits from the following courses:	Credits	Semester
---	---------	----------

AHS-3050	Introduction to Pharmacology	3	_____
AHS-3230	Physiology of Exercise	4	_____
AHS-3120	Kinesiology	3	_____
BIO-2011	Human Anatomy & Physiology I	4	_____
BIO-2012	Human Anatomy & Physiology II	4	_____
BIO-2310	Invertebrate and Vertebrate Zoology	4	_____
BIO-3125	Biological Chemistry	4	_____
BIO-3130	Cellular Biology: A Molecular Approach	4	_____
BIO-3140	Microbiology	4	_____
BIO-3180	Nutrition	3	_____
BIO-3220	Genetics	4	_____
MAT-2030	Probability & Statistics	3	_____
MAT-2532	Calculus II	4	_____

Total **58**

Additional Recommended Courses	Credits	Semester
--------------------------------	---------	----------

Medical schools generally look for students who have a solid liberal education. Courses in humanities and the social sciences are strongly recommended including:

PSY-1010	Introduction to Psychology	3	_____
PSY-3330	Psychology of Addiction	3	_____
PSY-4010	Biological Psychology	3	_____
SOC-1010	Introduction to Sociology	3	_____
SOC-3060	Sexuality and Intimacy	3	_____
Total including recommended courses above		73	

Bachelor of Arts in Biology: Field Naturalist

The B.A. in biology is designed for students who want to become a field naturalist. Field naturalists have a broad knowledge of ecology, organismal biology, field geology, environmental chemistry, conservation biology, and wildlife management. Field naturalist majors are particularly well qualified for environmental education and research positions for state or federal environmental conservation agencies, private conservation organizations, consulting firms, and environmental education institutions.

Learning Outcomes for Biology Majors

The B.A. in the field naturalist program seeks to produce graduates who:

- Critically read, evaluate, and synthesize information from relevant biological and environmental literature;
- Observe, identify, and measure the living and physical aspects of the natural environment using scientific methods; and
- Are able to articulate in written, oral, and graphical form the characteristics of natural environments and human interactions with them.

Biology: Field Naturalist Requirements

Required Courses		Credits	Semester
BIO-1211	Introductory Biology: Ecology & Evolution+	4	_____
BIO-1212	Introductory Biology: Cells & Genetic Basis of Life*+	4	_____
BIO-2145	Plant Biology	4	_____
BIO-2310	Invertebrate and Vertebrate Zoology	4	_____
BIO-2340	Fundamentals of Ecology*	4	_____
BIO-3720	Current Topics in Biology (spring only)		
OR			
ENV-2210	Current Topics in Science (fall only)	1	_____
BIO-4810	Internship in Biology OR		
BIO-4920	Senior Thesis	3-12	_____
CHE-1031	General Chemistry I*+	4	_____
CHE-1032	General Chemistry II*	4	_____
ENV-1050	Introduction to Earth Science*+	4	_____
ENV-1110	Introduction to Environmental Problems*	3	_____
ENV-2050	The Natural History of Vermont*	3	_____

Electives (select a minimum of 4 courses from the following)

BIO-3110	Field Ornithology* OR		
BIO-3320	Ornithology	3	_____
BIO-3160	Animal Behavior	4	_____
BIO-3170	Mammalogy	4	_____
BIO-3260	Limnology	4	_____
BIO-3280	Environmental Toxicology	4	_____
BIO-3290	Conservation Biology	3	_____
BIO-3310	Wildlife Field Methods*	4	_____
ENV-3220	Environmental Interpretation*	3	_____
ENV-3310	Applications in GIS	4	_____
GEY-3120	Field Geology*	4	_____
Total		55-67	

*These courses may fulfill requirements in the ENV, HSC, OER, and WAM programs.

+These courses also fulfill the General Education Core Curriculum requirements.

Teaching Endorsement in Science Education (7-12)

Students interested in obtaining teaching endorsement in science education must complete either the B.A. or B.S. in Biology, or the B.S. in Environmental Science/Natural Resources, or the B.S. in Integrated Environmental Science, additional teacher education core program requirements, secondary education program coursework, and secondary education endorsement-specific coursework. Please refer to the Education Department section of this catalog for specific requirements.

Environmental Science

The environmental science discipline offers students both a natural resources program and an integrated science program. The environmental science/natural resources program prepares students for job opportunities in business, education, and government, primarily in the management of natural resources and the development of public policy. The integrated environmental science program, by offering students a curriculum that focuses more heavily on laboratory and field courses, prepares students for more technically orientated positions in the environmental field and for graduate programs in the sciences.

Bachelor of Science in Environmental Science/Natural Resources

Learning Outcomes for Environmental Science/Natural Resources Majors

The B.S. in environmental sciences/natural resources seeks to produce graduates who:

- Critically read, evaluate, and synthesize information from relevant geological and biological literature that addresses the complexity of factors relating to human interaction with the environment
- Work individually, and with others, to evaluate the economic, social, ethical, and scientific aspects of environmental problems
- Make observations and construct hypotheses to account for the observations
- Articulate, in oral, written, and graphical form (using computer software), the causes, scale, and relative importance of emergent and persistent environmental problems, environmental change, and sustainable human practices.

Environmental Science/Natural Resources Requirements

Required Courses		Credits	Semester
BIO-1210	Introduction to Biology	4	_____
BIO-2340	Fundamentals of Ecology	4	_____
CHE-1031	General Chemistry I	4	_____
ENV-1050	Introduction to Earth Science	4	_____
ENV-1110	Introduction to Environmental Problems	13	_____
ENV-2210	Current Topics in Science	1	_____
ENV-3030	Water Resources	3	_____
ENV-3040	Energy and Mineral Resources	3	_____
ENV-4730	Senior Seminar	3	_____
Subtotal		29	
Electives (Select five of the following)			
BIO-4220	Wildlife Ecology and Management	4	_____
ENV-3010	Land Use Planning	3	_____
ENV-3020	Environmental Law	3	_____
ENV-3130	Environmental Geology	4	_____
ENV-3150	Toxic and Solid Waste Management	3	_____
ENV-3160	Coastal and Marine Resources	3	_____

ENV-3220	Environmental Interpretation	3	_____
ENV-3230	National Parks and Wilderness Management	3	_____
ENV-3240	Fundamentals of Soil Science	4	_____
ENV-3250	Meteorology/Climatology	4	_____
ENV-3310	Applications in GIS	4	_____
ENV-4010	Global Environmental Issues	3	_____
ENV-4020	Remote Sensing	4	_____
ENV-4810	Environmental Internship	6	_____
GEY-3120	Field Geology	4	_____
Subtotal		15-22	

Additional Requirements

ECO-2020	Macroeconomics	3	_____
ECO-3010	Environmental Economics	3	_____
PHI-1040	Introduction to Ethics OR		
POS-3050	Environmental Ethics and Politics	3	_____
POS-1020	American Politics and Government OR		
POS-1010	Introduction to Political Science	3	_____
Subtotal		12	

Total **56-63**

Students are encouraged, but not required, to complete an internship. Recent placements have included the Vermont Fish and Wildlife Department, U.S. Soil Conservation Service, U.S. Fish and Wildlife Service, the Vermont Youth Corps, Vermont State Legislature, regional planning commissions, and various state and national parks.

Bachelor of Science in Integrated Environmental Science

Learning Outcomes for Integrated Environmental Science Majors

The B.S. in integrated environmental science seeks to produce graduates who:

- Critically read, evaluate, and synthesize information from relevant geological, biological, and chemical literature related to environmental problems
- Work individually, and with others, to identify and evaluate environmental problems
- Apply appropriate tools, analytical equipment, and concepts from mathematics, physics, chemistry, geology, and biology, including the use of computer software, to evaluate environmental problems
- Observe and measure in the field and laboratory, the organic, inorganic, and physical aspects of environmental problems while applying the methods of science
- Design a research project to test hypotheses and draw conclusions based on knowledge of the sciences
- Articulate, in oral, written, and graphical form (using computers), assessments of environmental problems.

Integrated Environmental Science Requirements

Required Courses	Credits	Semester
-------------------------	----------------	-----------------

80 Department of Environmental & Health Sciences

BIO-1210	Introduction to Biology OR		
BIO-1211	Introduction to Biology: Ecology and Evolution OR		
BIO-1212	Introduction to Biology: Cells & The Genetic Bases of Life	4	_____
BIO-2340	Fundamentals of Ecology	4	_____
CHE-1031	General Chemistry I	4	_____
CHE-1032	General Chemistry II	4	_____
ENV-1050	Introduction to Earth Science	4	_____
ENV-3240	Fundamentals of Soil Science	4	_____
ENV-3250	Meteorology/Climatology	4	_____
ENV-4720	Senior Thesis	3	_____
GEY-3110	Hydrogeology	4	_____
GEY-3120	Field Geology	4	_____
PHY-1041	Physics I	4	_____

Choose one course from each of the following sets of courses:

Set 1

ENV-3310	Applications in GIS	4	_____
ENV-4020	Remote Sensing	4	_____

Set 2

BIO-3130	Cellular Biology: A Molecular Approach	4	_____
BIO-3140	Microbiology	4	_____
CHE-3111	Organic Chemistry I	4	_____

Set 3

BIO-3260	Limnology	4	_____
BIO-3280	Environmental Toxicology	4	_____
ENV-3130	Environmental Geology	4	_____

Set 4

MAT-1531	Calculus I	4	_____
PHY-1042	Physics II	4	_____

Total **59**

Health Sciences

The health sciences major is designed for students wishing to pursue careers in health, fitness, and physical education. The program trains students in the basic sciences, including biology, chemistry, anatomy and physiology; assessment of health status; the disease process; health, fitness, and physical education; and cardiac and pulmonary assessment and rehabilitation. The health sciences program prepares students for a wide variety of career options and, with the current increases in lifestyle-related disease and the growing elderly population, students will be poised to take advantage of new prospects in the health field.

Bachelor of Science in Health Sciences

Learning Outcomes for Health Science Majors

The B.S. in the health sciences program seeks to produce graduates who:

- Demonstrate through both speaking and writing an understanding of biological, physical, and social sciences related to human movement, sport, exercise, and contemporary health issues.
- Identify and describe challenges to the natural homeostatic mechanisms of the body and mind and how both adapt to these challenges.
- Apply knowledge to prevent and control diseases in diverse populations related to lifestyle, behaviors, physical activity, and nutrition.
- Use both qualitative and quantitative methods to appraise risk factors, health status, fitness, and physical skills, and then design safe and effective programs to target these areas in various populations.
- Effectively communicate health, exercise, fitness, sport and physical activity information through a variety of teaching techniques.
- Demonstrate an ability to apply theoretical knowledge, research skills, use of technology, and professionally appropriate and ethical behaviors in workplace settings.

Health Sciences Requirements

Required Courses		Credits	Semester
Core Program			
AHS-1010	Contemporary Health Issues	3	_____
AHS-2040	Advanced First Aid & Emergency Care	4	_____
AHS-2130	Programs for Lifetime Health & Fitness	3	_____
AHS-3120	Kinesiology	3	_____
AHS-3230	Physiology of Exercise	4	_____
AHS-4030	Psychology of Sports and Exercise	3	_____
BIO-1210	Introduction to Biology	4	_____
BIO-2011	Anatomy & Physiology I	4	_____
BIO-2012	Anatomy & Physiology II	4	_____
BIO-3180	Nutrition	3	_____
PSY-1010	Introduction to Psychology	3	_____

Health & Exercise Science Concentration Requirements

AHS-4060	Cardiopulmonary Assessment, Rehabilitation & Training	3	_____
AHS-4110	Psychophysiology of Stress	3	_____
AHS-4810	Internship OR		
AHS-4911	Senior Research	3-6	_____
CHE-1031	General Chemistry I	4	_____
CHE-1032	General Chemistry II	4	_____
ENV-2210	Current Topics in Science (students must complete two semester at 1 cr. each)	2	_____

Electives

In addition to completing the core program and health and exercise science requirements above, each student must choose 6-7 credits from the following courses in consultation with his/her advisor about career goals. At least one of these must be a 3- or 4-credit course.

Fitness Courses:

PED-1010	Aerobics, Spinning, Water Aerobics, Weight Training, Weight Training for Women, Winter Sports Conditioning, Yoga	0.5	_____
AHS-1080	Lifetime Fitness	1	_____

Other Courses:

AHS-3043	Care and Prevention of Athletic Injuries	4	_____
AHS-3050	Introduction to Pharmacology	3	_____
BIO-3125	Biological Chemistry (offered every 3 years)	4	_____
BIO-3130	Cellular Biology: A Molecular Approach (offered every 3 years)	4	_____
BIO-3140	Microbiology (offered every 3 years)	4	_____
CHE-3111	Organic Chemistry I	4	_____
Total		63-67	

(Total Exclusive of General Education Requirements 50-54 Cr.)

Note: Students interested in pursuing medical school following completion of their bachelor's degree should take these standard prerequisite courses: BIO-1211 Introduction to Biology: Ecology and Evolution; BIO-1212 Introduction to Biology: Cells and Genetic Basis of Life; CHE-1031 General Chemistry I; CHE-1032 General Chemistry II; CHE-3111 Organic Chemistry I; CHE-3112 Organic Chemistry II; PHY-1041 Physics I; PHY-1042 Physics II. Required or suggested by some medical schools are the following courses: BIO-3125 Biological Chemistry; BIO-3220 Genetics; MAT-1531 Calculus I; MAT-2532 Calculus II.

Teaching Endorsement in Physical Education (PK-12)

All students pursuing teaching endorsement in physical education must complete the B.S. in Health Sciences core program requirements and the physical education teacher endorsement concentration listed below, additional teacher education core program requirements, unified arts education program coursework, and unified arts education endorsement-specific coursework. Please refer to the Education Department section of this catalog for specific requirements.

Physical Education Teacher Endorsement Concentration Requirements

DAN-1010	Fundamentals of Dance	3	_____
OER-2140	Ropes Course Leadership	2	_____
PED-1150	Foundations of Physical Education	3	_____
PED-2030	Educational Games, Dance, & Gymnastics	2	_____
PED-2040	Team Sports	2	_____
PED-2110	Individual Dual & Lifetime Activities	2	_____
PED-3120	Measurement & Evaluation	3	_____

Choose 1 of the following in consultation with advisor (3-4 credits)

AHS-3043	Care & Prevention of Athletic Injuries	4	_____
AHS-4110	Psychophysiology of Stress	3	_____
OER-3010	Learning in the Outdoors	4	_____

Outdoor Education

The outdoor education major is highly experiential and leads to diverse careers working with a variety of populations in outdoor settings. The program consists of a core and two concentrations: one in adventure education and wilderness leadership and the other in environmental education. The major offers students technical training in outdoor pursuits/adventure leadership and environmental education in combination with cross-disciplinary study in education, psychology and biology, and prepares students for a career or graduate study in outdoor education, outdoor recreation, or environmental education.

Students must earn a grade of C- (1.7) or better in all required courses in the degree program. Prior to the required internship, students must complete OER-3010, have junior or senior standing, and obtain a recommendation from the outdoor education faculty. Students should meet with their advisors early in their program for specific details regarding the internship process.

Bachelor of Arts in Outdoor Education

Learning Outcomes for Outdoor Education Majors

The B.A. in outdoor education program seeks to produce graduates who can demonstrate:

- Knowledge of the historical and philosophical foundations of the field, human development, learning theories, experiential education, natural history, and environmental issues;
- The ability to critically read, evaluate, and synthesize literature in the field of outdoor education and carry out an original research project;
- Pedagogical skills and practical experience organizing, teaching, and leading diverse populations through experiential, field-based learning opportunities;
- Knowledge of professional practices including program administration, program development, risk management, emergency procedures, and awareness of industry standards, current issues and trends;
- Knowledge and skills specific to outdoor adventure pursuits and/or environmental education.

Outdoor Education Requirements

Required Courses		Credits	Semester
One core elective chosen with advisement		3	_____
ENV-1110	Introduction to Environmental Problems	3	_____
ENV-2050	The Natural History of Vermont OR		
BIO-2130	Natural History of the Yellowstone Plateau	3	_____
OER-1000	Introduction to Outdoor Education	4	_____
OER-3010	Learning in the Outdoors	4	_____
OER-3020	Program Planning in Outdoor Education	3	_____
OER-4900	Research in Outdoor Education	3	_____
PSY-1010	Introduction to Psychology	3	_____
PSY-2070	Developmental Psychology	3	_____
OER-4810	Outdoor Education Internship	6 -12	_____
Total		35-41	

Adventure Education & Wilderness Leadership Concentration

Students in this concentration will be prepared for work in the fast-growing field of educational and recreational outdoor programs. Employers of these graduates might include adventure outfitters and guide services, outdoor education centers and camps that include programs in outdoor living/travel and ropes courses, and outdoor leadership development programs. Graduating students could also pursue advanced degrees in outdoor education, outdoor recreation or outdoor therapeutic recreation.

Students in this concentration must document at least 25 days of wilderness or adventure leadership experiences when they apply for their required internship. Leadership opportunities are offered through various courses, the Outing Club, and local schools and agencies. Students should consult with their advisor early in their program to obtain details about this requirement.

Required Courses		Credits	Semester
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Outdoor Education Skills Courses

Select four of the following: (0.5-3.0 credits each) 2-7 _____

Fly-fishing, Hiking & Camping, Rock Climbing I, Advanced Rock Craft, Ice Climbing, Orienteering, Ropes Course, Cross-Country Skiing, Snowshoeing, Introduction to River Kayaking, Whitewater Kayaking, Coastal Kayaking, Winter Expedition, Teaching Assistant Internship, or activity-based special topics course, such as Wilderness Canoe Touring.

Additional Required Courses

OER-1061	Backpacking	1	_____
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OER-2062	Advanced Backpacking	2	_____
OER-2050	Rock Climbing Instructor OR		
OER-1165	Coastal Kayak Guide Training <i>(or other approved instructor certification course)</i>	2	_____
OER-2060	Wilderness First Responder <i>(or proof of equivalent or higher level certification)</i>	4	_____
OER-2140	Ropes Course Leadership	2	_____
OER-3070	Adventure Education Theory and Practice	3	_____
OER-4030	Wilderness Leadership Techniques	4	_____
PSY-2420	Group Process: Theory and Practice	3	_____
Total		23-28	

Environmental Education Concentration

Students in this concentration will be prepared for employment in a variety of settings, including working at outdoor education, environmental, and nature centers; as naturalists or interpreters in federal, state, or local parks; conducting nature or environmentally-oriented activities for municipal or community recreation programs; as summer camp nature specialists; and as school and college workshop leaders and curriculum consultants. Students can also pursue advanced degrees in outdoor education and environmental education.

Required Courses		Credits	Semester
BIO-1210	Introduction to Biology OR		
BIO-1211	Introduction to Biology: Ecology & Evolution	4	_____
BIO-2340	Fundamentals of Ecology	4	_____
ENV-1050	Introduction to Earth Science	4	_____
ENV-3220	Environmental Interpretation	3	_____
ENV-3230	National Parks and Wilderness Management	3	_____
ENV-4010	Global Environmental Issues	3	_____
Natural Science Field Course (Choose one of the following)			
BIO-2145	Plant Biology	4	_____
BIO-3110	Field Ornithology	3	_____
BIO-3310	Wildlife Field Methods	4	_____
GEY-3120	Field Geology	4	_____
Total		24-25	

Environmental & Health Sciences Minors

Adventure Education Minor

Required Courses	Credits	
	.5-3	_____

Minimum of one OER Basic Skills Course

Choice of: Snowshoeing, Cross-Country Skiing, Intro to River Kayaking, Fly-fishing, Hiking & Camping, Rock Climbing, Ropes Course, Orienteering, Whitewater Kayaking, Coastal Kayaking, Ice Climbing, Advanced Rock Craft, Wilderness Canoe Touring, Winter Expedition.

2

One Instructor-Level OER

Choice of: Rock Climbing Instructor, Ropes Course Leadership, Coastal Kayak Guide Training (or other approved instructor certification course)

Additional Required Courses	Credits	Semester
OER-1000 Introduction to Outdoor Education	4	_____
OER-1061 Backpacking	1	_____
OER-2060 Wilderness First Responder	4	_____
OER-2062 Advanced Backpacking	2	_____
OER-3070 Adventure Education Theory & Practice	3	_____
OER-4030 Wilderness Leadership Techniques	4	_____
Total	20.5-23	

Biology Minor

Required Courses	Credits	Semester
BIO-1211 Introduction to Biology: Ecology and Evolution	4	_____
BIO-1212 Introduction to Biology: Cells and Genetic Basis of Life	4	_____

Plus a minimum of 16 biology credits to consist of four 2000-level or higher biology courses of which at least two are at the 3000-4000 level.

Total **24**

Chemistry Minor

Required Courses	Credits	Semester
CHE-1031 General Chemistry I	4	_____
CHE-1032 General Chemistry II	4	_____
CHE-XXXX Two additional upper-level CHE courses	8	_____
ENV-1110 Introduction to Environmental Problems	3	_____
Total	19	

A chemistry minor is not allowed for students who are seeking a B.S. degree in: 1) integrated environmental science or 2) biology.

Environmental Education Minor

Required Courses		Credits	Semester
ENV-1050	Introduction to Earth Science	4	_____
ENV-1110	Introduction to Environmental Problems	3	_____
ENV-3220	Environmental Interpretation	3	_____
ENV-4010	Global Environmental Issues	3	_____
ENV-XXXX	One additional upper-level ENV course	3	_____
OER-3010	Learning in the Outdoors	4	_____
Total		20	

Natural Resources Minor

Required Courses		Credits	Semester
ENV-1050	Introduction to Earth Science	4	_____
ENV-1110	Introduction to Environmental Problems	3	_____
ENV-3030	Water Resources	3	_____
ENV-3040	Energy and Mineral Resources	3	_____
ENV-XXXX	Two additional upper-level ENV courses	6	_____
Total		19	

The Department of Environmental and Health Sciences offers courses with the following designators: AHS (allied health science), BIO (biology), CHE (chemistry), ENV (environmental science), GEY (geology), OER (outdoor education and recreation), PED (physical education), PHY (physics), and SCI (science). See full course descriptions on page 141.

Environmental & Health Sciences Minors

Adventure Education Minor

Required Courses	Credits	
	.5-3	_____

Minimum of one OER Basic Skills Course

Choice of: Snowshoeing, Cross-Country Skiing, Intro to River Kayaking, Fly-fishing, Hiking & Camping, Rock Climbing, Ropes Course, Orienteering, Whitewater Kayaking, Coastal Kayaking, Ice Climbing, Advanced Rock Craft, Wilderness Canoe Touring, Winter Expedition.

2

One Instructor-Level OER

Choice of: Rock Climbing Instructor, Ropes Course Leadership, Coastal Kayak Guide Training (or other approved instructor certification course)

Additional Required Courses	Credits	Semester
OER-1000 Introduction to Outdoor Education	4	_____
OER-1061 Backpacking	1	_____
OER-2060 Wilderness First Responder	4	_____
OER-2062 Advanced Backpacking	2	_____
OER-3070 Adventure Education Theory & Practice	3	_____
OER-4030 Wilderness Leadership Techniques	4	_____
Total	20.5-23	

Biology Minor

Required Courses	Credits	Semester
BIO-1211 Introduction to Biology: Ecology and Evolution	4	_____
BIO-1212 Introduction to Biology: Cells and Genetic Basis of Life	4	_____

Plus a minimum of 16 biology credits to consist of four 2000-level or higher biology courses of which at least two are at the 3000-4000 level.

Total **24**

Chemistry Minor

Required Courses	Credits	Semester
CHE-1031 General Chemistry I	4	_____
CHE-1032 General Chemistry II	4	_____
CHE-XXXX Two additional upper-level CHE courses	8	_____
ENV-1110 Introduction to Environmental Problems	3	_____
Total	19	

A chemistry minor is not allowed for students who are seeking a B.S. degree in: 1) integrated environmental science or 2) biology.

Environmental Education Minor

Required Courses		Credits	Semester
ENV-1050	Introduction to Earth Science	4	_____
ENV-1110	Introduction to Environmental Problems	3	_____
ENV-3220	Environmental Interpretation	3	_____
ENV-4010	Global Environmental Issues	3	_____
ENV-XXXX	One additional upper-level ENV course	3	_____
OER-3010	Learning in the Outdoors	4	_____
Total		20	

Natural Resources Minor

Required Courses		Credits	Semester
ENV-1050	Introduction to Earth Science	4	_____
ENV-1110	Introduction to Environmental Problems	3	_____
ENV-3030	Water Resources	3	_____
ENV-3040	Energy and Mineral Resources	3	_____
ENV-XXXX	Two additional upper-level ENV courses	6	_____
Total		19	

The Department of Environmental and Health Sciences offers courses with the following designators: AHS (allied health science), BIO (biology), CHE (chemistry), ENV (environmental science), GEY (geology), OER (outdoor education and recreation), PED (physical education), PHY (physics), and SCI (science). See full course descriptions on page 141.

Department of Fine & Performing Arts

Degree Programs

Studio Arts:

- Art (B.A.)
- Media Arts (B.F.A.)
- Studio Arts (B.F.A.)

Performing Arts:

- Music - Classical, Jazz,/Contemporary, General Studies, Music & Music Education (B.A.)
- Musical Theater (B.A.)
- Theater and Drama (B.A.)
- Technical Theater (A.A.)

Minors

- Art History
- Arts Management for Theater Majors
- Dance
- Music

Studio Arts
Theater

Teacher Education Programs

Unified Arts (PK-12): Art, Dance, Music, Theater Arts

Faculty / Staff

Steve Blair, *Professor*
Susan Calza, *Professor*
Kenneth Leslie, *Professor*
Russell Longtin, *Professor*
John Miller, *Professor*
Maris Wolff, *Professor*
Sean Clute, *Assistant Professor*
Mary Martin, *Assistant Professor*
Bethany Plissey, *Assistant Professor*
Mary Hogan, *Administrative Assistant*

Studio Arts

Bachelor of Arts in Art

Within this program, students create work in a variety of disciplines, including drawing, painting, sculpture, printmaking, photography, digital media, ceramics, and art history. The degree provides students with a critical and historical perspective for assessing their work.

Learning Outcomes for Art Majors

Graduating students should be able to:

1. Articulate informed and ideologically sound ideas about art, both historic and contemporary, and connect those ideas to the wider world.
2. Create artwork that is technically proficient and imbued with meaningful content.
3. Demonstrate a general understanding, ability, and resourcefulness with a wide range of art media, as well as a deeper understanding of at least one medium such as drawing, painting, sculpture, photography, digital media or art history.
4. Have an openness to ideas other than their own, and a willingness to take risks with their own work.
5. Have established regular studio practice, which will hopefully be lifelong, be aware of developing issues in their own work, and know how to continue on their own in the pursuit of that vision, with strategies for maintaining self-awareness.

Art Requirements

Required Courses		Credits	Semester
ARH-2010	Survey of Western Traditions in Art	3	_____
ARH-2060	Survey of Non-Western Traditions in Art	3	_____
ART-1011	Drawing I	3	_____
ART-1140	Design	3	_____
ART-2110	Introduction to Digital Media	3	_____
ART-2211	Painting I	3	_____
ART-2251	Sculpture I	3	_____
Subtotal		21	
Introductory Studio Electives (Select two courses)			
ART-1231	Ceramics I	3	_____
ART-2150	Jewelry & Metalsmithing	3	_____
ART-2301	Photography I	3	_____
ART-2410	Introduction to Printmaking	3	_____
Subtotal		6	_____
Advanced Art History and Studio* Electives			
(Select five courses, including at least one from ARH and one from ART)			
ARH-3015	Greek and Roman Art	3	_____
ARH-3020	Art of the Renaissance	3	_____
ARH-3060	20th Century Art	3	_____
ARH-3110	The Spiritual in Non-Western Art	3	_____
ARH-3120	Art Criticism	3	_____
ARH-3130	History of Photography	3	_____
ARH-3140	African Art	3	_____
ARH-3150	Art of the Human Body	3	_____
ARH-3210	Women in Art	3	_____
ARH-4710	Special Topics in Art History	3	_____
ART-3031	Life Drawing	3	_____
ART-3032	Advanced Drawing	3	_____
ART-3040	Landscape Painting	3	_____
ART-3222	Advanced Ceramics	3	_____
ART-3314	Advanced Printmaking	3	_____
ART-3320	Monoprints	3	_____
ART-4020	Advanced Digital Media	3	_____
ART-4040	Advanced Photography	3	_____
ART-4050	Advanced Painting	3	_____
ART-4060	Advanced Digital: Graphic Design	3	_____
ART-4070	Advanced Digital: Web Design for Artists	3	_____
ART-4110	Visual Art and Performance	3	_____
ART-4130	Advanced Sculpture	3	_____
ART-4710	Special Topics in Studio Arts	3	_____
Subtotal		15	

**Students may take the same Advanced Studio course more than once, but no more than twice with*

the SAME professor.

Required Capstone Course:

ARH-4720	Seminar in Contemporary Art Issues	3	_____
Total		45	

Bachelor of Fine Arts in Media Arts

The BFA in Media Arts degree offers opportunities to explore the expanding world of media and expression. Emphasis includes educating students on aspects of creative inquiry, collaboration, and adaptation to emerging technologies. Courses will include image processing, animation, video, and new media. The BFA in Media Arts requires 60 credit hours in visual, performing, or interdisciplinary-related coursework. Students begin with introductory courses intended to increase their familiarity with artistic and theoretical concepts associated with media and art. As students progress through the program they are required to take more specialized courses. Seniors will be required to create a BFA thesis exhibition for public display. This program is designed to include lectures, lab hours, collaborative projects, and public presentations. Students will become immersed in the Media Arts Research Studio (MARS), which houses state-of-the-art hardware, software, and printing services. Admission to the program (generally in the sophomore or junior year) must be followed by a minimum of three semesters of studio work before the thesis exhibition. A student is admitted into the program only upon recommendation by the studio arts faculty and approval by the chairperson, following a successful portfolio review. All majors must participate in the monthly BFA critiques held in the Visual Arts Center Gallery. Each candidate for the BFA must present a senior thesis and talk during the final year of study. This thesis is prepared under the guidance and supervision of the art faculty and must demonstrate proficiency in a chosen area of concentration.

Learning Outcomes for Media Art Majors

Graduating students should be able to:

1. Develop language and techniques for creating and critiquing media.
2. Learn how to use computers and software for creative purposes.
3. Learn a variety of conceptual, design, and experimental art-based principles.
4. Introduce the history and criticism surrounding new media.
5. Discover more about themselves and methods of self-expression through art and media.

Media Arts Requirements

Required Courses		Credits	Semester
ARH-2010	Survey of Western Traditions in Art	3	_____
ARH-2060	Survey of Non-Western Traditions in Art	3	_____
ART-1011	Drawing I	3	_____
ART-2110	Introduction to Digital Media	3	_____
ART-2211	Painting I	3	_____
ART-2251	Sculpture I	3	_____
ART-2301	Photography I	3	_____
Subtotal		21	
Advanced Art History Electives (Select two courses)			
ARH-3015	Greek and Roman Art	3	_____

ARH-3020	Art of the Renaissance	3	_____
ARH-3060	20th Century Art	3	_____
ARH-3110	The Spiritual in Non-Western Art	3	_____
ARH-3120	Art Criticism	3	_____
ARH-3130	History of Photography	3	_____
ARH-3140	African Art	3	_____
ARH-3150	Art of the Human Body	3	_____
ARH-3210	Women in Art	3	_____
ARH-4710	Special Topics in Art History	3	_____
Subtotal		6	

Advanced Non-Media Studio Electives (Select two different courses)

ART-3031	Life Drawing	3	_____
ART-3032	Advanced Drawing	3	_____
ART-3040	Landscape Painting	3	_____
ART-3222	Advanced Ceramics	3	_____
ART-3314	Advanced Printmaking	3	_____
ART-3320	Monoprints	3	_____
ART-4040	Advanced Photography	3	_____
ART-4050	Advanced Painting	3	_____
ART-4110	Visual Art and Performance	3	_____
ART-4130	Advanced Sculpture	3	_____
ART-4710	Special Topics in Non-Media Studio Arts	3	_____
Subtotal		6	

Advanced Media Electives (Select five different courses)

ART-4020	Advanced Digital Media	3	_____
ART-4060	Graphic Design	3	_____
ART-4070	Web Design for Artists	3	_____
ART-4075	Advanced Digital: Animation and Motion Graphics	3	_____
ART-4080	Advanced Digital Media: Intermedia	3	_____
ART-4150	Advanced Digital: Video	3	_____
ART-4710	Special Topics in Media Arts	3	_____
Subtotal		15	

Extended Media Experience (Select one ART-4110 Visual Art and Performance course)

ART-4810	Internship in Art	3	_____
ENV-3310	Applications in GIS	3	_____
MUS-2160	Introduction to Technology in Music	3	_____
Subtotal		3	

Required Capstone Courses:

ARH-4720	Seminar in Contemporary Art Issues	3	_____
ART-4120	BFA Thesis Exhibition	3	_____
ART-4730	BFA Seminar	3	_____
Subtotal		9	

Total**60**

- *Grades for BFA Thesis Exhibition will be determined by the thesis advisor in consultation with the full department.*
- *Once admitted into the BFA program via their BFA Review, students must achieve grades of B- or higher in all ART and ARH courses.*

Bachelor of Fine Arts in Studio Arts

The BFA in Studio Arts degree offers a solid background in traditional studio media while at the same time entering the latest in digital art technology. Students get a firm foundation in drawing, painting, sculpture, digital media and art history, with additional electives in photography, printmaking, and ceramics. Students go on to create their own self-designed concentration. Admission to the program (generally in the sophomore or junior year) must be followed by a minimum of three semesters of studio work before the thesis exhibition. A student is admitted into the program only upon recommendation by the studio arts faculty and approval by the chairperson, following a successful portfolio review. All majors must participate in the monthly BFA critiques held in the Visual Arts Center Gallery. Each candidate for the BFA must present an exhibition and gallery talk during the final year of study. This exhibit is prepared under the guidance and supervision of the art faculty and must demonstrate proficiency in a chosen area of concentration.

Learning Outcomes for Studio Arts Majors

In addition to the outcomes for the B.A. in art, students with a B.F.A. in studio arts should also be able to:

1. Be familiar with the professional art world, from the perspective of career options, including exhibition venues, graduate school, and grant opportunities.
2. Assemble a professional portfolio.
3. Understand the mechanics of setting up a safe and functioning studio.
4. Know how to do a professional exhibition of their art, write about their art, and speak about their art at a public event.

Studio Arts Requirements

Required Courses		Credits	Semester
ARH-2010	Survey of Western Traditions in Art	3	_____
ARH-2060	Survey of Non-Western Traditions in Art	3	_____
ART-1011	Drawing I	3	_____
ART-1140	Design	3	_____
ART-2110	Introduction to Digital Media	3	_____
ART-2211	Painting I	3	_____
ART-2251	Sculpture I	3	_____
Subtotal		21	
Introductory Studio Electives (Select two courses)			
ART-1231	Ceramics I	3	_____
ART-2150	Jewelry & Metalsmithing	3	_____
ART-2301	Photography I	3	_____
ART-2410	Introduction to Printmaking	3	_____
Subtotal		6	

Advanced Art History Electives (Select two courses)

ARH-3015	Greek and Roman Art	3	_____
ARH-3020	Art of the Renaissance	3	_____
ARH-3060	20th Century Art	3	_____
ARH-3110	The Spiritual in Non-Western Art	3	_____
ARH-3120	Art Criticism	3	_____
ARH-3130	History of Photography	3	_____
ARH-3140	African Art	3	_____
ARH-3150	Art of the Human Body	3	_____
ARH-3210	Women in Art	3	_____
ARH-4710	Special Topics in Art History	3	_____
Subtotal		6	

Advanced Studio Electives (Select six courses)

(All advanced studio courses may be repeated for credit – see below)

ART-3031	Life Drawing	3	_____
ART-3032	Advanced Drawing	3	_____
ART-3040	Landscape Painting	3	_____
ART-3222	Advanced Ceramics	3	_____
ART-3314	Advanced Printmaking	3	_____
ART-3320	Monoprints	3	_____
ART-4020	Advanced Digital Media	3	_____
ART-4040	Advanced Photography	3	_____
ART-4050	Advanced Painting	3	_____
ART-4060	Advanced Digital: Page Layout & Design	3	_____
ART-4070	Advanced Digital: Web Design for Artists	3	_____
ART-4110	Visual Art and Performance	3	_____
ART-4130	Advanced Sculpture	3	_____
ART-4710	Special Topics in Studio Arts	3	_____
Subtotal		18	

Required Capstone Courses:

ART-4120	BFA Thesis Exhibition	3	_____
ARH-4720	Seminar in Contemporary Art Issues	3	_____
ART-4730	BFA Seminar	3	_____
Subtotal		9	
Total		60	

• Students may take the same Advanced Studio course more than once, but no more than twice with the SAME professor unless given special permission by the department chair.

• Grades for BFA Thesis Exhibition will be determined by the thesis advisor in consultation with the full department.

• Once admitted into the BFA program via their BFA Review, students must achieve grades no lower than B- in all ART and ARH courses.

Teaching Endorsement in Art Education (PK-12)

Students pursuing teaching endorsement in art education must complete either the B.A. in Art or the B.F.A. in Studio Arts, additional teacher education core program requirements, unified arts education program coursework, and unified arts education endorsement-specific coursework. Please refer to the Education Department section of this catalog for specific requirements.

Performing Arts

An audition is required for all students considering a major in the music and/or musical theater programs. Students must submit a recorded audition (or a link to an online recording of their work) along with a completed audition form and supporting materials. These materials are in addition to the general college application for admissions. For more details, please visit www.JSC.edu/Auditions. This process is specifically for the music and musical theater majors and will not preclude a student from admission into Johnson State College. Please contact the administrative assistant for the Department of Fine and Performing Arts for more information.

Music

Learning Outcomes for Music Majors

1. Students will develop a broad range of knowledge in harmony; explore the content of melody; study several aspects of rhythm; learn how music develops from the perspective of form; and will combine the many resources of sound.
2. Students will attain the skills necessary to communicate musical ideas in written form and to read music from various resources.
3. Students will become familiar with the current available forms of music technology.
4. Students will apply all elements of study to music performance, recording, composition/arranging, and internships.
5. Students will demonstrate an understanding of music as aural art.

Bachelor of Arts in Music - Classical Studies

This program is designed for students who are already proficient in a classical instrument or voice and who are interested in advanced training in all areas of technique, musical theory, history, and style. It is designed for students who are seriously interested in pursuing advanced degrees or careers in classical music performances or in teaching music theory and history. Ensembles can include small string, wind and vocal chamber ensembles, Chamber Singers, chorale, and band. Graded juries are held each semester and a senior recital is required.

Music - Classical Studies Requirements

Required Courses		Credits	Semester
MUS-1051	Keyboard Harmony I	1	_____
MUS-1061	Ear Training I	1	_____
MUS-1231	Music Theory I	3	_____
<i>The above courses should be taken concurrently.</i>			
MUS-1052	Keyboard Harmony II	1	_____
MUS-1062	Ear Training II	1	_____
MUS-1232	Music Theory II	3	_____
<i>The above courses should be taken concurrently.</i>			
MUS-2053	Keyboard Harmony III	1	_____
MUS-2023	Ear Training III	1	_____
MUS-2313	Music Theory III	3	_____
<i>The above courses should be taken concurrently.</i>			
MUS-2054	Keyboard Harmony IV	1	_____
MUS-2024	Ear Training IV	1	_____
MUS-2314	Music Theory IV	3	_____
<i>The above courses should be taken concurrently.</i>			
MUS-2160	Introduction to Technology in Music	2	_____
MUS-3031	History of Western Music I	3	_____
MUS-3032	History of Western Music II	3	_____
Subtotal		28	

Tracks:

Performance

MUS-1120, 3240, 4030	Applied Music Lessons (All 12 credits must be completed in a single instrument or voice.)*	12	_____
MUS-2220	Music Ensemble**	4	_____

MUS-4720	Senior Recital	2	_____
Total		46	

**Music majors are automatically enrolled in an Applied Music Lesson Lab (MUS-1120L) for 0 credits each semester that they register for Applied Music/Voice Lessons until they complete the requirement.*

***Music majors must enroll in an ensemble for 0, .5, or 1 credit every semester that they are registered as a music major.*

Studio Production

MUS-1120, 3240, 4030	Applied Music Lessons (All 6 credits must be completed in a single instrument or voice.)*	6	_____
MUS-2220	Music Ensemble**	3	_____
MUS-2231	Studio Recording I	3	_____
MUS-3272	Studio Recording II	3	_____
MUS-2810/ 4810	Internship (optional)	1-6	_____
MUS-4020	Final Production in Studio Recording	2	_____
Total		46-51	

**Music majors are automatically enrolled in an Applied Music Lesson Lab (MUS-1120L) for 0 credits each semester that they register for Applied Music/Voice Lessons until they complete the requirement.*

***Music majors must enroll in an ensemble for 0, .5, or 1 credit every semester that they are registered as a music major.*

Bachelor of Arts in Music - General Studies

This option is designed for students who do not plan to become performers but wish to pursue the study of music. The student who chooses this track must have acquired competency in at least one instrument or voice. Participation in performance ensembles is optional, but recommended.

Music - General Studies Requirements

Required Courses		Credits	Semester
MUS-1051	Keyboard Harmony I	1	_____
MUS-1061	Ear Training I	1	_____
MUS-1231	Music Theory I	3	_____

The above courses should be taken concurrently

MUS-1052	Keyboard Harmony II	1	_____
MUS-1062	Ear Training II	1	_____
MUS-1232	Music Theory II	3	_____

The above courses should be taken concurrently

MUS-2053	Keyboard Harmony III OR		
MUS-2211	Jazz/Contemporary Keyboard Harmony III	1	_____
MUS-2023	Ear Training III	1	_____
MUS-2313	Music Theory III OR		
MUS-2013	Jazz/Contemporary Music Theory III	3	_____

The above courses should be taken concurrently

MUS-2054	Keyboard Harmony IV OR		
MUS-2212	Jazz/Contemporary Keyboard Harmony IV	1	_____
MUS-2024	Ear Training IV	1	_____
MUS-2314	Music Theory IV OR		
MUS-2014	Jazz/Contemporary Music Theory IV	3	_____

The above courses should be taken concurrently

MUS-2160	Introduction to Technology in Music OR		
MUS-3215	Music Technology in the Classroom (for Music Ed. only)	2 or 3	_____
MUS-3031	History of Western Music I	3	_____
MUS-3032	History of Western Music II	3	_____
MUS-3330	Worlds of Music	3	_____

Plus a minimum of 17 additional music credits; at least nine of which must be upper level (3000/4000)

Subtotal **48-49**

Bachelor of Arts in Music - Jazz/Contemporary Studies

This program is designed for students interested in pursuing careers in jazz performance or contemporary music and who can demonstrate reasonable competency in at least one instrument or in voice. The concentration includes two tracks: a performance track for students primarily interested in developing performance skills and a studio production track for students interested primarily in acquiring technical skills that will prepare them to work in professional music studios.

Music and Music Education Requirements

Required Courses		Credits	Semester
MUS-1051	Keyboard Harmony I	1	_____
MUS-1061	Ear Training I	1	_____
MUS-1231	Music Theory I	3	_____

The above courses should be taken concurrently

MUS-1052	Keyboard Harmony II	1	_____
MUS-1062	Ear Training II	1	_____
MUS-1232	Music Theory II	3	_____
<i>The above courses should be taken concurrently</i>			
MUS-2211	Jazz/Contemporary Keyboard Harmony III	1	_____
MUS-2023	Ear Training III	1	_____
MUS-2013	Jazz/Contemporary Theory III	3	_____
<i>The above courses should be taken concurrently</i>			
MUS-2212	Jazz/Contemporary Keyboard Harmony IV	1	_____
MUS-2024	Ear Training IV	1	_____
MUS-2014	Jazz/Contemporary Theory IV	3	_____
<i>The above courses should be taken concurrently</i>			
MUS-2160	Introduction to Technology in Music	2	_____
MUS-3031	History of Western Music I OR		
MUS-3032	History of Western Music II	3	_____
MUS-3040	Jazz in America	3	_____
MUS-3140	Jazz Arranging	3	_____
Subtotal		31	

Tracks:

Performance

MUS-1120, 3240, 4030	Applied Music Lessons (All 12 credits must be completed in a single instrument or voice.)*	12	_____
MUS-2220	Music Ensemble**	4	_____
MUS-2310	Jazz Improvisation	3	_____
MUS-4720	Senior Recital	2	_____
Total		52	

*Music majors are automatically enrolled in an Applied Music Lesson Lab (MUS-1120L) for 0 credits each semester that they register for Applied Music/Voice Lessons until they complete the requirement.

**Music majors must enroll in an ensemble for 0, .5, or 1 credit every semester that they are registered as a music major.

Studio Production

MUS-1120,	Applied Music Lessons (All 6 credits	6	_____
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3240, 4030	must be completed in a single instrument or voice.)*		
MUS-2220	Music Ensemble**	3	_____
MUS-223	Studio Recording I	3	_____
MUS-3272	Studio Recording II	3	_____
MUS- 2810/4810	Internship (optional)	1-6	_____
MUS-4020	Final Production in Studio Recording	2	_____
Total		49-54	

**Music majors are automatically enrolled in an Applied Music Lesson Lab (MUS-1120L) for 0 credits each semester that they register for Applied Music/Voice Lessons until they complete the requirement.*

***Music majors must enroll in an ensemble for 0, .5, or 1 credit every semester that they are registered as a music major.*

Bachelor of Arts in Music and Music Education

The music education program at Johnson State College provides a five-year, double major in Music Performance and Music Education that leads to State of Vermont Certification for all specializations in Music, grades PK-12. This program guides students through the licensure procedures from the earliest levels of their collegiate education through to the completion of the student teaching internship, and includes requirements in instrumental, choral, and general music methods for all music education majors. The hallmark of the program is the comprehensive nature of the degree supported by strong curricular sequencing of the course work.

MISSION STATEMENT AND PROGRAM GOALS

The Music Education Department of Johnson State College endeavors to create an inviting learning environment that provides a systematic, experience-based curriculum in the areas of self-reflection, curiosity, and enthusiasm in its future educators. Successful music educators exhibit personal qualities of leadership, intellectual curiosity, and social commitment. They approach life, music, and the teaching profession in a positive, creative, and enthusiastic way.

Musicians are most successful as teachers if they understand current structures, systems, and practices in education. The music educator in this age of educational change and accountability must be able to express knowledge of teaching and learning through verbal communication (oral and written) and through overt, demonstrable high-level musical and teaching skills. Johnson graduates plan and implement effective, developmentally appropriate lessons and curricula based upon sound principles of content knowledge, skill development, and pedagogy. They employ the National Standards in Music Education and use appropriate materials and strategies to develop students' critical thinking, problem solving, and performance skills all while conveying their deep love of music.

The JSC faculty is dedicated to preparing its candidates for careers as professional music educators and to emulate and convey the following principles: pursuing excellence in education; a commitment to diversity and cultural awareness; excellence in musicianship,

pedagogy, research, and scholarship. Music educators from JSC enter the field with the skills, knowledge, confidence, and enthusiasm to successfully provide their future students with a complete and fulfilling musical experience.

MUSIC EDUCATION DEGREE LEARNING OUTCOMES

1. Demonstrate mastery of basic skills in reading, writing, and mathematics by passing the Praxis I exam according to Vermont Guidelines.
2. Demonstrate knowledge of content areas (PK-12 instrumental, choral, & general music) and successfully complete the Praxis II exam for the Music Content area with a score that meets the Vermont Certification Guidelines.
3. Be able to develop well-organized, standards-based lessons and unit plans in all content areas of certification (PK-12 instrumental, choral & general music), as well as use them successfully in a variety of music classroom environments as evidenced by documentation included in an approved portfolio.
4. Be knowledgeable of both child and adolescent development, various exceptionalities, literacy development, technology integration, anti-discriminatory practice, and demonstrate skill in planning and carrying out varied instructional activities designed to support learning across a diverse student population.
5. Demonstrate skill in using reflection as a means of improving classroom teaching skills.
6. Demonstrate collaboration and advocacy skills by working successfully with colleagues, Parents, and the community at large for purposes of improving the music education experience for all children.
7. Demonstrate those teaching skills expected of a beginning music educator by successfully completing the required student teaching experience.

Develop skills in critical and creative thinking and apply these to music education as evidenced in the successful completion of the licensure portfolio.

Bachelor of Arts in Music and Music Education

Music Performance Requirements

Choose either the classical or jazz performance track below. (53-54 credits)

Classical Performance Track:

Required Courses		Credits	Semester
MUS-1051	Keyboard Harmony I	1	_____
MUS-1061	Ear Training I	1	_____
MUS-1231	Music Theory I	3	_____
<i>The above courses should be taken concurrently.</i>			
MUS-1052	Keyboard Harmony II	1	_____
MUS-1062	Ear Training II	1	_____
MUS-1232	Music Theory II	3	_____
<i>The above courses should be taken concurrently.</i>			
MUS-2053	Keyboard Harmony III	1	_____
MUS-2023	Ear Training III	1	_____
MUS-2313	Music Theory III	3	_____
<i>The above courses should be taken concurrently.</i>			
MUS-2054	Keyboard Harmony IV	1	_____
MUS-2024	Ear Training IV	1	_____
MUS-2314	Music Theory IV	3	_____
<i>The above courses should be taken concurrently</i>			
MUS-1120/ 3240/4030	Applied Music Lessons (12 credits in one primary voice or instrument)*	12	_____
MUS-2220	Music Ensembles (Must register every semester)**	4	_____
MUS-3031	History of Western Music I	3	_____
MUS-3032	History of Western Music II	4	_____
MUS-4720	Senior Recital	2	_____

**Music majors are automatically enrolled in an Applied Music Lesson Lab (MUS-1120L) for 0 credits each semester that they register for Applied Music/Voice Lessons until they complete the requirement.*

***Music majors must enroll in an ensemble for 0, .5, or 1 credit every semester that they are registered as a music major.*

Plus a minimum of 9 additional music credits from the following list of courses:

MUS-1120/ Applied Music Lessons in Guitar for 1

3240/4720	or more credits*	1	_____
MUS-2040	Foreign Language Diction	2	_____
MUS-2120	String Instrument Teaching Methods	2	_____
MUS-2330	Elementary Voice Class (for non voice primary only)	3	_____
MUS-3040	Jazz in America	3	_____
MUS-3060	Vocal Pedagogy K-12	2	_____
MUS-3080	Choral Literature	2	_____
MUS-3330	Worlds of Music	3	_____
	Approved courses in Composition or Orchestration and Arranging		

Total **54**

**Music majors are automatically enrolled in an Applied Music Lesson Lab (MUS-1120L) for 0 credits each semester that they register for an Applied Music/Voice Lesson until they complete the requirement.*

Jazz Performance Track:

Required Courses		Credits	Semester
MUS-1051	Keyboard Harmony I	1	_____
MUS-1061	Ear Training I	1	_____
MUS-1231	Music Theory I	3	_____

The above courses should be taken concurrently.

MUS-1052	Keyboard Harmony II	1	_____
MUS-1062	Ear Training II	1	_____
MUS-1232	Music Theory II	3	_____

The above courses should be taken concurrently.

MUS-2211	Jazz/Contemporary Keyboard Harmony III	1	_____
MUS-2023	Ear Training III	1	_____
MUS-2013	Jazz/Contemporary Music Theory III	3	_____

The above courses should be taken concurrently.

MUS-2212	Jazz/Contemporary Keyboard Harmony IV	1	_____
MUS-2024	Ear Training IV	1	_____
MUS-2014	Jazz/Contemporary Music Theory IV	3	_____

The above courses should be taken concurrently.

Plus the following courses:

MUS-1120/ 3240/4030	Applied Music Lessons (12 credits in one primary voice or instrument)*	12	_____
MUS-2220	Music Ensembles (Must register every semester)**	4	_____

MUS-2310	Jazz Improvisation	3	_____
MUS-3031	Music History I	3	_____
MUS-3032	Music History II	3	_____
MUS-3040	Jazz in America	3	_____
MUS-3140	Jazz Arranging	3	_____
MUS-4720	Senior Recital	2	_____
Total		53	

**Music majors are automatically enrolled in an Applied Music Lesson Lab (MUS-1120L) for 0 credits each semester that they register for Applied Music/Voice Lessons until they complete the requirement.*

***Music majors must enroll in an ensemble for 0, .5, or 1 credit every semester that they are registered as a music major.*

Music Education Core Requirements (36 credits)

Note: Students must earn a B- or better in all the music education core courses listed below.

Required music education tools courses (11 credits)

MUS-3215	Music Technology for the Classroom	3	_____
MUS-3401	Conducting I	3	_____
MUS-3402	Conducting II	3	_____
MUS-4420	Seminar in Professional Preparation for Music Education	2	_____

Required instrumental courses (8 credits)

MUS-2361	Instrumental Techniques I	3	_____
MUS-2362	Instrumental Techniques II	3	_____
MUS-3310	Band Methods	2	_____

Required choral courses (8 credits)

MUS-3060	Vocal Pedagogy OR		
MUS-3080	Choral Literature	2	_____
MUS-3270	Choral Methods I	3	_____
MUS-3271	Choral Methods II	3	_____

Required general music education courses (9 credits)

MUS-2250	Introduction to Music Education	3	_____
MUS-3160	Elementary School Music Methods	3	_____
MUS-3120	Secondary School Music Methods	3	_____

Teaching Endorsement in Music Education (PK-12)

Students pursuing teaching endorsement in music education must complete the B.A. in Music & Music Education, additional teacher education and unified arts education endorsement-specific coursework, and in some cases additional content courses. Please refer to the Education Department section of this catalog for specific requirements.

General Education Requirements (36 additional credits)

Music Education majors must take PSY-1010, Intro. to Psychology, to complete Part II., C., of the General Education Core Curriculum (GECC) and are exempt from the Fine & Performing Arts requirement. Six credits of Interdisciplinary requirements for Part III of the GECC are built into the Music Education curriculum through the following two courses: MUS-3040, Jazz in America, and MUS-3330, Worlds of Music.

Total

161-162

(subject to
change)

Proficiencies, Juries, and Praxis Exam Schedule

Students must complete 12 credits in one primary voice or instrument. This is the instrument utilized for Juries and the Senior Recital.

First Year	Jury in Spring only
Second Year	Jury in both Fall and Spring Piano Proficiency at end of Spring semester as part of Keyboard courses. Praxis Exam should be completed as soon as student has finished the JSC math requirements (recommended Spring of Year 2)
Third Year	Jury in both Fall and Spring
Prior to Student Teaching	All course requirements, recitals, pre-student teaching portfolio, and the Praxis I Exam must be completed. Additionally, music education majors must have a total earned GPA of a 3.00 or higher, or have received certification of academic competence by the Academic Dean.

Bachelor of Arts in Musical Theater

The B.A. in musical theater will link already-existing programs in theater, music, and dance, relying primarily on present resources in the Performing Arts Department and creating several new classes unique to the demands of singer/actor training, a market whose growth in the New England area has been quite sturdy in the past decade. The program will require 55 credits in theater and music, including up to 3 classes in dance and an internship. This degree brings theater, music, and dance together in a collaboration designed to enhance the employment possibilities/potential of singer/actors and widen their career prospects as performers, training them to compete in the musical theater market.

Learning Outcomes for Musical Theater Majors

1. Demonstrate fluency in all facets of theater/music including writing, speech, sight reading, and performance.
2. Possess the verbal and writing skills to analyze, criticize, and interpret both music and play script.
3. Master skills of acting, singing, and dance both on and off the stage.
4. Articulate the role of musical theater and theater in creating and sustaining community and local culture.
5. Describe and apply knowledge of audience development, theater production, and the economic sustainability of a theater company or service.

Musical Theater Requirements

Required Courses	Credits	Semester	
<i>Theater Requirements (19 credits)</i>			
THA-1041	Introduction to Theater Arts	3	_____
THA-2035	Costume Construction and Stage Make-up	3	_____
THA-2121 & THA-2121L	Acting I and Acting I Lab*	3	_____
THA-2122	Acting II	3	_____
THA-3123	Acting III	3	_____
THA-4730	Seminar in Professional Preparation for the Actor	3	_____
Subtotal		19	
<i>*Students registering for Acting I must also register for the Acting I Lab (THA-2121L) for 1 credit.</i>			
<i>Music Requirements (15 credits)</i>			
MUS-1051	Keyboard Harmony I	1	_____
MUS-1061	Ear Training I	1	_____
MUS-1120, 3240	Applied Voice Lessons**	10	_____
MUS-1231	Music Theory I	3	_____
Subtotal		15	

****Music majors are automatically enrolled in an Applied Music Lesson Lab (MUS-1120L) for 0 credits each semester that they are registered for Applied Music/Voice Lessons until they complete the requirement.**

Musical Theater Requirements (15 credits)

MUS-2350/4010	Musical Theater Production (take two times at 3 credits each)	6	_____
MUS-3230	Survey of American Musical Theater	3	_____
MUS-3260	Music Theater Workshop (take two times at 3 credits each)	6	_____
Subtotal		15	

Dance Requirements (6 credits minimum* from following courses, based on dance placement)

*Through a combination of demonstrated proficiency in the freshman musical theater dance placement and dance course enrollment, musical theater majors must demonstrate fundamental skills in a minimum of three dance styles from the following: Jazz, Tap, and Ballet, or Modern Dance. A minimum of six credits is required in dance for the musical theater major, however, students with no previous dance experience may need up to 12 credits of dance instruction in order to demonstrate proficiency.

DAN-1010	Fundamentals of Dance	3	_____
DAN-1020	Fundamentals of Jazz Dance	3	_____
DAN-1111	Modern Dance	3	_____
DAN-2040	Beginning Tap Dance	2	_____
DAN-2131	Ballet	3	_____
DAN-3020	Intermediate Ballet: Technique and History	3	_____
DAN-3112	Intermediate Modern Dance: Technique and History	3	_____
DAN-3130	Jazz Dance	3	_____
DAN-4130	Advanced Ballet/Modern Dance: Technique and History	3	_____
Subtotal		6	

Total 55

- Students who do not pass the *Music Theory I* and *Keyboard* Placement Exams/Hearings will need to complete MUS-1030, *Music Fundamentals*, and MUS-1050, *Elementary Piano Class*, prior to enrolling in the *Music Theory I* core courses.
- It is highly recommended that musical theater students have fundamental keyboard skills to aid in learning vocal lines.
- Musical Theater majors are expected to audition for the spring musical production every year that they are enrolled as a musical theater major.

Theater

Bachelor of Arts in Theater and Drama

The B.A. in Theater and Drama is designed to serve students who aspire to become theater performers, teachers, theater technicians and managers, or those who wish simply to gain a broader knowledge and understanding of themselves and the world around them as part of a strong liberal arts education. It also prepares students for graduate work.

Learning Outcomes for Theater and Drama Majors

1. Students will articulate their grasp of the many facets of theater, including its history, literature and performance, through writing, speech, and their own performance.
2. Students will acquire the verbal and writing skills necessary to master the processes of analysis, criticism, and interpretation unique to theater and, yet, interdisciplinary as well.
3. Students will develop their individual skills in acting, directing, design, and management both on and offstage and in the classroom, making the link between the "page" and the "stage."
4. Students will be prepared to succeed in the professional world of theater, in graduate school, teaching, or working in community settings.
5. Students will collaborate with fellow students and faculty in developing their own levels of focus, discipline, and responsibility within a creative environment.

Theater and Drama Requirements

Required Courses	Credits	Semester
THA-1040 Interpreting Contemporary Dramatic Literature	3	_____
THA-1041 Introduction to Theater Arts	3	_____
THA-2121 & Acting I and	3	_____
THA-2121L Acting I Lab*	1	_____
Subtotal	10	

*Students registering for Acting I must also register for the Acting I Lab (THA-2121L) for 1 credit.

Historical and Literary Studies

THA-2030 Costume History and Design	3	_____
THA-3010 Shakespeare: "On the Stage and On the Page"	3	_____
THA-3110 Dramatic Literature: Classical/Modern	3	_____
THA-3140 Theater History	3	_____
Subtotal	12	

Production and Performance Skills

THA-1111 Stagecraft	3	_____
THA-2122 Acting II	3	_____
THA-3210 Introduction to Directing	4	_____
Subtotal	10	

Elective (select one course from the following)

DAN-2030/ 3030 Improvisation/Composition	4	_____
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DAN-3010	Renaissance Spirit	3	_____
THA-2035	Costume Construction and Stage Make-up	3	_____
THA-3030	Children's Theater	3	_____
THA-3040	Improvisation for Actors	3	_____
THA-3123	Acting III	3	_____
Subtotal		3-4	

Laboratory Experiences

THA-2040/4010	Performance and Production Lab	3	_____
Subtotal		3	

Capstone Courses

THA-4720	Senior Project in Theater**	3	_____
THA-4730	Seminar in Professional Preparation for the Actor	3	_____
Subtotal		6	

Total **44-45**

*** If students elect to direct their own theater production as their senior project, THA-3150, Introduction to Stage Management, and THA-3210, Introduction to Directing, will be pre-requisites for their senior project.*

Teaching Endorsement in Theater Arts Education (PK-12)

Students pursuing teaching endorsement in theater arts education must complete the B.A. in Theater & Drama, additional teacher education core program requirements, unified arts education program coursework, and unified arts education endorsement-specific coursework. Please refer to the Education Department section of this catalog for specific requirements.

Teaching Endorsement in Dance (7-12)

Johnson State College does not offer a major in dance; to graduate, a student must complete an approved major in another field. Students pursuing teaching endorsement in dance education must complete a bachelor's degree, additional teacher education core program requirements, unified arts education program coursework, and unified arts education endorsement-specific coursework. Please refer to the Education Department section of this catalog for specific requirements.

Associate of Arts in Technical Theater

This career-oriented program includes course work in technical theater skills (stagecraft, lighting and design, music and audio engineering), studio and performing arts, and general management; an internship is required.

Learning Outcomes for Technical Theater Majors

Competency #1: Awareness of and Competency in 21st Century Literacies

Students will:

1. Be able to produce an electronic portfolio of their learning journey, specifically focused on the degree program, in hopes it will become a lifelong process.
2. Demonstrate creativity and collaboration.
3. Expand their global awareness and exposure to diversity and communities.
4. Be able to use information and computer technology.
5. Have an increased civic and economic awareness.
6. Demonstrate basic quantitative reasoning and skills, especially geospatial literacy.
7. Have opportunities to develop leadership.
8. Develop their personal learning network.
9. Be employable in a 21st-century work environment.
10. Be aware of the environmental implications of their discipline.

Competency #2: General Backstage Knowledge and Aptitude

Students will:

1. Demonstrate knowledge of stage etiquette, correct communication, and nomenclature.
2. Demonstrate safety and hazard awareness.
3. Understand the organization structure of the theater, related job descriptions, and fulfilling their position(s) within.
4. Consistently exhibit professional attitude, attendance, and behavior.
5. Students will collaborate and communicate productively with the crew.

Competency #3: Basic Stage Carpentry Skills

Students will:

1. Demonstrate knowledge of the fly system: loading, mechanics, safety, and flying.
2. Understand sight lines, trims, proper handling of masking and drops.
3. Understand basic rigging: knots, shackles, slings, wire clamps, etc.
4. Understand basic set assembly: basic tools and safety, flats and platform, construction, jacks, pipe structures, etc.
5. Load-in, set-up, and load-out road shows of all types.
6. Collaborate and communicate productively with a diversity of visions.

Competency #4: Basic Knowledge of Stage Lighting and Set Design and Implementation for Theater, Music, and Dance

Students will:

1. Analyze a script, present a story board or creative interpretation and concept of the design.
2. Draft a lighting plot, with all related paper work: patch, instrument schedule, cut list, focus chart, etc.
3. Understand WYSIWYG and Emphasis software.
4. Operate, design with, and understand intelligent fixtures and other DMX accessories.

5. Understand stage electrics: safety, loads, instruments, maintenance, read, hang, circuit, focus, color, and trouble shoot a plot.
6. Demonstrate basic board skills: load a plot, patch, record Q's, Subs, and operate.
7. Design a show: document collaboration from concept to actualization.

Competency #5: Basic Knowledge of Sound Systems, Be Able to Set Up, Understand Components, Operate for Theater, Music, and Dance

Students will:

1. Understand and use Digital Performer software and other Audio programs.
2. Have a basic understanding of sound theory including EQ, decibels, frequencies, etc.
3. Understand basic system set-ups: Dabden, Performance Space, and Andy Shapiro Recording Studio, including: power, tie-ins, FOH, Monitors, Amps, crossover, and drive rack configurations.
4. Design sound plots with speaker and mic placement, theory, and practice, in each genre.
5. Mix live and for recording when possible for all genres: rock, classical, jazz, folk, pop, theater and musical theater.
6. Be able to set up headsets, hard of hearing systems, lectures, etc., independently.
7. Load-in, set-up, and load-out different road shows.
8. Collaborate and communicate productively with a diversity of visitors.

Required Courses		Credits	Semester
THA-1041	Introduction to Theater Arts	3	_____
THA-1111	Stagecraft	3	_____
THA-2020	Theater Lab (4 times; 2 upper-level, 2 lower-level)	12	_____
THA-2810	Internship in Theater	6	_____
THA-3130	Introduction to Scene Design and Stage Lighting	3	_____
CIS-1041	Microcomputer Applications I	3	_____

Career Concentration Component

This component permits students to customize and focus their studies. Students must complete all course work listed within at least one of the following clusters and must complete 12 credits in all:

Performing Arts (Take three of the following courses)

THA-1040	Interpreting Contemporary Dramatic Literature	3	_____
THA-2030	Costume History and Design	3	_____
THA-2035	Costume Construction and Stage Make-Up	3	_____
THA-2121 & THA-2121L	Acting I and Acting I Lab*	3	_____
		1	_____

*Students registering for Acting I must also register for the Acting I Lab (THA-2121L) for 1 credit.

Business Management

BUS-2020	Principles of Management	3	_____
BUS-2140	Personal Finance	3	_____
BUS-2410	Human Resource Management	3	_____

Computer Information Systems

CIS-2220	Web Site Design	3	_____
CIS-3040	Database	3	_____
CIS-4120	Systems Analysis and Design	3	_____

Music and Audio Technology

MUS-2160	Introduction to Technology in Music	3	_____
MUS-2231	Studio Recording I	3	_____
MUS-3272	Studio Recording II	3	_____

Fine and Studio Arts

ARH-2010	Survey of Western Traditions in Art	3	_____
ART-1011	Drawing I	3	_____
ART-1140	Design	3	_____
Total		43	

Fine and Performing Art Minors

Art History Minor

Required Courses		Credits	Semester
ARH-2010	Survey of Western Traditions in Art	3	_____
ARH-2060	Survey of Non-Western Traditions in Art	3	_____
Subtotal		6	

Introductory Studio Electives (select two courses)

ART-1011	Drawing I	3	_____
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ART-1231	Ceramics I	3	_____
ART-2110	Introduction to Digital Media	3	_____
ART-2150	Jewelry & Metalsmithing	3	_____
ART-2211	Painting I	3	_____
ART-2251	Sculpture I	3	_____
ART-2301	Photography I	3	_____
ART-2410	Introduction to Printmaking I	3	_____
Subtotal		6	

Advanced Art History Electives (select three courses):

ARH-3015	Greek and Roman Art	3	_____
ARH-3020	Art of the Renaissance	3	_____
ARH-3060	20th-Century Art	3	_____
ARH-3110	The Spiritual in Non-Western Art	3	_____
ARH-3120	Art Criticism	3	_____
ARH-3130	History of Photography	3	_____
ARH-3140	African Art	3	_____
ARH-3150	Art of the Human Body	3	_____
ARH-3210	Women in Art	3	_____
ARH-4710	Special Topics in Art History	3	_____
ARH-4720	Seminar in Contemporary Art Issues	3	_____
Subtotal		9	
Total		21	

Arts Management for Theater Majors Minor

Required Courses		Credits	Semester
ACC-2121	Financial Accounting	4	_____
ACC-2122	Managerial Accounting	4	_____
BUS-2020	Principles of Management	3	_____
BUS-2230	Principals of Marketing	3	_____
BUS-2410	Human Resource Management	3	_____
CIS-1041	Microcomputer Applications I	3	_____
ECO-1020	Introduction to Economics OR		_____
ECO-2030	Microeconomics OR		
ECO-2020	Macroeconomics	3	_____
Total		23	

Dance Minor

The minor in dance exposes students to the vital aspects of the art as performers, creators and observers. Courses provide students with a conceptual, historical, and technical background. Advanced students may become members of the Johnson Dance Ensemble, our student dance company, or may have the opportunity to become an apprentice in the Vermont Dance Collective.

Required Courses	Credits	Semester
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The dance minor consists of a minimum of 24 credits selected from the following courses:

DAN-1010	Fundamentals of Dance	3	_____
DAN-1111	Modern Dance	3	_____
DAN-2010	Folk Dance	3	_____
DAN-2030	Improvisation/Composition	4	_____
DAN-2131	Ballet	3	_____
DAN-3020	Intermediate Ballet: Technique and History	3	_____
DAN-3030	Improvisation/Composition: Intermediate/Advanced Level	4	_____
DAN-3112	Intermediate Modern Dance: Technique and History	3	_____
DAN-3130	Jazz Dance	3	_____
DAN-4130	Advanced Ballet/Modern Dance: Technique and History	3	_____
Total		24	

Music Minor

The music minor exposes students to a broad overview of music and is an option for students who want to continue playing and studying music but are majoring in another field. Individual lessons and performance opportunities are offered in both traditional and jazz/contemporary settings.

Required Courses	Credits	Semester
------------------	---------	----------

MUS-1015	Meet The Masters	3	_____
MUS-1051	Keyboard Harmony I	1	_____
MUS-1052	Keyboard Harmony II	1	_____
MUS-1061	Ear Training I	1	_____
MUS-1062	Ear Training II	1	_____
MUS-1231	Music Theory I	3	_____
MUS-1232	Music Theory II	3	_____

Select any two additional MUS courses, at least one of which is at the 3000 level	6	_____
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Select any combination (4 credits total):

MUS-1120	Applied Music Lessons	1 ea.	_____
MUS-2220	Music Ensemble	1 ea.	_____
MUS-3240	Applied Music Lessons	2 ea.	_____
Total		23	

Studio Arts Minor

The minor in studio arts combines foundation work in drawing and art history with study in the student's choice of four studio areas.

Required Courses		Credits	Semester
ARH-2010	Survey of Western Traditions in Art	3	_____
ARH-2060	Survey of Non-Western Traditions in Art	3	_____
ART-1011	Drawing I	3	_____
Subtotal		9	

Introductory Studio Electives (select four courses):

ART-1231	Ceramics I	3	_____
ART-2110	Introduction to Digital Media	3	_____
ART-2150	Jewelry & Metalsmithing	3	_____
ART-2211	Painting I	3	_____
ART-2251	Sculpture I	3	_____
ART-2301	Photography I	3	_____
ART-2410	Introduction to Printmaking	3	_____
Subtotal		12	
Total		21	

Note: Upper-level studio courses may be substituted for up to two of the introductory studio electives.

Theater Minor

The minor in theater provides both a conceptual and practical study of performance and production, as well as a basic historical and literary background.

Required Courses		Credits	Semester
THA-1041	Introduction to Theater Arts	3	_____
THA-1111	Stagecraft	3	_____
THA-3140	Theater History	3	_____

Select three courses from the following:

THA-2121 &	Acting I and	3	
THA-2121L	Acting I Lab*	1	_____
THA-2122	Acting II	3	_____
THA-3030	Children's Theater	3	_____
THA-3123	Acting III	3	_____
THA-3130	Introduction to Scene Design and Stage Lighting	3	_____
THA-3210	Introduction to Directing	3	_____

**Students registering for Acting I must also register for the Acting I Lab (THA-2121L) for 1 credit.*

Select one course from the following:

(Complete THA-3140 before taking these courses):

THA-3010	Shakespeare: "On the Stage and on the Page"	3	_____
THA-3110	Dramatic Literature: Classical/Modern	3	_____
Total		21-22	

The Department of Fine and Performing Arts offers courses with the following designators: ARH (art history), ART (studio arts and art education), DAN (dance), MUS (music), THA (theater arts). See full course descriptions on page 141. The department also offers a Master of Fine Arts Program in Studio Arts. For further information, see the Johnson State College graduate catalog.

Department of Humanities

Degree Programs

History (B.A.)
Political Science (B.A.)
General Studies (A.A.)

Minors

French
History
Political Science
Pre-Law
Spanish

Teacher Education Programs

Secondary Classroom Teacher (7-12):
Social Studies

Faculty / Staff

N.E. Bou-Nacklie, *Professor*
William Doyle, *Professor*
Paul Silver, *Professor*
Fredrick Wiseman, *Professor*
Sharon Cline, *Assistant Professor*
Sandra Noyes, *Staff Assistant*

Bachelor of Arts in History

History is recognized as a field central to the liberal arts tradition. Its study of the variety and diversity of human experience through time is vital to developing an educated perspective on the world today.

A history major is an appropriate and useful one for students planning to enter the fields of teaching, public service, museum work, historical preservation and law, as well as those intending to study at the graduate level.

Learning Outcomes for History Majors

Each graduate will:

1. Have a general knowledge of the human past and geographical literacy, including events, ideas, and individuals that have shaped the world through time.
2. Have an understanding of the economic, political, social, cultural, and religious historical forces and the complexity of events that reflect the diversity of human experience.
3. Have specific regional and temporal knowledge of "Western" and "non-Western" cultures.
4. Be competent in locating, evaluating, synthesizing, and analyzing historical evidence from primary sources and/or documents.
5. Be capable of understanding, defending, critiquing, and developing historical interpretations.
6. Successfully communicate, in oral and written form, his or her findings and interpretations, using proper documentations and scholarly conventions.

History Requirements

Required Courses		Credits	Semester
Category I			
HIS-1111	World History I	3	_____
HIS-1112	World History II	3	_____
HIS-1211	American History I	3	_____
HIS-1212	American History II	3	_____
HIS-4730	Seminar in Historical Communication	3	_____
HIS-4740	Seminar in Historical Investigation	3	_____
Subtotal		18	

Electives

Take eight upper-level elective courses from Categories II and III below. Electives must include at least two courses from Category II and a minimum of 5 must be HIS designated.

Category II

HIS-3040	Ancient Civilizations of the New World	3	_____
HIS-3225	Latin America: Mexico to Chile: History, Politics, Cultures	3	_____
HIS-3510	Chinese History and Culture	3	_____
HIS-3520	Japanese History and Culture	3	_____
HIS-4010	History of the Middle East	3	_____
HUM-3110	Native American History and Culture	3	_____
HUM-3120	The Abenaki and Their Neighbor	3	_____
HUM-3150	People and Cultures of the Middle East and North Africa	3	_____
HUM-3160	African Culture	3	_____

Category III

HIS-3020	Greek and Roman History	3	_____
HIS-3050	Community in America (offered through the JSC External Degree Program)	3	_____
HIS-3060	Church and State in America (offered through the JSC External Degree Program)	3	_____
HIS-3080	Colonial America: History and Life	3	_____
HIS-3141	History of the U.S. in the Twentieth Century I	3	_____
HIS-3142	History of the U.S. in the Twentieth Century II	3	_____

HIS-3160	Vermont's Coastal Region (offered through the JSC External Degree Program)	3	_____
HIS-3165	Vermont History	3	_____
HIS-3270	Renaissance and Reformation	3	_____
HIS-3311	Europe in the 19th Century	3	_____
HIS-3312	Europe in the 20th Century	3	_____
HIS-3350	Struggle for Democracy (offered through the JSC External Degree Program)	3	_____
HIS-3352	English History Since 1714	3	_____
HIS-3355	The European Enlightenment	3	_____
HIS-3370	Nationalism and Rebellion in Irish History (offered through the JSC External Degree Program)	3	_____
HIS-3420	French Revolution	3	_____
HIS-3430	History of the Soviet Union	3	_____
HIS-3450	Women in European History	3	_____
POS-3060	Vermont Politics	3	_____
POS-4010	American Foreign Policy	3	_____
INT-3210	The Holocaust: An Interdisciplinary Approach	3	_____
Subtotal		24	
Total		42	

Bachelor of Arts in Political Science

The B.A. in political science is designed to develop understanding of the theoretical and practical relationship between political culture and governmental structures at the four traditional levels of political organization—local, state, national and international. Students develop the ability to compare alternative systems and to understand the actual political process at various levels. Writing and research skills are also developed, especially in seminar and independent research courses. Graduates of the program are prepared for graduate and professional study and for positions of responsibility in public and civic organizations.

Learning Outcomes for Political Science Majors

Each graduate will:

1. Have an ability to think critically and to demonstrate that ability through reading comprehension, critical analysis, and oral expression.
2. Understand the theoretical relationship between political structure and governmental structures at the local, state, national, and international levels.
3. Demonstrate writing and research skills in political science, identification of cause and effect relationships, evaluation of various political systems and theories; as well as skill in oral communication in debate, discussion and listening.
4. Be capable of writing papers using analytic skills, research, factual information and personal analysis.
5. Use self-evaluation to enhance the goal of becoming a critical thinker.

6. Have developed a personal assessment and career plan supported by practical internship situations that enhance the student's ability to think critically, work with others, and gain field expertise.

Political Science Requirements

Required Courses		Credits	Semester
POS-1010	Introduction to Political Science	3	_____
POS-1020	American Politics and Government	3	_____
POS-2050	International Economics and Politics	3	_____
POS-2110	State and Local Government	3	_____
POS-3010	Survey of Western Political Thought OR		
POS-3040	The Politics of Gender	3	_____
POS-4730	Senior Seminar in Political Science	3	_____
Electives			
POS 1000/2000 (2 courses)		6	_____
POS 3000/4000 (5 courses)*		15	_____
Total		39	

* These electives may include HIS-2410, HIS-3165, HIS-3312, HIS-3351, HIS-4010, and INT-4730.

Political science faculty recommend field experience through a semester internship in, for example, the Vermont General Assembly or Legislative Council, state and federal agencies, newspapers and wire services, the U.S. Congress, international organizations, law offices, Legal Aid, interest groups, public affairs foundations, election campaigns, etc. Such experiences have often led directly to career opportunities in these fields. Internships enable students to meet many of the decision makers in state government and are particularly valuable when integrated with seminars in political science.

Teaching Endorsement in Social Studies Education (7-12)

Students seeking teaching endorsement in social studies education must complete the B.A. in History or the B.A. in Political Science, additional teacher education core program requirements, secondary education program coursework, and secondary education endorsement-specific coursework. Please refer to the Education Department section of this catalog for specific requirements.

Associate of Arts in General Studies

This two-year program exposes students to a range of disciplines and provides a sound educational base for future studies at the bachelor's or professional level.

Required Courses

Sixty credits are needed for the degree. Students in the Associate of Arts (A.A.) in General Studies program must complete the Fundamental Skills and Disciplinary Exploration (taking one course from each of the seven sub-categories) components of the General Education Core Curriculum. The remaining credits are electives chosen from 1000- and 2000-level courses in consultation with an advisor.

Humanities Minors

French Minor

The minor in French consists of a minimum of 18 credits in French, at least six of which must be at the 3000-4000 level. Courses taken to satisfy the minor must not be required or be electives within a student's major course of study. The French minor may be gained while pursuing studies in Quebec through the New England-Quebec Program. Students may also satisfy requirements for the minor by taking upper-level independent study courses (FRE-4910) or FRE-3010, "Culture and Civilization through Correspondence and Conversation."

History Minor

The history minor is appropriate for students pursuing careers in teaching, public service, museum work, historic preservation, law and many other fields, as well as those planning graduate study in politics, history, English, anthropology and sociology.

Required Courses		Credits	Semester
HIS-1111	World History I	3	_____
HIS-1112	World History II	3	_____
HIS-1211	American History I	3	_____
HIS-1212	American History II	3	_____
Electives			
HIS ---	Upper-level European History	3	_____
HIS ---	Upper-level American History	3	_____
HIS ---	Upper-level history: Africa, Asia, Latin America, or the Middle East	3	_____
Total		21	

Political Science Minor

Required Courses		Credits	Semester
POS-1010	Introduction to Political Science	3	_____
POS-1020	American Politics and Government	3	_____
POS-2050	International Economics and Politics	3	_____
POS-2110	State and Local Government	3	_____
POS-3010	Survey of Western Political Thought OR		
POS-3040	The Politics of Gender	3	_____
Electives			
POS 3000/4000 (2 courses)		6	_____
Total		21	

Pre-law Minor

Required Courses		Credits	Semester
PHI-1040	Introduction to Ethics	3	_____
POS-1020	American Politics and Government OR		

POS-1010	Introduction to Political Science	3	_____
POS-2050	International Economics and Politics OR		
POS-3010	Survey of Western Political Thought	3	_____
POS-2110	State and Local Government	3	_____
POS-3170	United States Constitutional Law	3	_____
Electives			
HUM 3000/4000 (2 courses)		6	_____
Total		21	

Spanish

The minor in Spanish consists of a minimum of 18 credits in Spanish, at least six of which must be at the 3000-4000 level. Students can access those upper-level courses by participating in a semester abroad through JSC's affiliation with the National Student Exchange program. Courses may also be taken through JSC's affiliation with Castleton State College (VIT). Courses taken to satisfy the minor must not be required or be electives within a student's major course of study.

The Department of Humanities offers courses with the following designators: FRE (French), HIS (history), HUM (humanities), INT (interdisciplinary), PHI (philosophy), POS (political science), and SPA (Spanish). See full course descriptions on page 141.

Department of Mathematics

Degree Programs

Mathematics (B.S.)

Minor

Mathematics

Teacher Education Program

Secondary Classroom Teacher (7-12):

Mathematics

Faculty / Staff

Julie Theoret, *Professor*

Christopher Aubuchon, *Associate Professor*

Gregory Petrics, *Assistant Professor*

Karen Jones, *Administrative Assistant*

Bachelor of Science in Mathematics

The B.S. in mathematics provides students with an opportunity to study one of western civilization's oldest and richest disciplines. In addition to the intrinsic value of the study of mathematics as a liberal art, the mathematics degree provides the foundation for a variety of careers in business, scientific, and related fields. Students desiring preparation for a high school teaching career may also earn secondary mathematics teaching licensure.

Learning Outcomes for Mathematics Majors

The mathematics program aims to produce graduates who are knowledgeable and skillful users and communicators of mathematics. The learning outcomes are broken into two categories: content knowledge outcomes and capstone outcomes. The content knowledge outcomes are assessed by the Core Assessment Exam, which students take after they have completed the required core courses in the major. The capstone outcomes are assessed when students present their senior projects.

Content Knowledge Outcomes: Upon completion of the core requirements, students will be able to:

Calculus I:

- apply the limit definition of the derivative and use it to calculate the instantaneous rate of change of a function.
- calculate the derivative of any algebraic or transcendental function.
- use the derivative to solve real-world problems.
- apply the Fundamental Theorem of Calculus.

Calculus II:

- apply integration techniques to a variety of algebraic and transcendental functions.
- use the definite integral (and limits of sums) to solve real-world problems.
- determine whether an infinite series converges and, when possible, find its sum.

Linear Algebra:

- use matrices to solve real-world problems
- use the RREF form of a matrix in a variety of ways (including solving systems of linear equations; testing for linear independence, spanning, and to determine whether a set of vectors forms a basis; finding eigenvectors)
- prove some basic properties of matrices, vectors, and linear transformations

Probability and Statistics:

- apply the normal or binomial distribution to solve certain probability problems.

- calculate probabilities and apply them to determine the unusualness of events.
- create and use descriptive statistics to summarize, analyze, and compare data sets.
- explain the importance of random/probability sampling.

Capstone Outcomes: Students will:

- be able to explain main ideas of mathematics clearly, in writing and orally.
- develop the ability to read mathematics independently.
- deepen their own mathematical knowledge by applying previous mathematical learning to new mathematical thinking, concepts, and ideas.

Mathematics Requirements

Required Core Courses		Credits	Semester
MAT-1531	Calculus I	4	_____
MAT-2030	Probability and Statistics	3	_____
MAT-2140	Modeling the Environment	3	_____
MAT-2532	Calculus II	4	_____
MAT-3210	Linear Algebra	3	_____

Students must pass a core assessment examination upon completion of the core requirements.

Elective Courses (at least 15 credits)

MAT-2533	Calculus III	4	_____
MAT-3240	Probability Theory with Statistics*	3	_____
MAT-3310	Differential Equations	3	_____
MAT-4130	Abstract Algebra*	3	_____
MAT-4140	Geometry*	3	_____
MAT-4710	Special Topics in Mathematics	3	_____

Capstone Requirement:

MAT-4930	Senior Project	3	_____
Total		35-36	

Students must earn a grade of C or better in each of the required core courses and in each of the elective courses used to satisfy their degree program requirements.

Note: *Students in the math major are required to take PHY-1041, Physics I, as part of their General Education Core Curriculum science requirement, and to take INT-3150, Gödel, Escher, Bach: An Eternal Golden Braid, as one of their General Education Core Curriculum interdisciplinary courses. It is also recommended that students take a course in economics.*

**All three of these courses are required for Secondary Teaching Endorsement in Mathematics Education.*

Teaching Endorsement in Mathematics Education (7-12)

Students pursuing teaching endorsement in mathematics education must complete the B.S. in Mathematics, additional teacher education core program requirements, secondary

education program coursework, and secondary education endorsement-specific coursework. Please refer to the Education Department section of this catalog for specific requirements.

Mathematics Minor

Students desiring a minor in mathematics must complete the following requirements:

Required Courses		Credits	Semester
MAT-1531	Calculus I	4	_____
MAT-2030	Probability and Statistics	3	_____
MAT-2140	Modeling the Environment	3	_____
MAT-2532	Calculus II	4	_____
MAT-3210	Linear Algebra	3	_____

Elective

One course: either MAT-2533 or any mathematics course at the 3000/4000 level.

Total **20-21**

Students must earn a grade of C or better in all courses for the minor in mathematics.

The Department of Mathematics offers courses with the following designator: MAT (mathematics). See full course descriptions on page 141.

Department of Writing & Literature

Degree Programs

Communications and Community Media
(B.A.)
Creative Writing (B.F.A.)
English (B.A.)

Minors

Creative Writing
Literature

Teacher Education Program

Secondary Classroom Teacher (7-12):

English

Faculty / Staff

Andrea Perham, *Professor*
Daniel Towner, *Professor*
Elizabeth Powell, *Assistant Professor*
Tyrone Shaw, *Associate Professor*
Sharon Twigg, *Assistant Professor*
Jacob White, *Assistant Professor*
Sandra Noyes, *Staff Assistant*

Bachelor of Arts in Communication and Community Media

This interdisciplinary communications degree program consists of three concentrations – Print and Web Community Journalism, Photojournalism, and Public Relations – sharing a common core of eight courses. It is designed to prepare students for careers in media communications, journalism, and photojournalism in both print and web-based media.

Learning Outcomes for Communication and Community Media Majors

1. Students will understand and apply best practices in community journalism, public relations, and photojournalism.
2. Students will understand and apply ethical principles to their communications work.
3. Students will gain competency in a variety of media platforms applicable to both print and web.
4. Students will achieve proficiency in journalistic processes, including interviewing techniques, research, story structure, AP style, and writing concisely, clearly and accurately,
5. Students will understand the strengths and limitations of social media and apply that knowledge professionally.
6. Students will learn to work under the pressure of constant deadlines.
7. Students will understand current mass media theories as they apply to their concentration.

Communication and Community Media Requirements

Required Courses		Credits	Semester
Core Courses			
ENG-2051	Introduction to Newswriting	3	_____
ENG-2052	Newspaper Publishing: Writing, Editing, Layout, and Design	3	_____
ENG-3020	Feature Writing	3	_____
ENG-4010	Issues in Journalism	3	_____
SOC-3130	Mass Media and Society	3	_____
ART-2110	Introduction to Digital Media	3	_____
CIS- 2220	Website Design	3	_____
ART-4025	Advanced Digital Media: Documentary and Social Media	3	_____
Subtotal		24	

Note: Students must complete the core courses above and one or more of the three concentrations outlined below.

Print and Web Community Journalism Concentration

This concentration prepares students for the realities of a career in journalism and equips them with the necessary skills to function successfully in a professional environment in both print and web media organizations. Course requirements center journalism in the liberal arts and enable students to employ the best journalistic practices to be able to write in a variety of styles-- including hard news, reportage, editorials, features, profiles and reviews. The concentration enables students to understand and apply basic ethical principles to their work in journalism and to properly understand the role, rights, and responsibilities of a free press in a democratic society.

Required Courses		Credits	Semester
In addition to the core courses listed above, take the following courses:			
ENG-3022	Advanced Newspaper Publishing: Writing, Editing, Layout, and Design (take at least two times)	6	_____
ENG-4160	Investigative Journalism	3	_____
ENG-4130	The Form and Theory of Nonfiction	3	_____
ENG-2XXX	Take two 2000-level literature survey courses	6	_____
HIS-1212	American History II OR		
POS-1020	American Politics and Government	3	_____
ENG-4810	Internship	3	_____
Total		48	

Photojournalism Concentration

This concentration prepares students for careers in photojournalism. Beginning with a background in basic journalistic practices and digital media, students then apply those skills to the particular demands of compelling visual documentation and narrative. Students learn essential photographic skills from the basics of composition, lighting, and depth of field to advanced applications in both traditional and digital darkrooms. The concentration also offers a broad historical perspective on photojournalism as well as appreciation for the ethical concerns of mass media in general and this visual medium in particular.

Required Courses		Credits	Semester
In addition to the core courses listed above, take the following courses:			
ENG-1260	Introduction to Photojournalism	3	_____
ENG-3022	Advanced Newspaper Publishing: Writing, Editing, Layout, and Design	3	_____
ART-2301	Photography I	3	_____
ART-2430	Introduction to Video Production	3	_____
ART-4020	Advanced Digital Media	3	_____
ART-4040	Advanced Photography	3	_____
ART-4140	Advanced Photojournalism	3	_____
ART-4810	Internship	3	_____
Total		48	

Public Relations Concentration

This concentration provides students with a comprehensive understanding of public relations practices in contemporary society as they apply to corporate, business, government, political, and nonprofit organizations. Students learn to shape and communicate organizational messages through a variety of media strategies and platforms. Students also learn principles of marketing, management, mass communications, advertising and macroeconomics as well as an understanding of best ethical practices.

Required Courses		Credits	Semester
In addition to the list of core courses above, take the following courses:			
BUS-2020	Principles of Management	3	_____
BUS-2230	Principles of Marketing	3	_____
ECO-2020	Macroeconomics	3	_____
BUS-3210	Advertising	3	_____
BUS-3370	Business Organizational Communications	3	_____
BUS-3070	Public Relations	3	_____
BUS-4810	Internship (minimum of 240 hours)	6	_____
Total		48	

Bachelor of Arts in English

Students in this program explore literature and language from critical, aesthetic, historical, linguistic, and national perspectives. Opportunities to study creative writing and journalism are also components of the program.

Learning Outcomes for English Majors

The B.A. in English will:

1. Enable students to identify the major genres of literature, to recognize the features of each genre, and to explore and evaluate different approaches to literary criticism and interpretation.
2. Introduce students to English, American, and world literary traditions so that they will learn how literature both reflects and shapes intellectual, aesthetic, and cultural life.
3. Develop students' abilities to analyze and explicate literary texts so that they can identify themes and ideas and learn how formal literary devices affect meaning.
4. Prepare students for graduate study, for teaching secondary school English, and for careers in the private sector or in government that require critical thinking and reading skills as well as skills in research and discourse analysis.

English Requirements

Required Courses	Credits	Semester
ENG-1310 Introduction to Literature	3	_____
Introductory survey courses (select 3 courses)		
ENG-2171 World Literature I	3	_____
ENG-2172 World Literature II	3	_____
ENG-2281 Survey of English Literature I	3	_____
ENG-2282 Survey of English Literature II	3	_____
ENG-2283 Survey of English Literature III	3	_____
ENG-2321 Survey of American Literature I	3	_____
ENG-2322 Survey of American Literature II	3	_____
ENG-2510 Women and Literature	3	_____
Writing courses (2 courses required)		
ENG 2---/3--- Options are available in both journalism and creative writing	6	_____
Upper-level specialty courses in literature, language, and criticism		
ENG 3---/4--- Literature and language electives	12	_____
ENG-3565 Shakespeare	3	_____
ENG-4150 Literary Criticism and Theory	3	_____
ENG-4510 Literary Research Tutorial	3	_____
ENG-4720 Seminar in Literature	3	_____
ENG-4920 Senior Thesis (optional)	3	_____
Total	42	
	(45 with thesis)	

Bachelor of Fine Arts in Creative Writing

In this program, aspiring writers learn the craft of fiction, poetry, and prose nonfiction in literature courses and in writing workshops. Small classes and individualized instruction are key features of this student-centered program. A student and professional reading series and internships with the department's nationally recognized literary magazine, *Green Mountains Review*, complement the academic course work.

Learning Outcomes for Creative Writing Majors

The BFA in creative writing will:

1. Enable students to produce their own poetry, fiction, and creative nonfiction and to become proficient readers and interpreters of imaginative literature.
2. Enable students to identify the major genres of literature, to recognize the features of each genre, and to explore and evaluate different approaches to literary criticism and interpretation.
3. Develop students' abilities to analyze and explicate literary texts so that they can identify themes and ideas as well as recognize how formal literary devices affect meaning.
4. Develop students' skills in editing and revising so that they will be prepared for graduate school in creative writing and/or for careers in publishing.

Creative Writing Requirements

Required Courses	Credits	Semester
Core Courses		
ENG-1310 Introduction to Literature	3	_____
ENG-2031 Literary Editing & Publishing	3	_____
ENG-3032 Literary Editing & Publishing: Advanced	3	_____
Writing Workshops		
ENG-2101 Creative Writing	3	_____
ENG 3 --- Three upper-level workshops:	9	_____
Literature Electivea		
ENG 2-- Literature surveys (3 courses)	9	_____
ENG 3---/4--- Literature courses (3 courses)	9	_____
Upper-level course work (select two courses)		
ENG-4110 The Form and Theory of Fiction	3	_____
ENG-4120 The Form and Theory of Poetry	3	_____
ENG-4130 The Form and Theory of Nonfiction	3	_____
ENG-4150 Literary Criticism and Theory	3	_____
Thesis		
ENG-4920 Senior Thesis (creative project in genre specialization)	3	_____
Total	48	

Teaching Endorsement in English Education (7-12)

Students pursuing teaching endorsement in English education must complete either the B.A. in English or the B.F.A. in Creative Writing, additional teacher education core program requirements, secondary education program coursework, and secondary education endorsement-specific coursework. Please refer to the Education Department section of this catalog for specific requirements.

Writing & Literature Minors

Creative Writing Minor

Required Courses	Credits	Semester
One introductory-level creative writing course (i.e. ENG-2101)	3	_____
Two upper-level writing workshops (poetry, fiction, or nonfiction) (i.e., ENG-3120, ENG-3130, ENG-3140)	6	_____
One form & theory course (poetry, fiction, or nonfiction) (i.e., ENG-4110, ENG-4120, or ENG-4130)	3	_____
Three lower-level literature survey courses (from a variety of 2000-level literature courses)	9	_____
One upper-level literature course (from a variety of 3000- and 4000-level literature courses)	3	_____
Total	24	

Literature Minor

Required Courses	Credits	Semester
Four introductory surveys selected from the following: (12 credits)		
ENG-2171 World Literature I	3	_____
ENG-2172 World Literature II	3	_____
ENG-2281 Survey of English Literature I	3	_____
ENG-2282 Survey of English Literature II	3	_____
ENG-2321 Survey of American Literature I	3	_____
ENG-2322 Survey of American Literature II	3	_____
Three specialty courses in particular genres, periods, themes, or authors		
ENG 3---/4--- Upper-level electives	9	_____
Total	21	

The Writing and Literature Department offers courses with the following designators: ENG (English). See complete course descriptions on page 141.

Interdepartmental Programs

Degree Programs

Liberal Arts (B.A.)
Professional Studies (B.A.)

Assistant Director of Academic Support Services
Julie Theoret, *Associate Professor,*
Mathematics

Minors

Gender Studies

EDP Academic Review Board

Amy Beattie, *Coordinator of Online Learning and Services*

Liberal Arts Program Committee

David Cavanagh, *Co-Director of EDP*
Lisa Cline, *Assistant Professor, Humanities*
Heidi Wrighton, *Coordinator of Career Services*
Regina Ritscher, *Assistant Professor, Education*
Clyde Stats, *Fine and Performing Arts Faculty,*

James Black, *Professor of Business/Economics*

David Cavanagh, *Co-Director of EDP*

Valerie Edwards, *Co-Director of EDP*

Kathi Rousselle, *EDP Advisor and CCV/EDP Liaison*

Kelly Strunk, *EDP Advisor*

Bachelor of Arts in Liberal Arts

The liberal arts major seeks to give students the tools to explore and understand connections and patterns: within and among disciplines; between self and the world; among different cultures. It seeks to give students knowledge of how great thinkers in various fields have sought to understand experience and use their learning to address problems and engage fully with life.

Learning Outcomes for Liberal Arts

Students will be able to:	Evidence:
Connect their academic plan to their personal history and long-term goals.	Plan of Study narrative; reflection papers in capstone course.
Articulate a rationale for their three areas of study and justify the selection of courses in each of those areas.	Plan of Study narrative; plan of study.
Understand the nature and value of interdisciplinary study.	Capstone project; discussion and writing assignments in capstone course.
Demonstrate meaningful connections between their chosen areas of study.	Plan of Study narrative; capstone project; final reflection paper in capstone course.
Demonstrate depth of knowledge in the primary and secondary areas of study.	Completion of capstone course; capstone project; 21 upper-level credits in the major.
Experience and articulate meaningful connections between learning in the major and life outside the classroom.	Extended Classroom Experience (ECE); ECE reflection paper.

Requirements

Total of 42 credits, at least 21 of which must be upper-division, as follows:

- 18 credits in a primary domain;
- 12 credits in a secondary supporting domain;
- 9 credits in a third domain; and
- 3-credit capstone course: INT-4610 *Senior Seminar in Liberal Arts*
- An extended classroom experience, which may be credit or non-credit bearing, must be completed through an existing course, internship, student teaching, or service-learning experience.

Additional Stipulations

- * *At least 12 of the 42 credits required within the Liberal Arts major must be taken in the semester(s) after the Plan of Study has been approved.*
- * *Education majors seeking licensure who are using liberal arts as their second major will need to choose their primary and secondary domains in a fashion that meets state licensure requirements.*
- * *A grade of C- or higher must be earned in all courses counted toward the 42 credits for the major.*
- * *A maximum of 6 credits in the major can be used to fulfill the General Education Core Curriculum or the External Degree Program General Education requirements.*
- * *In general, courses such as Student Teaching in Education, which are specifically aimed at career preparation, are not appropriate for inclusion in the 42 credits for the Liberal Arts degree.*

Becoming a Liberal Arts Major

A student interested in becoming a liberal arts major on campus will first contact the Liberal Arts Program Committee (LAPC) and be assigned an advisor on the LAPC. In the case of the External Degree Program (EDP), the student will be assigned an advisor in his or her community upon entering EDP. The student and advisor will initially explore together the student's interests and identify relationships between different disciplines or clusters of disciplines which the student would like to explore more deeply. With the advisor's assistance and support, the student will write a program proposal that describes in detail the relationships between two or more domains of study which the student wishes to pursue. Members of the LAPC, who may recommend clarifications or changes, will review the written program proposal, together with the student's transcript and a completed Plan of Study. Once the program proposal has been approved, the student is officially a liberal arts major. The advisor and/or other members of the LAPC or EDP staff will continue to work with the student during her/his progress toward a degree.

Bachelor of Arts in Professional Studies

The B.A. in Professional Studies is available only to students in the External Degree Program. This major offers adult learners the option of designing a plan of study to pursue a special career or other interest not available through JSC's other majors. It also allows EDP students, who may have college credits from a number of institutions and life experience, to weave together the threads of their prior learning into a coherent degree program. Students are asked to declare and explore an area of special emphasis while meeting the EDP general education and other requirements for a bachelor's degree.

Requirements

- At least 60 credits required before entrance into EDP and the major.
- Completion of the EDP's general education program on page 12
- During the student's first semester, development and submission of a degree plan, including a narrative, that declares a focus of study and demonstrates integration of prior learning and proposed courses.
- Successful completion of the coursework in the degree plan and other requirements for earning a bachelor's degree through the EDP.

Note: It is not possible to do a minor along with the major in professional studies unless the credits for the minor are in addition to the 120 credits required for a bachelor's degree.

Learning Outcomes for Professional Studies Majors

All graduating students will be able to:

1. Plan an individualized program to pursue a special career or other interest not available through other JSC degrees.
2. Plan and carry out a program that brings coherence to the student's college experience and/or learning through life experience.
3. Develop and demonstrate bachelor's-level knowledge in at least one stated field of interest, including understanding of the history, language, and dominant methodologies of the field.
4. Demonstrate understanding of some key connections among disciplines in relation to the stated field of interest.
5. Demonstrate understanding of the connections between theoretical learning and practical experience in relation to the stated field of interest.

Interdepartmental Minors

Gender Studies Minor

The gender studies minor combines courses in various departments in order to consider the issue of gender from different perspectives. It is designed to engage men and women students in a wide-ranging level of inquiry that combines historical and contemporary analysis of issues and problems.

Required Courses		Credits	Semester
POS-3040	The Politics of Gender	3	_____
SOC-3050	Gender and Society	3	_____
Electives (Select 4 courses):			
ENG-2510	Women and Literature	3	_____
HIS-2210	Women in U.S. History	3	_____
HIS-3450	Women in European History	3	_____
POS-3030	Contemporary Political Theory: Race, Class & Gender	3	_____
SOC-2040	Race/Ethnicity/Class and Gender	3	_____
SOC-3060	Sexuality and Intimacy	3	_____
SOC-3170	Power, Politics, and Inequality	3	_____
Total		18	

External Degree Program

Johnson State's External Degree Program (EDP) serves adult students throughout Vermont who have already completed 60 or more credits of acceptable college-level work. Each student works closely with an advisor who has an office at the student's local Community College of Vermont site or on campus at JSC. The advisor helps the student develop and carry out a plan to earn the remainder of the credits needed for a B.A. degree. A minimum of 30 credits must be earned while in the program.

Students can take courses in a variety of formats and at various locations, including: JSC courses held on Saturdays or Sundays once a month throughout Vermont, online courses, courses on campus at Johnson State, and courses at other colleges.

The following degrees are available through the External Degree Program. For more information on specific requirements, please refer to the departmental sections of this catalog.

- B.A. in Business Management
- B.A. in Childhood Education (with Elementary Education)
- B.A. in Liberal Arts
- B.A. in Professional Studies
- B.A. in Psychology

Two of the majors, B.A. in Business Management and B.A. in Professional Studies, are available entirely online as well as in the classroom or through a combination of online and classroom-based courses. More than half, but not all, of the courses for the B.A. in Liberal Arts and the B.A. in Psychology, are available online.

Other Johnson State degrees, along with secondary teaching licensure, are also available through the External Degree Program for students who are able to take some courses on campus at Johnson State College.

For information on requirements in the major, general education, and other degree requirements for students completing a bachelor's degree through the EDP, refer to the table of contents or the index for appropriate sections in this catalog.

Course Descriptions

Courses listed as "Shared" are also offered at one or more of the Vermont State Colleges.

Accounting Courses (ACC)

ACC-2121 Financial Accounting 4 credits

Prerequisite: Basic Math Comp.
Introduces students to the problems of external reporting as they relate to sole proprietorships, partnerships, and corporations. Students examine the various accounts found in financial statements and learn how to put these accounts together to render meaningful statements that communicate pertinent information to those who read them. (Shared course in VSC)

ACC-2122 Managerial Accounting 4 credits

Prerequisite: ACC-2121.
The course explores internal accounting systems and the uses of internally generated data in management. Topics include: the use of financial accounting data, cost-volume-profit analysis, budgets and responsibility accounting, and cost allocations. (Shared course in VSC)

ACC-2230 Federal Taxes 3 credits

Prerequisite: ACC-2121 or ACC-2122, with C- or better.
A study of federal tax laws and regulations as contained in the Internal Revenue Code, with the emphasis on individuals and sole proprietorships. Topics include income inclusions and exclusions, deductions, capital gains and losses, sales and exchanges, basis calculations, depreciable property, tax research, tax planning, and the preparation of the various tax forms and schedules applicable to an individual or a small business. (Shared course in VSC)

ACC-2710 Special Topics in Accounting 3 credits

(Shared course in VSC)

ACC-2910/4910 Independent Study in Accounting 1-12 credits

ACC-3030 Business Accounting Systems 3 credits

Prerequisite: None.
A study of the major accounting subsystems prevalent in small and medium sized businesses. Emphasis will be placed on the architecture and integration of these subsystems within the business environment. Management and control of the various subsystems will be a major emphasis in this course.

ACC-3111 Advanced Intermediate Accounting I 4 credits

Prerequisite: ACC-2121.
This course provides an extensive study of generally accepted accounting principles as applied to the recording and reporting of asset, liability, and equity accounts, the financial statements, and the required disclosures. Computer applications, case studies, and problem solving are integral parts of this course. (Shared course in VSC)

Allied Health Sciences Courses (AHS)

AHS-1010 Contemporary Health Issues 3 credits

Prerequisite: None.
Examines the concept of health and the role and responsibility of individuals for their health. Emphasizes wellness and health promotion and their relationship to the quality of life. (Shared course in VSC)

AHS-1080 Lifetime Fitness**1 credit**

Prerequisite: None.

A study of the theory of wellness concepts. Topics include: wellness, physical fitness, nutrition, diet and weight control, stress management and lifestyle diseases. The impact of a wellness-promoting lifestyle is examined. Students enhance theory knowledge of wellness concepts through laboratory sessions. (Shared course in VSC)

AHS-1330 FYS: Being Here on Purpose
3 credits

Prerequisite: Open to freshmen only.

Using formal and informal mindfulness techniques, students are taught to stand back from their emotions, assumptions, and expectations about the first-year college experience and learn the joy of simply being open to oneself and to the moment-to-moment experiences of what happens next. The course has papers and required readings and a home practice component where students learn to habituate the practice of mindfulness in their daily lives. *Meets First-Year Seminar course requirement of the GECC.*

AHS-2010 Mindfulness Meditation
3 credits

Prerequisite: PSY-1010. Not open to first-year students.

Students are taught fundamentals of mindfulness meditation skills designed to mobilize mind/body energies for balancing and complementing personal health and spiritual wellness. Journal writing, outside readings, home practice, and 24-hour off-campus retreat highlight the course experience.

AHS-2040 Advanced First Aid and Emergency Care**4 credits (with lab)**

Prerequisite: BIO-1210. Not open to first-year students.

This course provides the student with the knowledge and skills to function effectively in a medical emergency situation. This course consists of both lecture and

laboratory experiences, and Red Cross Advanced First Aid Certification is possible.

AHS-2130 Programs for Lifetime Health and Fitness**3 credits**

Prerequisite: BIO-2012.

In this course, the student will learn how to develop and administer programs designed to raise fitness /wellness level of individuals at home, in fitness clubs and in the workplace. Contra-indications for exercise for specific populations are discussed.

AHS-2810/4810 Internship in Allied Health Science**1-12 credits**

(Shared Course in VSC)

AHS-2910/4910 Independent Study in Allied Health Science**1-12 credits****AHS-3010 Therapeutic Massage**
3 credits

Prerequisite: Not open to first-year students.

This course is an opportunity for students to train intensively in therapeutic massage. Primarily for students concentrating in health science and the behavioral sciences, this course is meant to assist students in learning about therapeutic massage as an acceptable form of treatment for stress and decreasing muscle tension and increasing mind-body comfort.

AHS-3043 Care and Prevention of Athletic Injuries**4 credits**

Prerequisite: BIO-2011 and BIO-2012

This course is an introduction to the prevention, evaluation, and treatment of athletic-related injuries. It is an overview of the field of athletic training to include the evaluation of injuries, emergency medical procedures, prevention and treatment methods for musculoskeletal injuries, and heat illness. The laboratory practicum involves the application of preventative, assessment, supportive, and rehabilitative techniques to injury management.

AHS-3050 Introduction to Pharmacology

3 credits

Prerequisite: BIO-2011, BIO-2012 and CHE-1031

The course presents an introduction to the fundamental principles of basic and clinical pharmacology at the molecular, cellular, organ, and whole body levels. It will cover the biochemical and physiological bases for drug actions and effects, therapeutic uses and adverse reactions. Drug classifications, methods of administration, and alternative therapies will be discussed.

AHS-3110 Health and Healing: The Mind/Body Connection

3 credits

(available through EDP)

Prerequisite: PSY-1010, BIO-2011 and 2012, or permission of instructor.

Scientists and researchers of holistic medicine have gained convincing evidence to support the view that illness is not caused only by external factors such as viruses, but also by internal factors such as emotions and the individual's state of mind. This course will focus on the psychology of wellness and illness, in addition to healing connections among the body, mind and spirit.

AHS-3120 Kinesiology

3 credits

Prerequisite: BIO-2011.

This course is designed to give students a practical approach to the study of human body movement from anatomical, physiological, mechanical, analytical, and functional viewpoints. (Shared course in VSC)

AHS-3230 Physiology of Exercise

4 credits

Prerequisite: BIO-2011 and 2012.

This course examines the acute and chronic physiological adaptations of the human body to physical activity.

AHS-4030 Psychology of Sports and Exercise

3 credits

Prerequisite: PSY-1010.

This course explores the theories and principles of psychology and their relationship to performance in physical education and athletics and recovery from athletic injury.

AHS-4060 Cardiopulmonary Assessment, Rehabilitation, and Training

3 credits

Prerequisite: BIO-2012.

This course introduces the student to the magnitude of the problem caused by cardiopulmonary disease. Basic evaluation procedures, such as EKG interpretation, stress testing and pulmonary function tests, will be introduced. In addition, exercise prescription and supervision of cardiopulmonary rehabilitation programs will be discussed.

AHS-4110 Psychophysiology of Stress

3 credits

Prerequisite: PSY-1010.

This course is designed for senior students in health and behavioral sciences as well as graduate students. It will provide the learner with the theoretical information about the clinical application of biofeedback across the disciplines of psychology, physiology, education and medical science.

AHS-4911 Senior Research

3 credits

Prerequisite: Senior Standing.

This course requires students to conduct an individual research project, conduct an oral presentation, and complete a thesis on the research, which might result in publication of the project. This capstone course allows the student to combine the skills and knowledge gleaned from previous courses with a self-designed research project that requires the student to ask a good question, develop appropriate techniques, and conduct appropriate research. The research topic is to be chosen by the student in consultation with a faculty mentor. A thesis outline must be submitted to the supervising faculty member (or members)

prior to commencement of research. This type of practical, hands-on experience may be conducted at locations off campus, in conjunction with a work-study project, internships, or on-campus research. The project must be completed within two semesters.

Anthropology Courses (ANT)

ANT-1010 Introduction to Cultural Anthropology **3 credits**

Prerequisite: None.

A survey of basic issues, concepts, theories, and methods of cultural anthropology. Students think critically about the evolution of culture and society from the perspective of the past and the present. Topics include social and political organization, gender, myth and religion, language, cultural ecology, and cultural change. *Meets Part II. C. of GECC.* (Shared course in VSC)

ANT-2810/4810 Internship in Anthropology **1-12 credits**

ANT-2910/4910 Independent Study in Anthropology **1-12 credits**

ANT-3020 Religion, Culture, and Alternate Realities **3 credits**

Prerequisite: None.

While consciousness is a universal characteristic of human beings, it is influenced in a profound manner by the culture of each group. This causes people to experience life as a complex interaction of "alternate realities." Students explore the relationship between culture and alternate realities through topics such as altered states of consciousness, dreams, faith, magic, shamanism, witchcraft, possession and mysticism.

ANT-3040 Culture Change in the Modern World **3 credits**

Prerequisite: None.

This course explores processes of social and cultural change, ranging from gradual modifications during prolonged peaceful periods to sudden revolutionary upheavals. Factors inhibiting and facilitating change are discussed along with such topics as invention, development, social power movements, changing interpersonal relations, the impact of technology, cultural clashes and innovative religions. Included is Visual Anthropology: ethnographic photography, camera culture, and photographic states of consciousness.

ANT-3110 Development of Anthropological Thinking **3 credits**

Prerequisite: ANT-1010 or permission of instructor.

Each society has characteristic ways of regarding itself and other groups. In this course, anthropological points of view help students understand and analyze other cultures and their own. Innovative schools of thought in anthropology and their practical applications through research are emphasized. Also studied are questions universally asked by different cultures about the nature of humanity and the world.

ANT-3120 Science, Research Methods, and Ethics **3 credits**

Prerequisite: None.

Introduces quantitative and qualitative methods useful to sociologists and anthropologists to investigate how people create and sustain culture and society. Some methods included are the survey, field observation, ethnography and content analysis.

ANT-3130 Culture and Personality **3 credits**

Prerequisite: None.

An investigation of interaction between the culture of a group and the thoughts, emotions and behavior of its members. Topics include group personality, patterns and types of normal and abnormal behavior, and cultural features of helping relationships. Students learn to observe and analyze human behavior from different perspectives.

**ANT-4010 Anthropology of Death
3 credits**

Prerequisite: None.

This course studies death from a wide variety of approaches and is designed to help students integrate objective descriptions and analysis with subjective thoughts and feelings. Our orientations toward death are compared with those of other cultures through such issues as terminal illness, experiencing death, prolonging life, and hastening death. Mourning, funerals, life after death and processes of symbolic death and rebirth are also explored.

**ANT-4020 Multicultural Health,
Illness, and Healing
3 credits**

Prerequisite: None.

This course provides an understanding of the complex interrelationships between cultural, biological, psychological, and environmental components of health, disease, illness and medical treatment. Some topics include medical explanatory beliefs, adaptation, stress, illness experiences, healing techniques, patient/practitioner relations, and religion. Western biomedicine and many other medical systems of the world are compared searching for cultural diversity and universals. The variety of cases studied and the perspectives used ranges from the single individual, to diverse groups, to the entire global population. Students apply anthropology and other disciplines to the experience of being sick and to the delivery of health care in many different cultures.

**ANT-4720 Senior Seminar in
Anthropology/Sociology
3 credits**

Prerequisite: Senior Standing.

This capstone course reviews the major concepts, theories and methodologies of anthropology and sociology and offers students leadership, teaching, and volunteer service opportunities to demonstrate their unique knowledge and skills in social situations, in social services and in high schools.

**ANT-4730 Topical Seminar in
Anthropology
1-3 credits**

Prerequisite: None.

This course explores new topics and current developments in the discipline. The seminar emphasizes student research, presentation and discussion and may be repeated for credit.

Art Courses (ART)

**ART-1011 Drawing I
3 credits**

Prerequisite: None.

An introduction to drawing media, techniques and concepts with emphasis on drawing from observation. *Meets Part II. A.3. of GECC.* (Shared course in VSC)

**ART-1080 FYS: iMe: Reinventing
Yourself in the Digital Age
3 credits**

Prerequisite: Open to first-year students only.

Have you ever uploaded a photo to Facebook, viewed cats from around the world on Youtube, or conquered a video game with online teammates? Digital technology is making it easier than ever to express yourself and communicate on a global scale. With the advent of virtual realities like Second Life, you can reach beyond globalism and enter the realm of total imagination. With all of these exciting changes, how do you navigate this new world? In this seminar, we will explore technology's role in our lives. Through an

interdisciplinary approach, we will examine science, art, and literature's take on topics including Web 2.0, cybernetics, and virtual reality. We will look at how these topics have influenced robotics, viral videos, and most importantly, you. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

ART-1140 Design
3 credits

Prerequisite: None.
Students are introduced to a series of conceptual, structural, spatial and relationship "problems" designed to stimulate creative thought and innovative approaches to working in both two and three dimensions. *Meets Part II. A.3. of GECC.*

ART-1180 FYS: Art of Social Imagination - Sculpture in a Public Realm
3 credits

Prerequisite: Open to first-year students only.
This introductory studio art course prepares freshman for an understanding of the tools and techniques of sculpture as well as applications of mixed media in a public realm. Starting as far back as ancient Rome, Art of Social Imagination uses art and art history to explain the theory and practice of public sculpture as it relates to community. Students will view "Interventionists" as people who interact with society to produce thoughtful and imaginative results. In class, students will develop proposals and construct projects that interact with academic, local, personal, and/or interpersonal realms. No prior experience is necessary for this course. The emphasis, here, is on an introduction to art history and hands-on learning. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

ART-1231 Ceramics I
3 credits

Prerequisite: None.
An introduction to the ceramic arts which develops the student's working knowledge

of ceramic materials, tools and techniques. Students work with issues of concept and design, and develop an understanding and appreciation of traditional, historical and contemporary ceramic objects and issues. Hand building is emphasized. (Shared course in VSC)

ART-2007 FYS: Comix Go Legit: Contemporary Graphic Novels
3 credits

Prerequisite: First-year students only.
One could argue that cave paintings were the first comics, but this course focuses on the most recent graphic novels, including award winning works by Art Spiegelman, Marjane Satrapi, Chris Ware, Daniel Clowes, Alison Bechdel and many more. In addition to reading masterworks, we will study the history of comics and the many uses of comics, including advertising and animation. Students will also design their own comics, and produce a limited edition graphic of their own work. Drawing is only one way to approach this, but not the only way- photographers, writers, collage artists and stick-figure maestros are all welcome. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

ART-2110 Introduction to Digital Media
3 credits

Prerequisite: None.
An overview of the digital image tools used in professional image editing, layout and design work, as well as an introduction to the general issues relevant to the handling of images and related art material in the digital context. A series of discussion topics will frame the relationship of digital media to fine art discourse and to specific media within that discourse. *Meets Part II.A.3. of GECC.*

ART-2150 Jewelry and Metalsmithing
3 credits

Prerequisite: None.
Students will develop a working knowledge and sensitivity toward metal as a material, gain a vocabulary of metalsmithing and

jewelry techniques, and confront the degrees of excellence, precision and impeccability of craftsmanship in their own work as artists-craftsmen.

ART-2211 Painting I
3 credits

Prerequisite: None.

A presentation of technical and aesthetic aspects of painting that introduce students to the use of various painting media: oil, acrylic, watercolor, oil pastel, soft pastel, etc. A strong foundation in color theory is included, as well as an overview of painting masters, both historic and contemporary. (Shared course in VSC)

ART-2251 Sculpture I
3 credits

Prerequisite: None.

Students are introduced to historic and contemporary sculpture through different theoretical, practical, and conceptual approaches utilizing a variety of media. *Meets Part II.A.3. of GECC.* (Shared course in VSC)

ART-2301 Photography I
3 credits

Prerequisite: None.

An introduction to the fundamentals of 35mm black and white photography, including darkroom techniques, and the history and aesthetics of photography. A 35mm camera with adjustable f-stops and shutter speeds is required. *Meets Part II.A.3. of GECC.* (Shared course in VSC)

ART-2410 Introduction to Printmaking
3 credits

Prerequisite: ART-1011.

This course offers an exploration of the major forms of printmaking through a variety of techniques and media, as well as the history and technology of printmaking. Experimentation and exploration of the print as a vehicle of artistic expression will be emphasized in conjunction with development of technical proficiency.

ART-2810/4810 Internship in Art
1-12 credits

ART-2910/4910 Independent Study in Art
1-12 credits

ART-2430 Introduction to Video Production
3 credits

Prerequisite: None.

This course introduces students to the fundamentals of video production with an emphasis on best practices within the journalism profession. The course focuses on all stages of video production from project conception to final editing. Students are immersed in the essentials of camera operation, image composition, lighting, sound, and editing with Final Cut Pro. Students will produce small video projects leading to a longer final project. (Fall semesters)

ART-3031 Life Drawing
3 credits

Prerequisite: ART-1011 or permission of instructor.

The classic figure drawing course, exploring human form and addressing such issues as anatomy, gesture, technique and content. May be repeated for credit.

ART-3032 Advanced Drawing
3 credits

Prerequisite: ART-1011 or permission of the instructor.

Designed for students already familiar with the techniques of traditional drawing materials, this course explores more advanced concepts of image making and a personalized use of materials. Among the topics explored in various sentences are figure drawing, large-scale work, mixed-media, hand-made paper and bookmaking. May be repeated for credit.

ART-3040 Landscape Painting
3 credits

Prerequisite: ART-2211.

This class will explore traditional landscape painting issues of linear and atmospheric perspective, color and its relationship to light and space, and the passage of time and season. Class will work on site in the

landscape. Students may work in a variety of media. May be repeated for credit. (Summers only)

ART-3120 Elementary Art Education Methods

3 credits

Prerequisite: Junior standing.

This course focuses on four issues: 1) how teachers determine what to teach, 2) how they structure content to meet their objectives, 3) how they decide when to teach material, and 4) how they evaluate what they have taught. Students should, by the end of the course, be able to describe their rationale for "teaching" art in any classroom. Required for elementary education students.

ART-3140 Secondary Art Education Methods

3 credits

Prerequisite: Junior standing.

This course is similar to ART-3120, and the emphasis is on grade 7-12 art materials and age levels. Required for secondary education students.

ART-3222 Ceramics II

3 credits

Prerequisite: ART-1231 or permission of the instructor.

This advanced-level course in ceramics encourages the continued exploration of and experimentation with clay as an artistic medium, with emphasis on independent creative research. Students learn basic clay and glaze formulation and kiln operation. May be repeated for credit.

ART-3314 Advanced Printmaking

3 credits

Prerequisite: ART-2410 or permission of the instructor.

Intaglio printmaking is emphasized beginning with the collagraph and advancing through the intaglio processes. The focus is to gain control of these techniques so that the student feels free to experiment. The ability to make art and develop an individual imagery as printing skills develop is stressed. While the student

is expected to be able to edition prints, experimentation and pushing the medium and imagery are emphasized over traditional multiples editioning. May be repeated for credit.

ART-3320 Monoprints

3 credits

Prerequisite: ART 1011 or permission of instructor.

Explore this hybrid printmaking technique that combines painting, drawing and printing to create unique printed images. This technique encourages spontaneity and freedom in many directions. Some possibilities include chine colle, collage, drypoint and collagraph. We begin with basic monotype techniques and increase complexity including multiple plates. May be repeated for credit.

ART-4020 Advanced Digital Media

3 credits

Prerequisite: ART-2110.

This course offers a survey of contemporary digital image processes and tools, including digital photography, illustration, design, 3-D graphics, and video/multimedia. Intended for students who have background in photography and related issues of media arts, this course will focus on the relationship of digital media to established art forms and study possibilities for their integration. The course will also cover contemporary work in technology-influenced art practice and theory. May be repeated for credit.

ART-4025 Advanced Digital Media: Documentary and Social Media

3 credits

Prerequisite: ART-2110.

This course covers theoretical and artistic principles in portraying "reality" and "truth" through social-networking, Web 2.0, digital photography and video. Students will work on a number of projects investigating digital identities, contemporary methods for documenting location and socially conscious audiovisual podcasting. Throughout the course students will be exposed to work created by

innovators of documentary. The course will also teach students to creatively utilize tools such as Facebook, Flickr geo-tagging), Youtube and online media networks such as Current TV. The final project will include producing and promoting a short video podcast for public broadcast.

ART-4040 Advanced Photography
3 credits

Prerequisite: ART-2301 or equivalent expertise, or permission of the instructor. This course further explores technical, historical and creative issues. Students will generate a strong portfolio through intensive studio work. Other course components may include research projects, field trips to local exhibitions, non-traditional processes, readings in history and criticism, and a public exhibition of completed projects. May be repeated for credit.

ART-4050 Advanced Painting
3 credits

Prerequisite: ART-2211 or permission of the instructor. This course emphasizes a student's individual vision. Each semester explores different techniques. Several topics are addressed including large-scale works, mixed media, hand-made paints and an examination of painting masters, both historic and contemporary. May be repeated for credit.

ART-4060 Advanced Digital: Graphic Design
3 credits

Prerequisite: ART-2110
This course will explore page layout, graphic design, and digital imaging for print. It is designed for both the intermediate and advanced student who wishes to learn how to make effective print presentations, brochures, and books. The course will focus on contemporary creative and practical concepts of using computers in the visual arts and graphic design, focusing on the basic concepts and terminology associated with typography and page layout.

ART-4070 Advanced Digital: Web Design for Artists
3 credits

Prerequisite: ART-2110 or CIS-2220
This advanced studio art course prepares the artist to use web design creatively for their portfolio and as an interactive art form to present original online work. Students will learn how to plan, organize, and produce a 30-40 page, standards-compliant website from start to finish with Macromedia Dreamweaver using tableless transitional XHTML with Cascading Style Sheets for style positioning. Class time will also be dedicated to an overview of aesthetics and concepts of web design including usability, accessibility, information design, and graphic design.

ART-4075 Advanced Digital: Animation & Motion Graphics
3 credits

Prerequisite: ART-2110
This course offers artistic and theoretical principles in animation. Students will be taught basic motion graphic techniques including *Straight Ahead Animation*, *Squash and Stretch*, *Anticipation*, and *Rotoscoping*. The course covers both traditional styles of animation (Frame by Frame, motion and shape tweens), basic 2D Character rigging, and experimental techniques. Students will be exposed to work created by innovators of animation to gain insight into applying theory and techniques. The class will also provide an environment where students can share their work, ideas, and critique each other's progress.

ART-4080 Advanced Digital Media: Intermedia
3 credits

Prerequisite: ART-2110
This course is an experimental class in which we will create new genres of art. Students will be encouraged to develop selective awareness, imagination, and an interdisciplinary approach to creative practice. Students will be exposed to deep listening techniques, expanded cinema, movement research and emergent media. The class will also provide an environment

where students are appreciated for attempting the unknown while embracing failure.

ART-4110 Visual Art and Performance

3 credits

Prerequisite: ART-2251.

This course is an exploration into the world of performance art. Students will generate, perform and create props and visuals for their performances. Two to four visiting artists will conduct workshops throughout the semester. A trip to Boston or New York will be arranged to see professional work.

ART-4120 B.F.A. Exhibit

3 credits

Students work closely with a mentor chosen from the studio art faculty to prepare and mount their senior thesis exhibition. Students may work in a single medium or combination of media to produce their culminating exhibition in the Julian Scott Memorial Gallery.

ART-4130 Advanced Sculpture

3 credits

Prerequisite: ART-2251 or permission of the instructor.

Students investigate at least three media, which may include plaster, wood, metal, stone or others. Emphasis of study shifts from semester to semester, and concept and material are of equal importance. Students are encouraged to work creatively within the context of the learned technique.

Assignments may encompass public art, installations and performance art, among others. May be repeated for credit.

ART-4140 Advanced

Photojournalism

3 credits

Prerequisite: ART-2110, and also ENG-1260 for photojournalism majors, permission of instructor for others.

Advanced Photojournalism is designed to have the student engage in a number of projects outside of the classroom, as a photographer. Students will be conducting research, doing fieldwork involving on-location photography

and interviewing as well as writing and final presentations in both an exhibition and simulated book in order to synthesize their work into a publishable form..

ART-4150 Advanced Digital: Video

3 credits

Prerequisite: ART-2110

This course covers theoretical and artistic principles of video art. Students will be taught basic video recording, editing, effects, and audiovisual production techniques. Students will be exposed to work created by innovators of video art to gain insight into applying theory and technique. The class will also provide an environment where students can share their work, ideas, and critique each others' progress.

ART-4730 B.F.A. Seminar

3 credits

This professionally oriented "capstone" course looks into all aspects of a career in the visual arts. By the end of the semester, students will have produced a professional portfolio documenting their own work, complete with resume, artist's statement and slides. Students also explore career options, exhibit venues, grant writing, websites, graduate schools, legal considerations for the artist and how to set up a safe, affordable studio.

Art History Courses (ARH)

ARH-1030 FYS: The Spoils of War:

Art, War and Ethics

3 credits

Prerequisite: None.

This course is designed to explore how museums, galleries, and collectors acquire art and display art. We will read articles, case law that deal with these issues of collecting and display. We will explore the question of how, if at all, do the means of acquiring art works impact their exhibition. Reading subjects will range from Napoleon, World War II, Native American Graves Protection and Repatriation Act, King Leopold and the Congo, Nigeria, Egypt,

Angkor Wat and Iraq. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

ARH-2010 Survey of Western Traditions in Art

3 credits

Prerequisite: None.

This course examines the history of Western art as expressed in different medias such as painting, sculpture, and architecture from the prehistoric to the modern era. *Meets Part II.A.3. of GECC.*

ARH-2060 Survey of Non-Western Traditions in Art

3 credits

Prerequisite: None.

This course examines the history of non-Western art as expressed in different mediums such as painting, sculpture, and architecture from the prehistoric to the modern era. *Meets Part II.A.3. of GECC.*

ARH-2910/4910 Independent Study in Art History
1-12 credits

ARH-3015 Greek and Roman Art
3 credits

Prerequisite: ARH-2010 and ART-2060.
The art and architecture of ancient Greece and Rome, from the Aegean through the Late Empire periods.

ARH-3020 Art of the Renaissance
3 credits

Prerequisite: ART-2010 and ART-2060.
This course stresses Italian painting and sculpture, beginning with the 14th-century Tuscan masters and ending with Michelangelo and the early Mannerists. Northern art is considered in terms of its influence on developments in the south.

ARH-3060 Twentieth-Century Art
3 credits

Prerequisite: ARH-2010 and ARH-2060.
The history of twentieth century art covering Impressionism, Fauvism, German Expressionism, Cubism, Futurism, Dada, Suprematicism, Constructivism, De Stijl, Surrealism, Abstract Expressionism, Pop

Art, Happenings, Minimal Art, New Genre Art and Post-Modern Art.

ARH-3110 The Spiritual in Non-Western Art
3 credits

Prerequisite: None.

This course will examine the rich cultural history of African, Native American, Oceanic and pre-Roman Celtic art. The course will underscore how traditional societies fully integrated art into everyday life and how they imbued it with powerful magical and mystical meanings. How western artists, collectors and museum officials have used and misused art from "Third World" countries will be carefully illustrated and considered throughout the semester.

ARH-3120 Art Criticism
3 credits

Prerequisite: ARH-2060.

This course will expose students to the major critical stances that have shaped art historical thought in the West. Students will analyze the critical stance of Kant, Winckelmann, Marx, Freud, to name a few. This exposure will help students to become more critical readers and writers. Students will be expected to write weekly assignments and critique each other's work.

ARH-3130 The History of Photography
3 credits

Prerequisite: ARH-2010 and ARH-2060.

Surveys the history and aesthetics of nineteenth-and twentieth-century photography. Photographs by masters form the basis for a critical assessment of the medium.

ARH-3140 African Art
3 credits

Prerequisite: ARH 2010 and ARH-2060.

The art from the continent of Africa is one of the most varied in terms of culture, aesthetics, and techniques in the world. The course begins in the northern cultures of the Mediterranean and makes its way down across the Sahara to the West,

Central, East, South, and then looks at art of the African Diaspora. In each region, we will examine art from ancient to contemporary, and discuss the changing cultural, political, and social climates. Students will look at sculptures, performance, architecture, adornment, and jewelry.

**ARH-3150 Art of the Human Body
3 credits**

Prerequisite: ARH-2010 and ARH-2060. This course examines all art that scrutinizes the human body in some way. The course covers art from all cultures and all time periods. The art will be both depictions of the human body in art, as well as deal with the human body from a broad variety of venues such as ancient Greek sculpture, Mesoamerican frescoes, Maori tattooing, to the modern-day body artists who practice tattooing, scarification, and other body arts.

**ARH-3210 Women in Art
3 credits**

Prerequisite: None. A survey of representative women artists from the Renaissance to the present, this course introduces students to the unique role of women in the visual arts, their contributions and struggle for recognition. *Meets Part III of the GECC.*

**ARH-4720 Seminar in Contemporary Art Issues
3 credits**

Prerequisite: ARH-3060. The issues treated vary from semester to semester. The class takes an active role in deciding the relevant issues. Past topics have included public funding for "controversial" art, women's issues in art, art vs. craft and "Is it art?" Students develop critical skills and see their own work in the light of the contemporary scene. At least one field trip to a metropolitan center is scheduled to view contemporary art.

Biology Courses (BIO)

**BIO-1050 FYS: Pretty or Nasty – The World of Cosmetics
3 credits**

Prerequisite: Open to first-year students only. The popularity of cosmetics has increased significantly during the 20th century in western societies, particularly in the United States. This course will look at cosmetic usage from its beginning 6009 years ago to the current worldwide \$18-billion industry. As an introduction to our topics, the class will attend a make-up session offered by a representative from a cosmetic company. We then investigate the role of cosmetics in self-image as a more comprehensive understanding of the influence of a one's social environment (including the media). An introduction to cosmetic chemistry will allow students to evaluate safety and ethical issues. The course concludes with a personal reflection and analysis of cosmetic usage. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

**BIO-1210 Introduction to Biology
4 credits (with lab)**

Prerequisite: PLM-0003, PLM-0004, or MAT-0410. An introduction to the study of life, including cells, organisms, ecosystems, and evolution, and the techniques of the biologist. *Meets Part II.B.1. of the GECC.* (Shared course in VSC)

**BIO-1211 Introduction to Biology: Ecology & Evolution
4 credits (with lab)**

Prerequisites: None. In this course students will explore the "process of science" with hands-on field and laboratory experiments. Concepts in the evolutionary history of biological diversity, ecology and the biosphere, and conservation biology will be covered. *Meets Part II.B.1. of the GECC.*

**BIO-1212 Introduction to Biology:
Cells & Genetic Basis of Life**

4 credits (with lab)

Prerequisites: None.

This course will introduce biology to students through the unifying theme of the "process of science" – what we know, how we know it, and what we don't know yet. The course will cover topics in chemistry of life, cell structure and function, cell reproduction, classical and molecular basis of inheritance, and DNA Technology. *Meets Part II.B.1. of the GECC.*

BIO-1230 Field Ecology

3 credits

(available through EDP)

Prerequisite: None.

This course offers students the opportunity to study the major environments found in the Vermont landscape and to understand the plants and wildlife that make up the fabric of Vermont's ecology. After the weekend of lectures, slides and hands-on work with mammals, birds and vegetation, classes will be held in various field locations throughout central Vermont. This course fulfills an EWR requirement.

**BIO-1781 Ecology of Subtropical
Ecosystems**

3 credits

Prerequisites: Acceptance into Upward Bound Program.

This course introduces ecological structure and function of the major aquatic and terrestrial ecosystems of subtropical Florida. The class begins with an intensive weekend of lectures on the ecological principles that pertain to the ecosystems of south Florida. Another weekend day will be spent evaluating written work and will culminate with an environmental debate. Students, based on their preferences, will be assigned ecosystems for which they will be responsible for leading the class on interpretive tours of the biological, chemical, and physical factors that influence their ecosystems. The class will travel to the Florida Everglades and Keys to explore the variety of subtropical forests,

glades, marshes, swamps, and marine communities.

**BIO-2011 Human Anatomy &
Physiology I**

4 credits (with lab)

Prerequisites: None.

An introduction to the structure and function of the human body. Topics include general body organization, cells, tissues, and the anatomy and physiology of the skeletal, muscular, and nervous systems. Laboratory work involves microscopy, dissections, and the study of human organ models. First semester of a two-semester sequence. (Shared course in the VSC.)

**BIO-2012 Human Anatomy &
Physiology II**

4 credits (with lab)

Prerequisites: BIO-2011

A continuation of BIO-2011. Topics include cellular physiology, and the structures and function of the cardiovascular, endocrine, immune, respiratory, digestive, excretory, and reproductive systems. Laboratory systems practicum involves microscopy, dissections, and the study of human organ models. (Shared course in the VSC.)

**BIO-2130 Natural History of the
Yellowstone Plateau**

3 credits

Prerequisite: Permission of instructor.

This course involves seven days in the back country of Yellowstone National Park, traveling to three remote areas that demonstrate the unique geological and ecological characteristics of the park. Students make their own arrangements to and from Salt Lake City, Utah, where the instructor will meet them. (Summer only)

BIO-2145 Plant Biology

4 credits (with lab)

Prerequisite: One introductory biology course.

An introduction to the study of plant biology including the structure and function of cells and tissues, photosynthesis, and a survey of the plant

kingdom with special emphasis on the higher plants.

BIO-2310 Invertebrate and Vertebrate Zoology
4 credits (with lab)

Prerequisite: None. Recommend: BIO-1210. The study of animal biology including diversity and classification within the two major groups, vertebrates and invertebrates, comparative anatomy and physiology, genetics and development, evolution, behavior, and ecology. (Shared course in VSC)

BIO-2340 Fundamentals of Ecology
4 credits (with lab)

Prerequisite: BIO-1210 or BIO-1211. Recommended: One course in chemistry. The relationships between the organism and its natural environment will be examined. Students will perform outdoor experiments and field studies that complement discussions on population and community ecology.

BIO-2710 Special Topics in Biology
3 credits

BIO-2810/4810 Internship in Biology
1-12 credits
(Shared course in VSC)

BIO-2910/4910 Independent Study in Biology
1-12 credits

BIO-3110 Field Ornithology
3 credits

Prerequisite: None. (Summer Only)
An intensive course in the field identification, behavior, and life histories of local bird species. Students are expected to provide their own binoculars (contact instructor for specifications if you will be purchasing binoculars). (Shared course in VSC)

BIO-3125 Biological Chemistry
4 credits

Prerequisite: BIO-1212, CHE-1032. This course introduces the student to an integration of biology and chemistry

through an overview of the biochemical structure and reactions that occur in living systems. Presentation of the chemical structures of the important classes of biological macromolecules (proteins, carbohydrates, lipids, and nucleic acids) is integrated with their roles in cellular metabolism.

BIO-3130 Cellular Biology: A Molecular Approach
4 credits (with lab)

Prerequisite: BIO-1212, CHE-1032. This course is an in-depth study of biological processes at the molecular level with emphasis on the relationship between structure and function of biological macromolecules. Topics include bioenergetics, enzymes, the genetic system, protein synthesis, biological membranes, cellular organization and chemical signaling. In the laboratory, students will be introduced to modern experimental techniques to analyze cellular functions.

BIO-3140 Microbiology
4 credits (with lab)

Prerequisite: One 3-credit, 2000/3000 level BIO course. Recommended: BIO-1212 and CHE-1032. An introductory exploration of microscopic life and an introduction to the principles and concepts of microbiology. Topics include microbial morphology, physiology, ecology, and evolution, and the connections between microorganisms and the sciences of pathology and immunology. (Shared course in VSC)

BIO-3160 Animal Behavior
4 credits (with lab)

Prerequisite: None. Recommended: BIO-2310. An exploration of sensory perception, innate behavior, learning, communication, and social behavior in invertebrates and vertebrates, using taxonomy, ecology, and natural selection as frames of reference. (Shared course in VSC)

BIO-3170 Mammalogy
4 credits (with lab)
Prerequisite: BIO-2310.

A detailed treatment of the identification, classification, adaptations, physiology, ecology, distribution and evolution of the world's mammals. In laboratory sessions, students engage in the work of professional mammalogists using museum specimens of mammals from all parts of the world.

BIO-3180 Nutrition

3 credits

Prerequisite: BIO-1210, CHE-1031 and junior or senior standing.

This course is a study of the structure, function, digestion and absorption of nutrients in the human body, with an emphasis on chemistry, current research, and controversies. The topics of food safety, diet analysis and planning, and the relation between nutrition and diseases are included.

BIO-3220 Genetics

4 credits (with lab)

Prerequisite: BIO-1212 and CHE-1032.

A review and investigation of the principles of inheritance, including the topics of molecular, Mendelian, population, and human genetics. Current research and controversies will be emphasized. (Shared course in VSC)

BIO-3260 Limnology

4 credits (with lab)

Prerequisite: BIO-1211 and CHE-1031. Students gain first-hand experience in the techniques used to sample and analyze aquatic ecosystems. We will discuss the occurrence of aquatic organisms in different systems and the chemical, physical and biological factors which affect their distribution.

BIO-3270 Forest Ecology

4 credits (with lab)
(available through EDP)

Prerequisite: BIO-2145 and CHE-1031. Students learn how ecologists study the structural and functional aspects of forest communities of northeastern North America. Considerable time is spent outside exploring the watersheds of the Babcock Nature Preserve in order to study succession, nutrient and energy flow, and

the role of disturbance in the maintenance of forest communities.

BIO-3280 Environmental Toxicology

4 credits (with lab)

Prerequisite: BIO-1211 and CHE-1031.

Recommended: A course in statistics.

Students perform standard toxicity tests to understand experimental design and the biological fate and effects of pollutants. Skills developed in this course can be applied to a wide variety of environmental management and research occupations.

BIO-3290 Conservation Biology

3 credits

Prerequisite: BIO-2340, an upper-level ENV course.

This course will integrate many disciplines in biology, environmental science, and public policy that are traditionally covered as separate courses. Biological concepts include ecology, limnology, forest ecology, evolution, and toxicology. Chemical concepts will be applied to discussions of toxic substances and environmental contaminants. This course will take an interdisciplinary approach to solving conservation problems.

BIO-3310 Wildlife Field Methods

4 credits (with lab)

Prerequisite: Competence in natural science. (Summer Only)

Participants will learn basic and advanced procedures for the study of wildlife populations, and will practice a variety of observational, live-capture, and radiotelemetric methods for fish, amphibians, reptiles, birds, and mammals in the field. Selected species identification and sign reading techniques and general data analysis will be included. Participants must provide their own binoculars and hip-wader boots (purchased or borrowed). Not open to students who have already taken Field Mammalogy.

BIO-3320 Ornithology

4 credits (with lab)

Prerequisite: BIO-2310.

Engagement in the in-depth study of bird classification, anatomy, physiology,

ecology and behavior. Several sessions focus on Vermont birds and field techniques.

BIO-3720 Current Topics in Biology
1 credit

Prerequisite: None.

A weekly seminar series presents invited research scientists known for their contributions in biology. Speakers represent a broad spectrum of biological disciplines. Discussion sessions follow. May be repeated for credit. (Shared course in VSC)

BIO-4220 Wildlife Ecology and Management

4 credits (with lab)

Prerequisite: BIO-2340 and a course in mathematics.

Classroom and field studies of game and non-game species with emphasis on population biology, physiological ecology and wildlife management in theory and practice.

BIO-4920 Senior Thesis
3 credits

Prerequisite: Senior Standing.

The Senior Thesis requires students to conduct an individual research project, write a thesis, conduct an oral presentation and prepare a paper for publication. This capstone course allows the student to combine the skills and knowledge gleaned from previous courses with a self-designed research project that requires the student to ask a good question, develop appropriate techniques, and conduct appropriate research. The research topic is to be chosen by the student in consultation with a faculty. A thesis outline must be submitted to the supervising faculty member (or members) prior to commencement of research. This type of practical, hands-on experience may be conducted at locations off campus, in conjunction with a work-study project, internships, or on-campus research. The project must be completed within two semesters.

Business Courses (BUS)

BUS-2020 Principles of Management
3 credits

Prerequisite: None.

This course is an introduction to the philosophy, principles, and techniques of management. Students will examine classical, modern, and emerging concepts as they relate to today's manager and the functional processes of planning, organizing, directing and controlling resources. Learning experiences may include case studies, team experiences and simulations. (Shared course in VSC)

BUS-2140 Personal Finance
3 credits

Prerequisite: None.

A study of the tools used in personal financial planning. The student is introduced to the process used by professional planners and shown how this can be helpful in planning their own financial futures. (Shared course in VSC)

BUS-2210 Small Business Management

3 credits

Prerequisite: None.

This course explores the practical aspects of organizing and managing a small business. It is designed to equip students with the skills and knowledge to make informed business decisions. Topics include the basic concepts of accounting, finance, cash management, taxes, business law, government regulations, staffing, and marketing. (Shared course in VSC)

BUS-2230 Principles of Marketing
3 credits

Prerequisite: None.

This course introduces the role of marketing as it relates to manufacturing, wholesale, retail, not-for-profit, and service businesses. Topics include product development, pricing decisions, promotional considerations, and distribution options of both goods and services. Students will also examine the emerging role of electronic marketing and

its impact on today's businesses. (Shared course in VSC)

BUS-2410 Human Resource Management
3 credits

Prerequisite: None. Recommended: BUS-2020.

This course examines the critical issues and the strategic questions that must be considered when managing diverse groups of people in today's workplace. Topics include selecting, training, and evaluating personnel; compensation, health and safety, and bargaining units; motivation, morale, and human relations. (Shared course in VSC)

BUS-2810/4810 Internship in Business Management
1-12 credits

BUS-2910/4910 Independent Study in Business
1-12 credits

BUS-3050 Principles of Sales
3 credits

Prerequisite: BUS-2230.

Explores buyer behavior and the communication process of mutually satisfactory selling. Techniques of personal selling for individuals who must influence or persuade, actuate or lead other individuals now or in the future.

BUS-3060 Consumer Behavior
3 credits

Prerequisite: BUS-2230.

The study of consumers in the marketplace. It examines who, what, when, where, and how consumers make purchasing decisions. (Shared course in VSC)

BUS-3070 Public Relations
3 credits

Prerequisite: BUS-2020, BUS-2230.

This course is designed to introduce students to the subject and practice of public relations. The course begins with an overview of the process of public relations in society. The course covers the preparation and process of developing

public relations campaigns, identifying the many "publics," and engages students in the execution of the "doing" public relations. Concepts will be reinforced with an applied "hands-on" semester-long project.

BUS-3110 Ski Area Management and Design
3 credits

Prerequisite: BUS-2020.

The unique planning and management requirements associated with commercial ski resorts are presented: organizational structure, land and water management, environmental impact, and the various roles of federal, state and local governments.

BUS-3131 Business Law I
3 credits

Prerequisite: None.

An introductory course to provide a knowledge and awareness of the scope and terminology of the American legal system as it pertains to business organizations. Topics emphasized may include criminal law, tort law, forms of doing business, law of contracts, sales, real and personal property law, negotiable instruments, Uniform Commercial Code, and agency relationships. (Shared course in VSC)

BUS-3150 Production/Operations Management
3 credits

Prerequisite: ACC-2122 and MAT-2030.

This survey course develops administrative skills needed to manage efficiently the several elements of production-materials, facilities and manpower. Quantitative models (Management Science) are used to optimize the efficient use of resources. (Shared course in VSC)

BUS-3210 Advertising
3 credits

Prerequisite: BUS-2230.

A comprehensive look at the promotional process including media analysis and selection, dealing with the creative functions and production processes,

measuring promotional effectiveness, and developing a comprehensive advertising strategy. Central to the course is the development of an advertising plan and campaign. (Shared course in VSC)

BUS-3230 Financial Management
3 credits

Prerequisite: ACC-2122.

A study of the use of accounting data to make financial decisions. Decision making techniques are learned and used to address financial situations faced by a firm. (Shared course in VSC)

BUS-3240 Greening the Business Environment
3 credits

(available through EDP)
Prerequisites: Junior Standing.

This course is designed to increase student awareness of the impact of business processes on the natural environment. Through research, guest presentations, and field experiences, students will develop a greater understanding for the complex and fragile web of life and how business operations influence all natural ecosystems. (Spring Semester)

BUS-3250 Organizational Behavior and Management
3 credits

Prerequisite: BUS-2020.

The study of how individuals and groups interact in organizations to reach various goals and objectives. Particular emphasis is given to business organizations and the problems they face. *Meets Part III of the GECC.* (Shared course in VSC)

BUS-3265 Off-Shore Investment
3 credits

Prerequisite: BUS-3230 or permission of instructor.

The general purpose of this course is to expose students to the workings of international finance. Specific learning objectives will cover three basic areas of study. First there will be major concentration on business ethics as related to international and off-shore investment.

Second, the methods and laws that allow for off-shore investment and tax sheltering will be examined. Third, international competition in tax law as balanced against a nation's right to legal sovereignty will be examined. Finally, and of no less import, the students will be exposed to a culture where race is almost nonexistent. As north Americans, we often see things through a racial filter. It is interesting to experience a culture where this is not done. This part of the course will be done by observation and class discussion.

BUS-3370 Business Organizational Communications
3 credits

Prerequisite: BUS-2020, BUS-2230, and junior standing.

Communication skills are the foundation for success in professional life and interpersonal relationships. This course is designed to equip students with the skills necessary to communicate effectively in personal as well as professional environments. The course integrates team skills and interpersonal communication, with an emphasis on cross-cultural communication and team problem solving. Students will learn to effectively communicate in a variety of ways, including oral, written, and digital communication applications. Communication theory underscores contemporary methods of communication, which include important skills as they apply to business correspondence, reports, memos, presentations, interview skills, and social media.

BUS-3390 Career Planning and Management
3 credits

Prerequisite: Junior Standing.

This course is designed to assist students in identifying career interests, locating resources, and developing a strategic career action plan that will aid in their transition from college to career. Students will learn about the theory and practice of career development in the 21st century; develop personal skills in career planning and

management; and understand the career decision making process and necessary steps required to achieve individual career goals. Through this course students will develop requisite strategies, knowledge, and documents required in identifying a career path and securing employment.

BUS-3910 Leadership and Quality
3 credits

Prerequisite: BUS-2020.

This course is designed to explore advanced issues in human resource management.

The focus of the course will be on leadership, diversity, total quality management, and other contemporary human resource issues facing hospitality and tourism managers today. The course is designed to reflect an executive management seminar. Knowledge of the material and discussion participation are vital to achieving the course objectives. (Fall semester)

BUS-4030 Marketing Research
3 credits

Prerequisite: BUS-2230 and MAT-2030.

A study of the assembly, analysis, and interpretation of information used to make marketing decisions. Includes research design, sampling techniques, data collection and analysis. (Shared course in VSC)

BUS-4070 Strategic Decision Making
3 credits

Prerequisite: ACC-2122, BUS-2230, BUS-2410, BUS-3150, BUS-3230, and BUS-3250

This course is designed to be a capstone to the critical thinking process. Students will be placed in a position to use previously acquired knowledge and apply that knowledge to case studies of actual companies and through participation in the Capstone Business Simulation. This course will be conducted through a combination of student presentations and execution of an eight-year strategy with the Capstone Simulation.

BUS-4140 Quantitative Analysis
3 credits

Prerequisite: MAT-1221 and MAT-2030.

This course provides quantitative reasoning and quantitative tools to assist in the management decision-making process.

Topics include inventory control models, linear programming, statistical hypothesis testing, regression and analysis of variance, scheduling methods, elements of calculus and differential equations, and queuing theory.

BUS-4180 Leadership and Management of Nonprofit Organizations
3 credits

(available through EDP)

Prerequisite: BUS-2020 or permission of instructor.

This course is designed to provide current and future nonprofit managers and leaders with an overview of a range of management and leadership theory, concerns, and best practices. The course will expand students' management skills, analytical tools, and leadership knowledge. Students take the perspective of nonprofit managers, volunteers, board members, policy makers, donors, and clients.

BUS-4710 Special Topics in Business
1-12 credits
(available through EDP)

BUS-4720 Senior Seminar
3 credits

Prerequisite: ECO-2020, ECO-2030, and ACC-2122. Recommended: BUS-3230, MAT-2030.

Provides students with an opportunity to integrate many of the techniques previously learned in business courses. Through case analysis, business simulation and peer review, students develop the ability to question and analyze corporate decision making and policy setting.

Chemistry Courses (CHE)

CHE-1031 General Chemistry I

4 credits (with lab)

Prerequisite: None. Recommended: MAT-1020 or MAT-1221 or MAT-1320.

This is the first course of a two-semester sequence on the fundamental principles of chemistry. Topics include atomic structure, stoichiometry, gas laws, thermochemistry, modern atomic theory, liquids and solids, and molecular structure. *Meets Part II.B.2. of the GECC.* (Shared course in VSC)

CHE-1032 General Chemistry II

4 credits (with lab)

Prerequisite: CHE-1031. (The math course may be taken concurrently with CHE-1032.)

A continuation of CHE 1031. Topics include solution properties, kinetics, equilibrium, reaction mechanisms, thermodynamics, acid-base reactions, electrochemistry, and element properties. (Shared course in VSC)

CHE-2910/4910 Independent Study in Chemistry **1-12 credits**

CHE-3111 Organic Chemistry I

4 credits (with lab)

Prerequisite: CHE-1032.

An introduction to the chemistry of organic compounds. Topics include nomenclature, bonding, molecular structure, functional groups, synthesis, reaction mechanisms, stereochemistry, and spectroscopic methods of analysis. Lab will introduce students to safety, sample handling and an introduction to reactions. (Shared course in VSC)

CHE-3112 Organic Chemistry II

4 credits (with lab)

Prerequisite: CHE-3111.

A continuation of CHE-3111. The two courses must be taken in sequence. Continued study of organic functional groups and their chemical properties and molecular structures. Advanced topics may

include applications of molecular orbital theory, computational chemistry of organic molecules, and the chemistry of biomolecules. Lab will include compound identification techniques and organic synthesis reactions. (Shared course in VSC)

Communications Courses (COM)

COM-2050 Introduction to Film Study **3 credits**

Prerequisite: None.

The study of film as an item of commerce, as an art form, and as a method of communication. An examination of film's style and technology will inform critical interpretation (voice, oral and written) as an integral part of the course. *Meets Part II.A.1 of the GECC.* (Shared course in VSC)

Community Service Courses (CSV)

CSV-1011 Principles in Community Service Learning **2 credits**

Prerequisite: None.

This course outlines the history of volunteerism, analyzes why we choose to become volunteers, and provides an opportunity to share and reflect upon our volunteer experiences. The classroom setting assists students to integrate volunteer learning with their educational and career goals.

CSV-1012 Community Service Learning **1 credit**

Prerequisite: None. Recommended: CSV-1011.

Students are linked through volunteer services with an agency, school or project. A journal is kept by the student as a tool to analyze the experience and document skills developed and/or enhanced. Students are awarded one credit for 30 hours of service and the completion of a reflective paper.

**CSV-2810/4810 Internship in
Community Service
3 credits**

**CSV-2910/4910 Independent Study in
Community Service
1-12 credits**

**CSV-3010 Leadership through
Volunteer Service Learning
1 credit**

Prerequisite: None. Recommended: CSV-1011, CSV-1012.

In this course, students learn how to plan, develop and implement a student community service project. They have the option of being a "Student Coordinator" in:
a) a particular program area, e.g., children, environment, community development, elderly, or b) a one-shot project, e.g., Red Cross Blood Drive, Hunger Clean-Up, or Freshman Orientation Community Service Project.

Computer Information Systems Courses (CIS)

**CIS-1041 Microcomputer
Applications I
3 credits**

Prerequisite: None

This course is designed to introduce the student to the world of microcomputers. The course focuses on software. In particular, the student will learn to use Windows, and Microsoft Office (including Word®, Excel®, Power Point® and Access), the Internet (e-mail and World Wide Web software) and elementary web page design. By the end of the course, the student will be able to write documents, create and use spread sheets, develop graphic presentations, have a basic understanding of relational data bases, access the Internet, send e-mail, and create their own web page. (Shared course in VSC)

**CIS-2220 Website Design
3 credits**

Prerequisite: None.

This course explores the fundamental principles of "good" website design. Students will learn the basic structure of a web page using HTML coding. Students will also explore the advanced topics of designing forms, using Cascading Style Sheets and embedding javascript commands. Students will also be exposed to the whys and how of website design. Students will create their own web pages and publish them on the world wide web using FTP software. (Shared course in VSC)

**CIS-2271 Java Programming
3 credits**

Prerequisite: None.

This course will introduce the student to basic concepts of Java and Object Oriented Programming (OOP). The course begins with basic concepts of OOP. These include classes, objects, inheritance, polymorphism, and object oriented design. The course will then cover the language features of Java. The topics in this section are: program structure, statement and field types, operators, expressions, and control structures. The course then returns to OOP features of Java, focusing on object data types, strings, methods, classes and constructors. The final section addresses graphical user interface (GUI). The topics are: applets, GUI components (e.g. buttons), event processing and frames. (Shared course in VSC)

**CIS-2910/4910 Independent Study in
Computer Information Systems
1-12 credits**

**CIS-3040 Database
3 credits**

Prerequisite: None.

This course is designed to take the student through the world of relational databases using Microsoft Access. By the end of the course, each student will be able to design and build a relational database. (Shared course in VSC)

**CIS-3272 Advanced Java
Programming
3 credits**

Prerequisite: CIS-2271.
Topics include memory management, advanced object oriented concepts, data structures advanced swing user interface features, error handling, networking, advanced input and output. (Shared course in VSC)

CIS-3272 Advanced Java

Programming

3 credits

Prerequisite: 9 credits in CIS.
This course addresses the methodology used in gathering data, analyzing data, and determining user requirements for information processing using advanced systems analysis techniques and the associated techniques used in designing solutions that can then be programmed as application software for use on computer-based systems. (Available through EDP) (Shared course in VSC)

Dance Courses (DAN)

DAN-1010 Fundamentals of Dance

3 credits

Prerequisite: None.
Introduction to dance and movement with a studio component. *Meets Part II.A.3. of the GECC.* (Shared course in VSC)

DAN-1020 Fundamentals of Jazz

Dance

3 credits

Prerequisite: None.
Introduction to the principles and techniques of jazz dance. (Shared course in VSC)

DAN-1030 Body Awareness

3 credits

Prerequisite: None.
Designed to awaken an awareness of one's body through yoga, dance, massage techniques and reading assignments. Emphasis is on the importance of proper alignment, energy flow, flexibility and strength, body/breath coordinations, tension relief exercises, and philosophies. There are also exercises in postural re-

education and simple body-care techniques. A strong emphasis is placed on the correct and natural use of the body. May be repeated for credit. (Shared course in VSC.)

DAN-1035 FYS: Perfect Body/Perfect Exercise

3 credits

Prerequisite: None.
This course examines body image and exercise through history and across cultures. It also explores some of the many aspects of exercise and "fitness" and why they are good for us. There will be a practical component to each class. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

DAN-1111 Modern Dance

3 credits

Prerequisite: None.
Introduction to the principles and techniques of modern dance. May be repeated for credit. (Shared course in VSC)

DAN-1210 FYS: If I Can't Dance – Keep Your Revolution

3 credits

Prerequisite: Open to first-year only.
History is not just about important revolutions, battles, politicians and changing borders. It is also about everyday people, and what is important in their everyday lives. This course is a multicultural exploration of the simple things that give people pleasure: their dance, games, social activities, cuisine; some of the things that make a nation's culture. We see how geography, climate, work, religion/ritual, gender, and age all have their impact on a country's customs. This course investigates the similarities and differences between the various cultures of people around the globe. This course celebrates what Emma Goldman called "everybody's right to beautiful, radiant things." *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

DAN-2010 Folk Dance**3 credits**

Prerequisite: None.

An introduction to folk dance and the joyous art of communal dancing of selected international origins. Includes instruction in appropriate styling as well as cultural and historical information pertinent to the countries involved. Outside readings and oral presentation are expected of the student. May be repeated for credit.

DAN-2030**Improvisation/Composition****4 credits** (with choreography lab)

Prerequisite: None.

This course explores the nature of movement qualities and textures and the elements of dance: space, time and force. The lab requires the development of improvisation and composition experiments into fully realized compositions intended to be presented before an audience. May be repeated for credit. (Shared course in VSC)

DAN-2040 Beginning Tap Dance**2 credits**

Prerequisite: None.

This course offers students the opportunity to study the fundamental structure of tap technique and learn basic tap dance vocabulary. Students will learn to put this vocabulary together into phrases and combine these phrases into a choreographed dance. Students will explore the unique role tap dance plays in the history of American dance from its beginnings to current trends. They will also research performers who have affected its change and place in the dance world. Additional work will include a focus on speed, flexibility, strength, and emphasis on styles and genres of dance, which have affected tap. (Shared course in VSC)

DAN-2131 Ballet**3 credits**

Prerequisite: None.

Study of the structure and form of classical ballet. May be repeated for credit. (Shared course in VSC)

DAN-2730 Topical Seminar in Dance**.5-4 credits**

Prerequisite: Prerequisites may change depending on topic.

This course supplements the regular dance program, offering students the opportunity to study a broad range of topics, which vary from semester to semester. May be repeated for credit.

DAN-2910/4910 Independent Study in Dance**1-12 credits****DAN-3010 The Renaissance Spirit****3 credits**

Prerequisite: None.

A survey of the Renaissance as experienced through dance and other arts of the period. Manners, morals, music, movement, culinary delights and eccentric clothing are some of the aspects of Renaissance life explored in this course. Come and leap through the Galliards, strut through Pavans, listen to sackbuts and crumhorns and feast on authentic food and drink of the period. *Meets Part III of the GECC.*

DAN-3020 Intermediate Ballet:**Technique and History****3 credits**

Prerequisite: DAN-2131 or permission of the instructor.

A continuation and progression of the work begun in DAN-2131 with a further exploration of classical ballet vocabulary and technique through the execution of more accelerated barre and center floor exercises. Emphasis is on proper body alignment, development of rhythmic attack, musicality, clarity and precision, increased strength, flexibility and flow of movement. This course includes a survey of the history of ballet from its beginnings in the courts of Renaissance Europe to the present. May be repeated for credit.

DAN-3030**Improvisation/Composition:****Intermediate/Advanced Level****4 credits** (with choreography lab)

Prerequisite: DAN-2030 or permission of instructor.

This course is a continuation of DAN-2030. May be repeated for credit.

DAN-3032 Body Awareness II
3 credits

(available through EDP)

Prerequisite: None.

Designed to awaken an awareness of one's body through yoga, dance, massage, techniques and reading assignments. Emphasis is on the importance of proper alignment, energy flow, flexibility and strength, body/breath coordination, tension relief exercises, and philosophies. There are also exercises in postural re-education and simple body-care techniques. A strong emphasis is placed on the correct and natural use of the body.

DAN-3112 Intermediate Modern Dance: Technique and History
3 credits

Prerequisite: DAN-1111 or permission of the instructor.

A continuation of the work begun in DAN-1111. Movement combinations are longer, more rhythmically complex and more varied in dynamics and quality. Emphasis is on developing a sense of theatrical style as well as continuing technical growth. This course includes a history component which traces the development of modern dance. May be repeated for credit.

DAN-3130 Jazz Dance
3 credits

Prerequisite: None.

An introduction to the movement vocabulary and style of jazz, a performance-oriented form. Students of jazz dance learn to incorporate balletic and modern dance techniques into the specialized jazz style. They also develop the ability to handle their bodies as instruments, smoothly, sharply, lyrically, percussively and rhythmically. This course includes a historical survey of jazz dance from its roots in Africa through vaudeville, musical theater, movies and today's jazz artists. May be repeated for credit.

DAN-3140 African/Caribbean Dance and Culture

3 credits

Prerequisite: None

The dances of Africa and the Afro-Caribbean Islands share components true of all dance forms which arise out of polytheistic cultures; they celebrate and acknowledge the complexity of the human psyche and of the forces of nature, and also through the human form. Many of these dances are practiced as part of religious celebration and ritual; others are secular. Our exploration of these dances will be through the lens of a living mythological system. We will delve briefly into the realm of Carl Jung's collective unconscious and the phenomenon of archetypes, and then look at how these archetypes are expressed in mythology, particularly as studied by Joseph Campbell. We will then examine myths and archetypes embodied by the dances, and experience the actual rhythms and dances, with live drumming accompaniment. Readings by Africans, Afro-Caribbean, and Westerners, and films portraying the great diversity within this dance form will inform and deepen our understanding and experience.

DAN-3180 Folk Dance II
3 credits

(available through EDP)

Prerequisite: None.

Folk Dance explores the joyous art of communal dancing from selected international origins. The way that music, food, clothing, rituals, climate, geography, religion, work, art, culture and history influence the dances of these regions will also be included. Outside readings, research and oral presentations will be expected of the student.

DAN-3210 The Emperor Ain't Naked: A History of Western European Fashion and Social Dance from the Mid- 14th Century to the Early 20th Century

3 credits

Prerequisite: Junior Standing

What do the clothes that we wear and the dances that we perform socially tell us about who we are and when we lived? How does clothing inform us about a person's occupation or class? How do styles indicate age and sex roles? What can we learn about people's moods and opinions by looking at what they wear and how they move? How does underwear cosmetically redistribute the body to conform to the aesthetics of a particular time period, and why do these aesthetics change? How does clothing affect posture and the way that a person moves? How do clothing and dance affect one's health? What are the important social dances of each era? We will be looking at these questions in this hands-on, eye-opening course on the history of Western European fashion and social dance. *This course meets Part III of the GECC.*

DAN-4130 Advanced Ballet/Modern Dance: Technique and History
3 credits

Prerequisite: DAN-3112 or 3020 or permission of the instructor.
A solidifying of the knowledge and technique acquired in intermediate ballet and intermediate modern dance with an increasing complexity of movement combinations, a broader range of movement and a greater emphasis on performing skills. This course requires an in-depth project on some element of dance history. May be repeated for credit.

Economics Courses (ECO)

ECO-1020 Introduction to Economics
3 credits

Prerequisite: None.
Not open to those taking other college-level economics.
A survey, this course examines economic behavior and economic systems in society and provides a broad view of major schools of economic thought and of economic dimensions of public issues. Students become acquainted with consumer and business activities and their role in the functioning of the economy. Skills of

effective writing, basic calculation and critical reasoning also receive attention. *Meets Part II.D. of the GECC.* (Shared course in VSC)

ECO-2020 Macroeconomics
3 credits

Prerequisite: PLM-0002 or, MAT-1020.
A study of national economic systems. Includes national objectives such as low unemployment and low inflation, measuring economic success, the business cycle, and an introduction to international trade. The basic models using prescriptive policy tools are learned. *Meets Part II.D. of the GECC.* (Shared course in VSC)

ECO-2030 Microeconomics
3 credits

Prerequisite: PLM-0002 or MAT-1020.
A study of the firm and markets. Includes Price theory at the firm and market level, market solutions to problems of scarcity, and the policy alternatives available to correct for inefficiency and market failure. *Meets Part II.D. of the GECC.* (Shared course in VSC)

ECO-2910/4910 Independent Study in Economics
1-12 credits

ECO-3010 Environmental Economics
3 credits

Prerequisite: ECO-1020 or 2030, junior or senior standing.
Improving the environment usually involves difficult economic choices, and often, as an unintended side effect of economic activity, natural amenities are lost. This course examines why the economic system fails to give sufficient weight to environmental consequences and discusses policies being proposed and implemented for state and federal action to deal with the problem.

ECO-3030 Public Finance and Administration
3 credits

Prerequisites: ECO-2020 and ECO-2030.
This course introduces students to the intertwined financial and administrative

functions of government. On the financial side, the provision of public goods, public budgeting, and tax theory are covered. On the administrative side, topics include decision-making criteria, policy analysis and implementation, public regulation, and concepts of federalism.

Education Courses (EDU)

EDU-1020 The Human Endeavor **3 credits**

Prerequisite: None.

This is an experiential, competency-based course designed to introduce students to higher education and Johnson State College. The main objective of the course is to ensure student success and to improve skills in writing, reading, critical thinking, research and self-awareness.

EDU-1110 FYS: "What Is Called Thinking?" **3 credits**

Prerequisite: Open to first-year students only.

Although thinking styles can be described by different people, it is ultimately a unique process which can change over time. However, by gaining an awareness of one's own motivations, interests, and aptitudes at the beginning of their college experience, students understand how they learn/think in order to assist in course choices and identify life goals. What motivates and interests you? Is it tactile? Is it conceptual? Is it visual? Is it audio? Do you make it? Do you play it? Do you share it? This seminar will help you explore and articulate several aspects of your ways of thinking and learning. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

EDU-2360 Perspectives on Learning in a Diverse Society **3 credits**

Prerequisite: None.

Students will study the processes of learning and thinking from a variety of perspectives through historical, philosophical, psychological,

anthropological, and sociological lenses. Activities include a study of one's own approach to learning, inquiry into the learning processes of others, and an examination of the relationship between individual learning and social context. Emphasis will be placed on how social and cultural values, beliefs, and norms affect learning across a diversity of individuals in a variety of settings, for example formal institutions and informal associations. Aspects of contemporary instruction for learning will be considered, such as perception and creativity, place-based learning, and inclusion.

EDU-2365 The Ecology of Human Experience: Development, Culture, and Identity **3 credits**

Prerequisite: ENG-1051 and EDU-2360.

This course examines individual identity development within particular social and cultural systems from birth through young adulthood. We will examine the means by which factors such as relationships, gender, ethnicity, race, sexuality, ability, economics, and value systems affect how individuals come to define themselves. Our aim is to examine the local and global forces that shape a human ecological system and how it, in turn, shapes and is shaped by individual identity development. Special attention will be placed on the implications of identity development and anti-discriminatory practice for educators working with diverse populations. Strategies for promoting healthy development across the ages are considered, such as social play activities, arts integration, physical and adventure activities, intercultural exchanges, environmental and social justice advocacy projects, etc.

EDU-2370 The Contemporary School **3 credits**

Prerequisite: ENG-1051 and EDU-2365, and Admittance to a Teacher Education Initial Licensure Program or Department Chair permission.

This course examines the conditions and characteristics of contemporary schooling in the U.S. and other countries. Through comparative educational studies and historical, political, and economic perspectives, students study the processes by which schools and societies are co-constructive. Of specific interest are how cultural norms and beliefs, social conditions, and historical trends affect school climate, curriculum, instructional practices, assessment, and inclusion. In particular, using educational tools of inquiry, students will learn to systemically analyze a learning environment using frameworks of equity and excellence. Students conduct a collaborative fieldwork project in a local school. 20 hrs. of fieldwork required.

EDU-2910/4910 Independent Study in Education
1-12 credits

EDU-3010 Social and Natural Science Methods for Elementary Teachers
3 credits

Prerequisite: Concurrent enrollment in EDU-3811.

In this course, students study social and natural phenomena through observation, experimentation and rational analysis, and learn to be objective while collecting data. A stress on the social, historical, economic, cultural and political processes of social science is balanced by an equal stress on topics belonging to natural sciences, such as electricity, forces and sound. Emphasis at all times is on methods and materials applicable to teaching elementary school children. This course is taught at our Professional Development School site.

EDU-3030 Methods and Materials for Teaching Elementary School Mathematics
3 credits

Prerequisite: Successful completion of Praxis I (math) and a 2000-level mathematics course. Concurrent enrollment in EDU-3811.

This course provides prospective elementary school teachers with a working knowledge of the methods, materials, skills, understanding and attitudes that will help them meet the needs of children learning mathematics. This course is taught off campus at our Professional Development School site.

EDU-3035 Literacy Development in the Early Years: Preschool-Third Grade
3 credits

Prerequisite: EDU-2040, EDU-2080.

Students will investigate how to provide a literacy program that provides children with appropriate learning experiences during the early years of school. Major topics to be pursued include phonological and phonemic awareness, how and when to "teach phonics," how to assess, address and respond to early language and literacy development, including advanced and delayed development, and how to conduct a successful "guided reading" program. This class requires students to engage in observation and participation in classroom settings.

EDU-3080 Literacy Instruction in the Elementary School II
3 credits

Prerequisite: EDU-2080 and concurrent enrollment in EDU-3811 for on-campus students.

Methods, techniques, and rationale for integrating reading, writing, and speaking and listening skills into the elementary classroom curriculum are presented in this course. Special emphasis is on relating oral language to reading instruction and on enhancing communication skills through poetry, creative writing, technology, music and art.

EDU-3110 Literature for Children
3 credits

Prerequisite: None. Recommended: EDU-2040.

Students in this course examine literature for children of different age groups and reading levels. Critical selection and

evaluation, as well as the creative use of literature, are an integral part of the course. *Meets Part III for the GECC.* (Shared course in VSC)

EDU-3112 Instructional Dynamics for the Elementary Educator: Curriculum, Instruction, and Assessment for Integrated, Engaging, and Creative Learners; Part III: Unified Arts for Diverse Learners
3 credits

Prerequisite: EDU-2370 and EDU-TEW2 (Teacher Education Workshop II). This course examines the process and principles of instruction with specific attention to the aims of an integrated unified arts environment. Along with instructional theory and strategies, topics include aesthetics, movement, play, critique, and other creative aims as they enhance engagement and support development. The course also addresses literacy strategies for technical subjects. Using lesson study and professional learning communities, students will work together to develop, teach, and assess integrated, standards-based lessons during a 20-hour supervised practicum in a local elementary school.

EDU-3125 Technology for Integrating Instruction
3 credits

Corequisite: EDU-4630 or permission of instructor. This course guides the integration of technology into Student Teaching experiences. Discussions revolve around implications and the impact of technology on the learning process. Technology will be studied on the visible, hands-on level, as well as how it can be employed to support teacher productivity and scaffold student learning.

EDU-3140 Partnering with the Adolescent Learner to Promote Student Engagement
4 credits

Prerequisite: EDU-2370.

Without engagement, classrooms become passive places of instruction as opposed to rich learning environments. This course introduces students to multiple frameworks developed to engage and motivate the adolescent learner and asks students to apply these frameworks through weekly practicum work at an area secondary school. Specific topics of study include: Cambourne's Framework of Engagement, Partnering Pedagogy, Assessment, Classroom Management, and Lesson Study.

EDU-3250 Secondary Education
Methods: Theater
1 credit

Prerequisite: Concurrent enrollment in EDU-3210. Students organize, plan and teach segments of theater classes to peers. Observations, lesson and unit plans are also included.

EDU-3260 Secondary Education
Methods: Dance
1 credit

Prerequisite: Concurrent enrollment in EDU-3210. This course is designed to provide students with the necessary concepts and practical skills to develop curriculum, create course goals and lesson plans, and direct dance productions in a school setting; and to provide students with appropriate teaching techniques for teaching secondary school students.

EDU-3265 Instructional Dynamics for the Elementary Educator - Curriculum, Instruction and Assessment for Integrated, Engaging and Creative Lessons; Part I: Language, Literacy, & Literature for Diverse Learners
4 credits

Prerequisite: EDU-2370 and EDU-3110; Corequisite: EDU-3266 Language, literacy and literature for diverse learners are explored in the context of an elementary school classroom. The course requires the development, teaching, and assessment of integrated, engaging, and creative lesson plans for fully inclusive

classrooms. Topics addressed at an introductory level include: language development (oral and written) as it relates to reading and writing, phonemic awareness, phonics, vocabulary, morphology, reading comprehension, and fluency. Assessment, identification, and intervention for reading and writing skills are introduced. Students will observe and participate in an assigned elementary school classroom under the supervision of a licensed teacher during a 60-hour practicum shared with EDU-3266, Instructional Dynamics Part II.

EDU-3266 Instructional Dynamics for the Elementary Educator - Curriculum, Instruction, and Assessment for Integrated, Engaging, and Creative Lessons; Part II: Numeracy and Quantitative Reasoning for Diverse Learners
2 credits

Prerequisite: EDU-2370; Corequisite: EDU-3265

This course provides students with the opportunities to explore mathematical thinking and examine ways in which teachers support this thinking. The focus will be on how mathematical understanding develops as children learn mathematics in inclusive classrooms. This course will involve observation of math lessons, lesson planning, practice teaching, and lesson study as well as reading and informal and formal papers. Students will observe and participate in an assigned elementary school classroom under the supervision of a licensed teacher during a 60-hour practicum shared with EDU-3265, Instructional Dynamics Part I.

EDU-3300 Introduction to Classroom Management
1 credit

Prerequisite: EDU-2040 and EDU-2110. Advanced research, theories, and practices of classroom management at elementary, middle, and high school levels.

EDU-3311 Foundations of Inclusive Practices
3 credits

Prerequisite: EDU-3265 and EDU-3266, or EDU-3112, or EDU-3140, or permission of instructor.

This course examines the social construction of disability in society, the characteristics of diverse learners, and the strategies to address these characteristics. The course will focus on methods of universal instruction to promote an inclusive education. Students will gain knowledge of the contemporary models of special education, the related laws and regulations guiding these models, and the policies governing these practices.

EDU-3360 Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum
3 credits

Prerequisite: EDU-3140.

This course examines modern definitions of literacy through an exploration of the following literacies: information literacy, multicultural literacy, media literacy, and critical literacy. Students will learn how these literacies relate to their content area instruction and discover ways to use them to promote high level thinking skills and creativity in their students. Digital reading comprehension, interactive pedagogy, multiliteracies, new literacies, and the use and creation of multimodal texts are examples of some of the specific topics that will be examined in detail.

EDU-3440 Teaching Toward Democracy
3 credits

Prerequisite: EDU-3265 and EDU-3266, or EDU-3112, or EDU-3140, or permission of instructor.

This course studies the practice of teaching throughout history, across cultures, and among diverse settings. Teaching is examined as a sociopolitical endeavor with specific consideration of its professional, ethical, and legal context. Students learn to analyze the means by which social values shape the work of teaching, with particular

attention to the role of assessment. Attention is drawn to educational agents, educational policies, and educational practices that have moved schooling toward more equitable and inclusive practice. Students conduct a collaborative fieldwork project with the goal of teaching toward democracy. 20 hours of fieldwork required.

EDU-3811 Elementary Student Teaching I
6 credits

Prerequisite: Overall B average(3.0); successful completion of Praxis I exam; EDU 2040, EDU 2080, EDU 2110 with grades of B- or higher; concurrent enrollment in or previously completed EDU 3010, EDU 3030, and EDU 3040, signature of approval from student teacher coordinator.

This half-semester course involves student teaching and participation in seminars which focus on techniques, materials and technology pertinent to teaching in the elementary school. Students are expected to maintain the public school calendar.

EDU-4130 Implementing Content Specific Methods in a Secondary Classroom
4 credits

Prerequisite: EDU-3360.

This course serves as a pre-practicum experience for secondary education students. As such, students will spend the majority of time working side-by-side with a licensed educator at a local secondary school. Academic study accompanying this pre-practicum experience will focus on instructional and assessment methods specific to a student's content area major.

EDU-4310 The Art of Experience in Education: Designing for Engagement & Accomplishment Through the Unified Arts
3 credits

Prerequisite: EDU-TEW3 (Teacher Education Workshop III), EDU-3311, and EDU-3440.

This course examines curriculum theory and practice across time and through a variety of frameworks with specific attention to the role of experience and the unified arts. Topics include knowledge and understanding, processual and experiential learning, and engagement and motivation. A variety of designs are introduced and analyzed, such as theme-based, learner-centered, problem-oriented, and critical approaches, as well as inclusion, differentiation, multiculturalism, cooperative learning, backward design, and integration. Students will study the process of constructing content units employing Universal Design for Learning, with attention to technical literacy, diversity, and adaptation. This course provides a 40-60 hour supervised practicum in a local school accompanied by a regular seminar. An application for the practicum should be submitted during the prior semester.

EDU-4368 Classroom Strategies Practicum
1-3 credits

Corequisite: EDU-4630 or Department Chair permission.

This is a field-based course. Under the guidance of a college supervisor, students work with a classroom teacher to study and practice classroom strategies. The course covers best practices for creating a professional classroom environment, instructional efficiency, activity transition, discipline and management, work routines for teachers, and problem solving. Students seeking Initial Elementary Teacher licensure must enroll for 3 credits; students will be placed in an elementary classroom for an entire semester and attend according to the school's calendar. Students may repeat the course for fewer credits. Students seeking a classroom practicum may enroll for fewer credits. Students in other endorsement areas will make arrangements with an Education Department Chair.

EDU-4630 Integrated Elementary Methods Practicum: Intention, Knowledge, and Presence
9 credits

Prerequisite: EDU-3311 and EDU-3440;
Corequisite: EDU-3125 and EDU-4368.

This course provides elementary classroom teacher candidates with an integrated experience of teaching and study resulting in working knowledge of elementary school curriculum, pedagogy, and policies. Work done for seminar-style class sessions is integrated with candidates' Student Teaching experience and builds on daily observations and direct work with teachers and children at the elementary level. Readings and activities cover overarching ideas about learning and learners, lesson planning, classroom management, assessment and current research, initiative, and policy. Seminars focus on methods and materials needed to teach literacy, mathematics, social studies, and science, but emphasis is also placed on integrating academic disciplines with the arts, physical education, technology, experiential learning, and thematic units. Instruction occurs in once-a-week seminars that are held in JSC's "partner schools."

EDU-4650 Capstone and Thesis Seminar
1-3 credits

Corequisite: Student Teaching or Department Chair permission .
This course serves two purposes. The first is to provide a forum for reflective practice regarding the Student Teaching experience. Employing an action research approach, students will assess their Student Teaching experience with an aim of establishing a unique guiding theme for their identity as a novice teacher. Additionally, the course provides guidance for students through the final stage of submitting their capstone portfolio, which includes materials constructed over the span of their coursework as well as their thesis unit as implemented during Student Teaching. Students must make a public presentation of their thesis unit and their learning. Students seeking Initial Educator licensure must enroll for 3 credits; students will be placed in a seminar by location. Students may repeat the course for fewer credits.

EDU-4812 Art Student Teaching
12 credits

Prerequisite: Overall GPA of 3.0 or higher; successful completion of Praxis I exam; EDU 2040 and/or EDU 2170; EDU 2110, EDU 3020, EDU 3240, ART 3120 and/or ART 3140 (with a grade of B- or higher in each), signature of approval from student teacher coordinator.

This full-semester course involves full-time student teaching in art and participation in frequent seminars which focus on techniques, materials and technology pertinent to teaching art in an elementary school.

EDU-4820 Elementary Student Teaching II
12 credits

Prerequisite: EDU 3010, EDU 3020, EDU 3030, EDU 3080, and EDU 3811 with grades of B- or higher. Overall GPA of 3.0 or higher, signature of approval from student teacher coordinator.

Following a semester of prescriptive study after Practicum I, the student enrolling in Elementary Practicum II will spend a full semester student teaching in a school district. Evaluation is based on the student's demonstration of the competence generally expected of a first-year teacher.

EDU-4830 Music Student Teaching
12 credits

Prerequisite: Overall GPA of 3.0 or higher, successful completion of Praxis I exam, EDU 2040, EDU 2170, EDU 2110, EDU 3020, EDU 3240, MUS 3160, and MUS 3210 (with a grade of B- or higher in each), signature of approval from student teacher coordinator.

The full-semester course involves full-time student teaching in music and participation in frequent seminars which focus on techniques, materials and technology pertinent to teaching music in an elementary school.

EDU-4835 Physical Education**Student Teaching****12 credits**

Prerequisite: EDU-2040 and/or EDU-2170, EDU-3120 and/or PED-3140, and EDU-2110, 3020, 3240 with grades of B- or higher, junior class standing, signature of approval from student teacher coordinator, 60 clock hours of field experience, overall GPA of 3.0 or better and successful completion of Praxis I exam. Beginning October 2004, students applying for initial licensure must also pass Praxis II before doing their practicum. This course offers a full-time teaching placement in a public or private K-12 school under the supervision of an experienced physical educator. Students will apply principles, techniques and technology appropriate to the physical education classroom. (Shared course in VSC)

EDU-4850 Secondary Education**Student Teaching****12 credits**

Prerequisite: Overall GPA of 3.0 or higher, successful completion of Praxis I, EDU 2170, EDU 2110, EDU 3020, EDU 3240 and a methods course in the appropriate content area (each with a grade of B- or higher), signature of approval from student teacher coordinator. Students spend a full semester in a secondary classroom setting, gradually increasing their involvement, and culminating in a period of full-time teaching under the direction of a cooperating teacher. Practical application of teaching principles, knowledge, and understanding of adolescents is involved. (Shared course in VSC)

English Courses (ENG)**ENG-1005 College Reading****3 credits**

Prerequisite: None.

This course is designed to teach critical reading skills applicable to course work in many fields. Students will learn how to recognize the essential points in a piece of reading, as well as how to discern the

writer's tone and how to evaluate the relevance of supporting information. They will learn to ask questions about what they read, rather than taking what appears in print on faith. Though this course is not intended to be a speed reading course or a remedial course for serious deficits in reading skills, students who successfully complete this course will be more comfortable and fluent with a variety of texts and better prepared for further college work.

ENG-1031/1032 College Writing 1A and 1B**3 credits each**

Prerequisite: Must take ENG-1031 before ENG-1032.

These courses, which must be taken in sequence, cover the material of ENG-1051. Students must earn a grade of C- or better in ENG-1031 in order to enroll in ENG-1032. If the sequence is completed, students earn 6 credits towards graduation. *ENG-1031 and 1032 combined meet Part 1.A. of the GECC.*

ENG-1051 College Writing**3 credits**

Prerequisite: PLE-0003 or ENG-0041.

This course emphasizes the writing of narrative, descriptive, and analytic essays developed around a central thesis. The construction of coherent, well-organized paragraphs, as well as standard punctuation, usage, grammar, and spelling, receive special attention. *Meets Part I.A. of the GECC.* (Shared course in VSC)

ENG-1052 Exposition and Analysis**3 credits**

Prerequisite: PLE-0004 or ENG-1051 or ENG-1031/1032.

This course addresses the writing of analytic essays, focusing on the structure of persuasive writing, the appropriate consideration of audience, and the development of style. The course culminates in a research paper. Note: JSC students must take the Writing Proficiency Exam while enrolled in Exposition and

Analysis to get a grade for the course. *Meets Part I.A. of the GECC.* (Shared course in VSC)

ENG-1070 Effective Speaking
3 credits

Prerequisite: None. Recommended: ENG-1052.

Students prepare and deliver short speeches, practicing how to choose, limit, and arrange what they say according to their audience and purpose, and to use visual aids and cite sources appropriately. (Shared course in VSC)

ENG-1090 FYS: The Vampyre in Western Culture
3 credits

Prerequisite: Open to Freshman only
This course focuses on the vampire in Western culture in order to ask the questions: "How and why does a culture create outsiders, exiles, and scapegoats?" "Why has the vampire become a figure that fires our imaginations, our fears, and our desires?" We will consider folklore, history, geography, literature, and film to study the cultural appeal of the vampire from the eighteenth to the twenty-first century, although the majority of the course will focus on the latter part of this chronology. We will also examine a selection of medical and psychological theories to gain insight into why the vampire has remained a figure of attraction (or revulsion) for centuries. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

ENG-1220 Rhetorical Expression
3 credits
(available through EDP)

Prerequisite: None.
Through intensive practice with short essays and close instruction, students in this course enhance their skills in written expression. They become more effective and comfortable with the writing process, use of good mechanics and precise language, development of a natural style, and standard rhetorical forms and strategies. Successful completion of this

course satisfies the JSC Writing Proficiency requirement. (Open only to EDP students. Pass/No Pass only.)

ENG-1260 Introduction to Photojournalism
3.00 credits

Prerequisite: ART-2301

Introduction to Photojournalism introduces students to the art and craft of visual narrative and provides the skills needed to produce effective images in a journalistic context. Students will learn the elements of a good news photo, which means developing an understanding of composition, content, and professional representation as they pertain to the demands of photojournalism. Students will also learn how photojournalists work and where they fit within the framework of news organizations, be it newspapers, magazines, or web. The class includes lectures, field assignments, collective critiques, and guest speakers.

ENG-1310 Introduction to Literature
3 credits

Prerequisite: None.

An examination of poetry, fiction, and drama, emphasizing key literary concepts and techniques, including plot, theme, character, point of view, and prosody. *Meets Part II.A.1. of the GECC.* (Shared course in VSC)

ENG-1330 FYS: Language of Film
3 credits

Prerequisite: Open to first-year students only.

Just as learning a foreign language requires a sensibility for rules and structure, effective communication using film and video requires an understanding of the filmic conventions that have grown up through the past 100 years of film history. Understanding these conventions is especially important as changes in computer technology bring the tools for video creation to the PC desktop. Students and workers of today will see unprecedented opportunity for video "expression" in both their academic and

professional careers. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

**ENG-1360 FYS: DYSTOPIA:
Cautionary Tales of a Nightmarish
Future
3 credits**

Prerequisite: Open to first-year students only.

Probing basic questions of human nature and society, dystopian (the worst of all possible worlds) literature and film reveal anxieties that remain chillingly applicable today. We will explore such issues as the self, alienation, freedom, complicity, citizenship, love, faith, sex, technology, and happiness through a variety of novels and films. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

**ENG-1420 FYS: Journaling - Writing
in New Territory
3 credits**

Prerequisite: Open to Freshman only
The objective of this course is to use writing as a means to stimulate reflective and critical thinking. With these skills, the students can then see the world through these lenses, as students and as writers. Students will do investigative writing; that is, they will not only write what they observe, but also they will write about how and why these observations affect the interpretation of experience, insight, and knowledge. Students will use daily writing as a crucial medium for thinking. Students use their journals as a way to communicate through observation, reflection, introspection, and written expression. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

**ENG-2005 The Self-Sufficient Writer
3 credits**

Prerequisite: Failure of the Writing Proficiency Exam.
This three-credit course is intended to replace the Writing Proficiency Portfolio, and is the means by which students who

have failed the Writing Proficiency Exam may satisfy the last element of the Core Curriculum in writing. As with the Writing Proficiency Exam, the emphasis of the course is the writing of extemporaneous persuasive essays in edited standard American English, without help from instructors or software-based spelling and grammar aids. Students will be expected to write in-class essays that state a clear thesis and develop that central idea concretely, logically, and correctly. Class time will be spent reviewing and cultivating the wide range of skills necessary to prepare students for the writing of analytic essays with a minimum of errors and without assistance from the instructor: review of and quizzes over the rules of grammar, punctuation, spelling, and usage; editing passages and dictation exercises; peer teaching; and every week, in-class writing.

**ENG-2031 Editing and Publishing:
The Literary Magazine
3 credits**

Prerequisite: ENG-1051.
This course teaches students the basic principles and fundamentals of literary magazine editing, production, and layout. This includes the fundamentals of editorial selection, the processing and managing of submissions, editorial discussions of submitted material, editorial correspondence (rejections and acceptances), ordering of the final manuscript, and preparation of the electronic manuscript for typesetting. Students will be responsible for producing and publishing an edition of the journal over the course of the semester. Students will act as editors and editorial assistants, reading, identifying, and selecting well-written manuscript submissions, as well as selecting art. Students will also work in both production and marketing. Students will develop skills in evaluating and reading copy, and editing prose and poetry. Also, students will evaluate art and photography; developing skill in layout and production. In addition, students will interview and write articles on contemporary writers. This will be primarily a lab course,

academic in nature. (May be taken three times for credit.)

**ENG-2051 Introduction to
Newswriting
3 credits**

Prerequisite: ENG-1032 or ENG-1051.
The basics of news-gathering and news-writing are taught with an emphasis on writing for a daily newspaper. Students are expected to participate as staff members of the college newspaper by gathering news, writing stories, editing stories and designing pages. The course also covers some aspects of the history of journalism and aids students in developing news judgment and exercising journalistic ethics.

**ENG-2052 Newspaper Publishing:
Writing, Editing, Layout, and Design
3 credits**

Prerequisite: ENG-1052 and ENG-2051.
This course will focus on editing the campus newspaper. The students will comprise the newspaper editorial staff. They will assign stories and photography, write news stories, columns and editorials, and learn layout (desk-top publishing). In addition, some of the class will be designated to handle the business end of publication: advertising sales, budget, and acquisition of supplies and equipment. This is a hands-on class required of all journalism majors and open to all majors.

**ENG-2101 Creative Writing
3 credits**

Prerequisite: ENG-1051, ENG-1060, ENG-1061, ENG-1062, or ENG-2270
Students analyze and practice the techniques of poetry and prose fiction. In poetry, students work with imagery, metaphor, tone, and diction, and experiment with traditional and contemporary verse forms. In prose fiction, students work with plot, setting, point of view, and characterization. (Not repeatable for credit.) (Shared course in VSC)

**ENG-2171/2172 World Literature I, II
3 credits**

Prerequisite: ENG-1051 or ENG-1032. May be taken in sequence or separately.
The course introduces students to fiction, poetry, essays and drama in translation, mainly from the European tradition, but also including works from the Near and Far East and Latin America. World Literature I focuses on work by Homer, the Greek dramatist, Biblical and Buddhist writers, and the Chinese poet Tu Fu. Major figures in World Literature II include Dante, Rumi, Chekhov, Kafka and Neruda. Each work is looked at in its cultural context, though common themes and ideas are also examined. *Meets Part II.A.1. of the GECC.*

**ENG-2281/2282/2283 Survey of
English Literature I, II, III
3 credits**

Prerequisite: ENG-1051 or ENG-1032. May be taken in sequence or separately.
These three courses focus on representative works by writers from the British Isles and provide students with an historical perspective from which to study the development of major genres and themes in the English literary tradition. ENG-2281 begins with Beowulf and Old English literature, proceeds through the Middle Ages, focusing on Chaucer, explores representative literature from the Age of Elizabeth, and concludes with Shakespeare and Donne. ENG-2282 begins with the English Revolution and Milton's *Paradise Lost*, considers works from the Restoration and the Age of Reason, including Aphra Behn and Swift, and surveys key Romantic writers such as Blake, Wordsworth, and Mary Shelley. ENG-2283 explores Victorian poetry and prose by writers from Robert Browning to Dickens to Oscar Wilde, concluding with a survey of Modernist works and poetry from the World Wars. *Meets Part II.A.1. of the GECC.*

ENG-2321/2322 Survey of American Literature I, II

3 credits

Prerequisite: ENG-1051 or ENG-1032. May be taken in sequence or separately. These two courses survey the American tradition of literature from the early colonial period to the present. Focus is on major figures and on genres such as diaries, journals, poetry, essays and fiction. The first semester considers Winthrop, Bradstreet, Taylor, Edwards and Franklin in the 17th and 18th centuries and Emerson, Poe, Thoreau, Melville, Dickinson and Whitman as major 19th century writers. The focus of the second semester, which may be taken without taking ENG-2321, extends from the late 19th century through the first half of the 20th and includes such writers as Twain, James, Crane, Frost, Eliot, Hemingway, Faulkner and Stevens. *Meets Part II.A.1. of the GECC.*

ENG-2323 FYS: 1492: Reading the Conquest

3 credits

Prerequisite: Open only to first-year students. This first-year seminar will examine early literary responses to the conquest of the New World. Themes include the sense of wonder and curiosity catalyzed by the epochal encounters begun in 1492; the meanings of these journeys, discoveries, and conquests; ideas about the natural (were the Americas and their inhabitants paradisiacal or savage?); and the significance of the conquest for us today. It is hoped students will share the sense of awe expressed by our authors at the marvels they encountered during their various sojourns. This course is also designed as a beneficial introduction to college life including research, balancing your schedule, learning how to learn, making use of campus resources and developing successful study skills. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

ENG-2355 FYS: Tradition and Identity in Contemporary Literature

3 credits

Prerequisite: None

This course is designed to investigate the influence of the past on the present, especially as this influence affects individual identity, purpose, and fulfillment. Our focus will be on people's responses to family contemporary essays, autobiography, and fiction, and on our own examination of the past and its influence in our lives. Whenever we identify who we are, we make choices: What do we want or need to emphasize about ourselves? How will people respond to what they learn about us? Will our freedom and control (both short- and long-term) be enhanced or constrained as a result? What combination of skills, influences, insights, and effort will give us the best chance of meeting life on its own terms and making the most of it and of ourselves? *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

ENG-2510 Women and Literature

3 credits

Prerequisite: ENG-1051 or ENG-1032. A culturally diverse survey of fiction and poetry by women authors that explores women as characters and the condition of women in the world. *Meets Part II.A.1. of the GECC.* (Shared course in VSC)

ENG-2810/4800 Internship

1-12 credits

ENG-2910/4900 Independent Study in English

1-12 credits

ENG-3020 Feature Writing

3 credits

Prerequisite: ENG-1052. An advanced course in the preparation and production of feature articles and essays. The course includes close examination of contemporary features writing in both national and regional newspapers and magazines. Opportunities for the

publication of student work in this course may be available in the college newspaper and other college publications.

ENG-3022 Advanced Newspaper Publishing: Writing, Editing, Layout, and Design
3 credits

Prerequisite: ENG-2052

This class is available to students who have taken ENG-2052 and choose to return to the newspaper staff a second semester. Their responsibilities include more page layout, more investigative reporting, and more line editing and rewriting. (Repeatable for credit)

ENG-3032 Advanced Editing and Publishing: The Literary Magazine
3 credits

Prerequisite: ENG-1051.

This course teaches students the basic principles and fundamentals of literary magazine editing, production, and layout. This includes the fundamentals of editorial selection, the processing and managing of submissions, editorial discussions of submitted material, editorial correspondence (rejections and acceptances), ordering of the final manuscript, and preparation of the electronic manuscript for typesetting. Students will be responsible for producing and publishing an edition of the journal over the course of the semester. Students will act as editors and editorial assistants, reading, identifying, and selecting well-written manuscript submissions, as well as selecting art. Students will also work in both production and marketing. Students will develop skills in evaluating and reading copy, and editing prose and poetry. Also, students will evaluate art and photography; developing skill in layout and production. In addition, students will interview and write articles on contemporary writers. This will be primarily a lab course, academic in nature. (May be taken three times for credit.)

ENG-3120 Poetry Workshop

3 credits

Prerequisite: ENG-2101 or permission of the instructor.

Student poems serve as the basis and focus of this advanced writing workshop. Intensive and extensive writing is expected, and revisions of poems are required. Students also study the poetry and poetic theory of contemporary writers to discover how their work fits into the contemporary poetic tradition. (Repeatable for credit)

ENG-3130 Fiction Workshop

3 credits

Prerequisite: ENG-2101 or permission of instructor.

This upper-level course concentrates on the short story. Weekly class discussion ranges from critiquing fellow students' work to examining work by professional writers. Students write at least three full-length stories by the end of the semester. (Repeatable for credit)

ENG-3140 The Creative Essay

3 credits

Prerequisite: ENG-2101, ENG-2051, or permission of instructor.

The essay as creative non-fiction is analyzed as a model for students, and emphasis is placed on helping students to frame eloquent and artistic prose. Students write essays as well as study classic essays from academic and popular writing. The goal of the course is to encourage and assist students to become writers of essays that move readers as well as inform. (Spring semesters, even years)

ENG-3270 Myth and Myth Making

3 credits

Prerequisite: ENG-1052 and ENG-1310, and one 2000-level survey course (ENG-2171 or ENG-2172 or ENG-2281 or ENG-2282 or ENG-2283 or ENG-2321 or ENG-2322 or ENG-2510).

An interdisciplinary, team-taught inquiry which provides an overview of myth and the myth-making process, this course focuses especially on quest myths and on myths concerning sacrifice, death and

rebirth. Though most myths read will be Greek, students will also be encouraged to explore Native American and other mythologies. The course will emphasize the ways myth has been used by dramatists, poets and visual artists. (Spring semesters, even years) *Meets Part III of the GECC.*

ENG-3320 English Novel

3 credits

Prerequisite: ENG-1052 and ENG-1310, and one 2000-level survey course (ENG-2171 or ENG-2172 or ENG-2281 or ENG-2282 or ENG-2283 or ENG-2321 or ENG-2322 or ENG-2510).

This course surveys the English novel from Sterne, Richardson and Austen to Conrad, Lawrence and Woolf. Dickens, Hardy, Forster and other recent novelists are stressed. (Fall semesters, even years)

ENG-3345 Contemporary Canadian Literature

3 credits

Prerequisite: ENG-1052 or ENG-1220, and ENG-1310 or ENG-2171 or ENG-2282 or ENG-2322.

Students in this course will gain an appreciation for the literature of the U.S.'s close neighbor to the north. Through close reading and discussion of novels, poems, and stories, students will consider not only the individual voices and concerns of Canadian writers but also what makes Canadian writing distinctive. How is it different, if at all, from American writing? How is it similar? How does Canadian literature speak to us on a personal level, and what can it contribute to the literature of the world? (Spring semester, odd years)

ENG-3380 British Romantic Literature

3 credits

Prerequisite: ENG-1052 and ENG-1310, and one 2000-level survey course (ENG-2171 or ENG-2172 or ENG-2281 or ENG-2282 or ENG-2283 or ENG-2321 or ENG-2322 or ENG-2510).

In this investigation of English romanticism, student engage in close readings of poetry and prose by the major

writers in the tradition: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats and Mary Shelley. (Spring semesters, odd years)

ENG-3390 Literature of the Grotesque

3 credits

Prerequisite: ENG-1052 and ENG-1310, and one 2000-level survey course (ENG-2171 or ENG-2172 or ENG-2281 or ENG-2282 or ENG-2283 or ENG-2321 or ENG-2322 or ENG-2510).

This course includes historical, literary, philosophic and aesthetic approaches to the grotesque, especially examining the mix of humor and horror so essential to the genre. Rabelais, Swift, Poe, Dostoevski, Baudelaire, Beckett, Nathanael West and Flannery O'Connor, among others, will be studied, as well as slides of grotesque art works, from Hieronymous Bosch to Salvadore Dali. (Spring semesters, even years)

ENG-3395 Satire in Literature

3 credits

Prerequisite: ENG-1052 and ENG-1310 or ENG-2171 or ENG-2172 or ENG-2281 or ENG-2282 or ENG-2321 or ENG-2322 or ENG-2510.

This course is an introduction to the vast and varied genre of satire, tracing origins to Old Comedy and Roman Verse satire, tracing satire theory from classical models up through 20th-century structuralism and postmodern theory. We'll study Aristophanes, Horace and Juvenal, Menippean satire of Lucian and Petronius, bits of Rabelais, Chaucer, Donne, Butler and Marvell, as well as whole works from neoclassic masters Alexander Pope, John Dryden and Jonathan Swift. As satire has evolved in the last two centuries into a predominately narrative, not verse, form, we'll study a number of anti-utopian novels such as *Animal Farm*, *Brave New World*, *Memoirs From a Bathtub*, as well as view *Metropolis* and *Modern Times* as cinematic satires.

ENG-3405 Literary Journalism

3 credits

Prerequisite: ENG-1052

Students are expected to analyze and understand the techniques of journalistic prose that have led to memorable stories and columns. Among those studied are muckrakers such as Steffens and Woodward, war correspondents such as Pyle and Herr, commentators such as Lippmann and Broder, and many other literary journalists.

ENG-3480 Modern Literature
3 credits

Prerequisite: ENG-1052 and ENG-1310, and one 2000-level survey course (ENG-2171 or ENG-2172 or ENG-2281 or ENG-2282 or ENG-2283 or ENG-2321 or ENG-2322 or ENG-2510).

Students engage in close readings of representative works of major poets and fiction writers from the start of the 20th century to World War II. The course includes British and American writers such as Joyce, Yeats, Woolf, Eliot, Stevens, Faulkner and Hemingway. (Spring semesters, odd years)

ENG-3510 Contemporary Literature
3 credits

Prerequisite: ENG-1052 and ENG-1310 or ENG-2171 or ENG-2172 or ENG-2281 or ENG-2282 or ENG-2321 or ENG-2322 or ENG-2510.

Students read representative works of major poets and fiction writers from the end of World War II to the present. The course includes writers such as Lowell, Plath, Ginsberg, Bellow, Rich, O'Connor, Atwood, Morrison, and Carver. (Fall semesters, odd years)

ENG-3520 American Poetry
3 credits

Prerequisite: ENG-1052 and ENG-1310 or ENG-2171, ENG-2172 or ENG-2260 or ENG-2270, or ENG-2281 and ENG-2282 or ENG-2321 or ENG-2322 or ENG-2510.

An examination of important works by major American poets, including such representative poets as Whitman, Dickinson, Stevens, Eliot, Pound, Williams, and Moore, with special emphasis on the Americanness of American poetry, as

distinct from other traditions. (Spring semesters, even years) (Shared course in VSC)

ENG-3525 Victorian Literature
3 credits

Prerequisite: ENG-1052, ENG-1310, and one 2000-level literature survey course. This course examines poetry, prose, drama, and nonfiction selections from the Victorian period in Great Britain (1837-1901). It will consider pressing issues of Victorian culture as these intersect with literature, such as science, politics, economics, morality, sexuality, and gender. The semester is divided into four units. Unit 1 looks at representations of and expectations for women and attempts to enlarge or change women's roles and relationships. Unit 2 examines rising industrialization and resulting political and economic effects for the individual and society. Unit 3 considers the role of science and imperialism in unsettling certainties regarding religion and personal relationships. Unit 4 looks at various responses to previous Victorian ideologies of empire, the self, and the role of art. As we move through the course, students will analyze overlapping concerns among the unit readings in order to gain a broader understanding of how views on, for example, women's roles in society, the economic benefits of capitalism, and the British imperialism were contested and developed.

ENG-3530 American Novel
3 credits

Prerequisite: ENG-1052 and ENG-1310 or ENG-2171, ENG-2172 or ENG-2260 or ENG-2270, or ENG-2281 and ENG-2282 or ENG-2321 or ENG-2322 or ENG-2510.

An examination of novels by Americans in historical context, beginning with the first half of the nineteenth century, and including major works by novelists such as Hawthorne, Melville, Twain, James, Crane, Faulkner, Hemingway, and Fitzgerald. (Fall semesters, odd years) (Shared course in VSC)

ENG-3565 Shakespeare**3 credits**

Prerequisite: ENG-1052, ENG-1310, and one 2000-level literature survey course. This course studies the poetry and drama of Shakespeare. It focuses on major themes and conventions in his works through the accurate and imaginative analysis of the texts. It also considers the context of reception and production through relevant cultural, political, and religious questions of the sixteenth and seventeenth centuries.

ENG-3580 African American Literature**3 credits**

Prerequisite: ENG-1052 and ENG-1310 or ENG-2171, ENG-2172 or ENG-2260 or ENG-2270, or ENG-2281 and ENG-2282 or ENG-2321 or ENG-2322 or ENG-2510. An examination of the literary traditions of African-Americans, beginning with slave narratives and the oral tradition (as seen in popular song and folk tales) and including poetry, autobiography, and fiction by important African-American writers of the twentieth century. (Fall semesters, even years) (Shared course in VSC)

ENG-3680 Linguistics and Language History**3 credits**

Prerequisite: ENG-1052. Recommended: ENG-2281. This course examines the English language from a theoretical, developmental and practical perspective and is intended for students with a general interest in language and expression as well as those students preparing to teach language arts and literature at the secondary level. (Spring semesters, even years)

ENG-4010 Issues in Journalism**3 credits**

Prerequisite: ENG-2051. This course is a senior level seminar designed to lead students through an examination of current ethical problems and issues in journalism: truth vs. accuracy; information biases; problems of personalizing, dramatizing, reenacting and

manipulating the news; image-making in politics, First Amendment vs. rights to privacy; naming names; photojournalism ethics; and the transformation of news into entertainment (the rise of images and the decline of meaning). (Spring semesters, odd years)

ENG-4110 The Form and Theory of Fiction**3 credits**

Prerequisite: ENG-3130 or permission of instructor. This study of novels and short stories focuses on their structure and on the ideas that give life to that structure. It is a workshop-oriented course primarily for writers, and much of the criticism read has a practitioner's focus. Topics include the form of the novella, tone and texture in the contemporary short story, and the novel as memoir. Major fiction by American and European writers is studied, along with representative novels and short stories by non-western and third world writers. (Spring semesters, odd years)

ENG-4120 The Form and Theory of Poetry**3 credits**

Prerequisite: ENG-3120 or permission of instructor. This course examines the theoretical writings of 19th and 20th century poets on the process of poetic creation. Theories about the source of inspiration, the origin of poetic structure and technique, the relationship between theory and practice, the responsibilities and uses of poetic imagination, and the relationship between artist and society are explored. (Fall semesters, even years)

ENG-4130 The Form and Theory of Nonfiction**3 credits**

Prerequisite: ENG-1052. Recommended: at least one 3000-level writing course. The structure and technique of creative essays are examined and analyzed, with stress on development and organization. Particular attention is paid to literary essays

that have withstood the critical test of time and to modern essays that consciously strive to incorporate literary techniques. Discussion focuses on audience, allusion, research, patterns of development and organizing elements, as well as those literary techniques such as symbolism and irony that apply to non-fiction prose. (Fall semesters, odd years)

ENG-4150 Literary Criticism and Theory
3 credits

Prerequisite: ENG-1052, two literature surveys and one upper-level literature course.

This investigation of 20th century approaches to literary criticism and theory focuses on major "schools" of criticism and on the critics and theorists associated with them. Students develop a definitive, historical perspective on this kind of discourse, including the goals criticism and theory have striven to reach and the effects such discourse has had on the study of literature. Students are encouraged to draw upon their own inclinations as readers and scholars, trying out some of these critical stances and evaluating their usefulness and their value to us as individuals and as members of various interpretive communities. (Spring semesters, odd years)

ENG-4160 Investigative Journalism
3 credits

Prerequisite: ENG-2051, 2052, and 3022.

This course is designed to teach students best practices for in-depth reporting—reporting that goes beyond the immediate facts and official accounts. Students will learn to use public records, databases, and fieldwork to probe deeply into stories, with greater focus on the who, the why, and the overall context than is provided in the usual daily fare. Students will have a chance to grapple with complex stories that help define the political, social, and environmental realities of Vermont. Good investigative reporting, however, involves more than focused research techniques; students will learn how to hone analytical skills and to understand the legal and

ethical issues involved in the craft. This class will emphasize stories that require planning, research, and clear goals towards greater understanding of important public issues.

ENG-4510 Literary Research Tutorial
3 credits

Prerequisite: Senior Standing.

This course in bibliographic methods, research, and writing represents the culmination of the undergraduate B.A. in English. Students will work intensively on a project of their own design, practicing the essential steps in literary research, writing, and presentation. Over the course of the semester, each student will complete an introduction and research question, a formal research proposal, a literature review and an explanation of how his/her research will contribute to the existing scholarship on the topic, an annotated bibliography, and an essay of 10-15 pages that meets basic scholarly standards for presentation at a professional conference. Each student will read their essay and entertain questions about their work at an end-of-the-semester conference hosted by the Writing/Literature Department. The instructor will guide students through what can be a daunting process, from topic selection, identifying scholarly editions, surveying criticism on the topic, refining the focus, and placing the students' ideas in the context of the literature. The success of the project that students undertake depends heavily upon their ability to work independently, to exercise their own initiative in gathering materials and/or visiting libraries, and to pace themselves throughout the semester. The course requires two trips to the UVM library; for the first, the class will go together, and for the second, each student will make his/her own arrangements as to the day and time.

ENG-4720 Seminar in Literature**3 credits**

Prerequisite: ENG-1052, two literature survey courses and one upper-level literature course.

Intended for upper-level English majors, this seminar examines in depth a particular author, literary movement, or literary theme. Students prepare intensive research-based seminar presentations and extended research papers. (Spring semesters, even years) (Shared course in VSC)

ENG-4920 Senior Thesis**3 credits**

Prerequisite: Permission of instructor.

A substantial writing project is required of students pursuing a B.F.A. in creative writing. Normally this project is completed during the final semester of the senior year. Students may work in any genre. The thesis is optional for students pursuing a B.A. Consult the Writing and Literature faculty for detailed information about developing a thesis project, finding a thesis adviser and carrying out the project. (Repeatable for credit only when the second thesis is in a different genre than the first one.)

English as a Second Language Courses (ESL)

ESL-1010 Conversation and Listening Skills**3 credits**

Prerequisite: None.

This course offers non-native speakers of English the opportunity to develop the oral linguistic skills needed for college study. Class presentations and language laboratory work are required.

ESL-1021/1022 Written Expression I/II**3 credits each**

Prerequisite: ESL-1021 is a prerequisite for ESL-1022.

The objective of this course is to improve the writing of non-native English speakers. Through a review of grammar, syntax and

semantics, this course attempts to develop college-level writing skills.

ESL-1031/1032 Understanding and Using English Grammar and Vocabulary I/II**3 credits each**

Prerequisite: ESL-1031 is a prerequisite for ESL-1032.

The course will emphasize the correct usage of grammar and vocabulary in written and spoken English. Students will study intermediate level grammar and add more challenging and complex structures as the year progresses. The vocabulary component will focus on words essential for college students.

ESL-1040 Editing Lab**1 credit**

Prerequisite: ESL-1021 or approval of instructor.

This lab will deal with specific language-related problems such as syntax, grammar and usage that appear in students' written work. Students will focus on writing and rewriting essays that have been submitted in other classes. The course is repeatable for credit and is designed to be taken in conjunction with a writing class or a class that is writing-intensive. Pass/No Pass grading only.

ESL-1050 Supplemental Instruction Bridge**1 credit**

Prerequisites: 500 TOEFL score or ESL-1021/1022; and ESL-1031/1032.

Concurrent enrollment in core curriculum disciplinary exploration course.

The course focuses on the study skills necessary for students to master the content of a disciplinary exploration course that is centered on interpretive assignments in reading and writing and on complex, language-based content and information. Course work will be dovetailed to the syllabus of the content course. The course may be taken for up to four times, provided that each bridge course corresponds to a separate main category of disciplinary exploration course work (i.e., arts and

humanities; natural sciences;
anthropology/sociology/psychology;
political science/economics). Pass/No Pass
grading only.

**ESL-2910 Independent Study in
English as a Second Language
1-12 credits**

Environmental Science Courses (ENV)

**ENV-1020 Introduction to Computers
for the Sciences
2 credits**

Prerequisite: None.

This course will focus on the use of the following software: Word® (word processing), Excel® (spreadsheet, database, graphics, and curve fitting), Netscape® (searching and downloading data and images), PowerPoint® (presentations), Illustrator® (figures and posters), and Photoshop® (image editing); and the following hardware: flatbed scanner, film scanner, film recorder, and standard computer hardware. (May not be taken for credit if MIS 101 taken for credit.)

**ENV-1040 Introduction to
Oceanography
3 credits**

Prerequisite: None.

Oceanography is a broad and multidisciplinary field in which many sciences are focused on the common goal of understanding how oceans work. This class is designed for the non-science major and will emphasize the role of basic scientific principles in the geological, biological, physical and chemical processes that govern the oceanic realm and how those oceanic processes affect the terrestrial realm. In addition, the connection between various oceanic processes and their impact on human existence and development will be explored. *Meets Part II.B.2. of the GECC.*

**ENV-1050 Introduction to Earth
Science**

4 credits (with lab)

Prerequisite: None.

An introduction to earth systems and processes. Emphasis is on understanding the reasons for distribution patterns of minerals, rocks and continents, as well as on a basic understanding of the principles of geology, geomorphology, meteorology and climatology. This course is suggested as a beginning course for students in the environmental sciences major. *Meets Part II.B.2. of the GECC.*

**ENV-1060 FYS: Nuclear Power and
Society
3 credits**

Prerequisite: Open to first-year students only.

This introductory, interdisciplinary course will examine several aspects of nuclear power. Students will be introduced to the basic science behind nuclear power (unstable isotopes, mining, nuclear power plants, and waste disposal), the environmental and biological effects of the use of nuclear power, our economics and politics of nuclear power, and the use of nuclear weapons throughout the world. Guest speakers will be invited to make presentations; field trips will allow students to engage activities, business, and legislators in discussions related to nuclear power; some of the class time will be devoted to the use for computer technology to develop presentations (i.e., Adobe Illustrator, MS PowerPoint, MS Excel, and MS Word). *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

**ENV-1110 Introduction to
Environmental Problems
3 credits**

Prerequisite: None.

A survey of the relationship between living things and the environment and the environmental issues that arise from their interaction, with particular emphasis on the impact of and on human beings.

ENV-2050 The Natural History of Vermont
3 credits

Prerequisite: None.

The historical development of the geology, weather, wildlife, and vegetation of Vermont. Field work required. (Shared course in VSC)

ENV-2210 Current Topics in Science
1 credit

Prerequisite: None.

A number of current environmental topics will be explored in a seminar setting with a presentation by a speaker or panel followed by time for discussion. Presenters will be researchers or practitioners in environmental science. Students will keep a journal of all presentations. **May be repeated for a maximum of 3 credits.**

ENV-2810/4810 Internship in Environmental Science
1-12 credits

ENV-2910/4910 Independent Study in Environmental Science
1-12 credits

ENV-3010 Land Use Planning
3 credits

Prerequisite: ENV-1110 and junior or senior standing.

This course covers the nature and characteristics of the land base and constraints on land use. It also looks at the institutional framework and techniques of land use control and planning. Topics such as the use of zoning, easements, variances and subdivisions are discussed.

ENV-3020 Environmental Law
3 credits

Prerequisite: POS-1020 or 1010, ENV-1110. Juniors and seniors only.

An examination of the legal profession's involvement in management of natural resources. Students analyze major court decisions, federal and state statutes, federal rule-making procedures and administrative hearings.

ENV-3030 Water Resources
3 credits

Prerequisite: ENV-1110, ENV-1050, and CHE-1031.

This course provides a comprehensive look at global and U.S. water resources by a detailed examination of the hydrologic cycle, precipitation distribution patterns, and water quantity and quality. Both surface and ground water sources are examined, as are various water uses and conflicts.

ENV-3040 Energy and Mineral Resources
3 credits

Prerequisite: ENV-1110, ENV-1050.

This course considers the extent and geographical location of our mineral and energy resource base. It looks at the historical developments, changes through time, current usage and environmental impacts of resources use. Geological constraints, transportation, pricing policies, shortages, governmental regulations and pollution problems are some of the topics covered.

ENV-3130 Environmental Geology
4 credits (with lab)

Prerequisite: ENV-1050.

Environmental geology focuses on the relationship between people and the physical environment. This course will expose students to hazardous earth processes such as floods, seismic activity, landslides, volcanic activity and coastal threats. A limited understanding of soil formation, soil texture, porosity and permeability is of utmost importance to environmental issues and will also be addressed in this course.

ENV-3150 Toxic and Solid Waste Management
3 credits

Prerequisite: ENV-1110, 1050, and CHE-1031.

An investigation of the problems associated with the handling and disposal of wastes, both ordinary solids and those that are hazardous and radioactive. The course

looks at topics such as waste disposal methods currently utilized; the laws and regulations governing transport, storage and disposal of toxic substances; how and where disposal can best be accomplished; the costs involved and who pays them; and how great a risk such materials pose to human health and the environment.

ENV-3160 Coastal and Marine Resources
3 credits

Prerequisite: ENV-1110, ENV-1050.
This course examines the physical, chemical, biological and geological processes of the world's oceans and how these processes interact to provide resources. Utilization of marine pollution, coastal and resources use of wetlands and coastal development are discussed.

ENV-3220 Environmental Interpretation
3 credits

Prerequisite: Competence in the natural sciences. Not open to first-year students.
An introduction to the principles and methods of environmental interpretation which considers effective communication in formal and informal settings. Topics include use of interpretive media, displays, descriptive information, conducted trips and interpretive talks.

ENV-3230 National Parks and Wilderness Management
3 credits

Prerequisite: ENV-1110. Not open to first-year students.
This study of national parks and wilderness area management covers the historical, functional, ecological and evolutionary aspects of these areas. Special attention is directed to the significance of these areas in the modern world and the management options offering the best chances of meeting both the needs of users and protecting the resource.

ENV-3240 Fundamentals of Soil Science

4 credits (with lab)

Prerequisite: CHE-1031. Not open to first-year students.

An introduction to the formative processes of soils, their organic and inorganic constituents, and physical properties. Topics include weathering processes and the role of climate and vegetation in development of soil types. Textural and structural analysis of soils, retention and movement of soil water, and soil management practices are also covered.

ENV-3250 Meteorology and Climatology

4 credits (with lab)

Prerequisite: CHE-1031.

This course provides a comprehensive look at the processes that interact together to form various types of weather and weather-related phenomena. The major processes that are explored include the composition of the atmosphere, atmospheric pressure and pressure gradients, atmospheric warming and cooling, atmospheric moisture and cloud formation, air movement and frontal boundaries along with a description of severe weather events such as hurricanes and tornadoes. This course also examines the link between weather and climate and how we can utilize past climate change along with current weather patterns to make predictions for future climate change.

ENV-3310 Applications in GIS

4 credits (with lab)

Prerequisite: Sophomore standing.
Geographic Information Systems (GIS) have been designed as electronic ways to store large volumes of data. In the environmental field, GIS systems have become a very important tool for storing environmental data, as a way to produce maps and encode valuable information and data about map features that can be readily accessed for environmental projects. This class is designed to give students in the environmental field and other science

disciplines a working knowledge of how GIS systems are compiled and utilized.

ENV-4010 Global Environmental Issues

3 credits

Prerequisite: ENV-1110. Open to juniors and seniors only.

This seminar focuses on international environmental issues such as destruction of the tropical rain forests; ozone depletion; international movement of endangered species, pelts and live animals; the increasing transport of inadequately tested pharmaceuticals and pesticides; and the export of toxic waste from industrial to less developed countries.

ENV-4020 Remote Sensing

4 credits (with lab)

Prerequisite: ENV-1050. Juniors and seniors only.

This course introduces the basic principles on which remote sensing is based. Aerial photographic interpretation and photogrammetry are studied as well as interpreted images from non-photographic sensors (such as satellite images). The two-hour lab is designed to provide a hands-on approach to such applications as air photo interpretation, land-use/land-cover mapping, geological and soil mapping and geographic information systems (GIS).

ENV-4710 Special Topics in Environmental Science

1-3 credits

ENV-4720 Senior Thesis

3 credits

Prerequisite: Senior Standing.

The Senior Thesis requires students to conduct an individual research project, write a thesis, conduct an oral presentation and prepare a paper for publication. This capstone course allows the student to combine the skills and knowledge gleaned from previous courses with a self-designed research project that requires the student to ask a good question, develop appropriate techniques, and conduct appropriate research. The research topic is to be chosen

by the student in consultation with a member of the faculty. A thesis outline must be submitted to the supervising faculty member (or members) prior to commencement of research. This type of practical, hands-on experience may be conducted at locations off campus, in conjunction with a work-study project, internships, or on campus research. The project must be completed within two semesters.

ENV-4730 Senior Seminar

3 credits

Prerequisite: Senior standing.

Through this seminar, students have an opportunity to apply what they have learned by developing and completing a library or field research project under faculty guidance. The project culminates in an oral presentation and a final research paper or project report.

French Courses (FRE)

FRE-1111/FRE-1111L French I Class 3 credits; Lab 1 credit

Prerequisite: None. Corequisite: Coinciding lab.

This is the first course in a two-semester sequence. It is a comprehensive program appropriate for true beginners as well as those with one to two years of secondary French. Students develop listening, speaking, reading, and writing skills and are introduced to French and francophone culture and civilization. This course requires work in a language laboratory in addition to regular class meetings. This shared course may have different prerequisites at the other VSC colleges. *Meets Part II.A.2. of the GECC.* (Shared course in VSC)

FRE-1112/FRE-1112L French II Class 3 credits; Lab 1 credit

Prerequisite: Two years of high school French or FRE-1111 or permission of instructor.

The second semester of this introductory level course continues to build on basic skill with further development of cultural, aural,

written, speaking, and reading skills. This course requires work in a language laboratory in addition to regular class meetings. This shared course may have different prerequisites at the other VSC colleges. *Meets Part II.A.2 of the GECC.* (Shared course in VSC)

**FRE-2011/FRE-2011L French III
Class 3 credits; Lab 1 credit**

Prerequisite: Three years of high school French or FRE-1112 or permission of instructor.

This is the first semester of an intermediate program designed to review material obtained either after three or more years of secondary French or after introductory college level French. Further development of listening, speaking, writing, reading, and cultural skills, in a French and francophone context. This course requires work in a language laboratory in addition to regular class meetings. *Meets Part II.A.2. of the GECC.* (Shared course in VSC)

**FRE-2012/FRE-2012L French IV
Class 3 credits; Lab 1 credit**

Prerequisite: Four years of high school French or FRE-2011 or permission of instructor.

Continued study of French grammar, vocabulary, and syntax. Further development of oral proficiency. The course will include practice in directed composition and informal oral and written reports. This course may require work in a language laboratory in addition to regular class meetings. *Meets Part II.A.2. of the GECC.* (Shared course in VSC)

**FRE-2910/4910 Independent Study in French
1-12 credits**

**FRE-3010 Culture and Civilization through Correspondence and Conversation
3 credits**

This course is intended for students at the intermediate level. It is also intended for students wishing to get their minor in French. Based on the Cultura Project at

MIT, this class pairs JSC students with Canadian students studying English at their Cegep in Terrebonne, Quebec. An email correspondence over the semester allows students to explore a wide range of topics such as food ways, family, current issues, holidays, heroes, and health care. JSC students write in English and Quebec students write in French. This native language use on questionnaires and in correspondence offers cultural nuances to be fully expressed. This cross-cultural approach offers learners a chance to observe, compare, and analyze similar materials from two target cultures. Within the classroom setting, students discuss their reactions and observations all in French, the target language. A home-stay immersion experience in Quebec may be included. May be repeated for credit.

Geography Courses (GEO)

**GEO-1010 Introduction to Geography
3 credits**

Prerequisite: None

This course is designed to acquaint the student with the basic political and cultural diversity of planet earth, as well as the geographic principals that allow us to comprehend this diversity. Students will be expected to show awareness of the countries and cultures of North and South American, Europe, Africa and Asia. However, mere listing of countries, capitals and rivers is not geography; it is the understanding of spatial or geographic processes that lead to this diversity. These include diffusion of ideas from fast centers to slow margins, endemism, cultural barriers and conduits, etc. We will also introduce geographic techniques such as Geographic Information Systems, remote sensing and migration analysis using Human Genome Project data. The desired outcome of the course is a student who is aware of the world in a basic political and cultural sense but understands the methods and techniques that scholars have used to describe this planetary diversity. *Meets Part II.A.2. of the GECC.* (Shared course in VSC)

Geology Courses (GEY)

GEY-3110 Hydrogeology

4 credits (with lab)

Prerequisite: ENV-1050.

This is an applied hydrogeology course with lecture, laboratory, and field experience. Course material includes qualitative and quantitative treatment of the hydrologic cycle, ground water flow, well hydraulics, water quality, and water resource issues. (Shared course in VSC)

GEY-3120 Field Geology

4 credits (with lab)

Prerequisite: ENV-1050.

This course introduces the student to the ways in which sedimentology, stratigraphy and structural geology are applied to situations regarding the interpretation of ancient environments and orogenic belts. Knowledge gleaned from this work is applicable to mining, civil engineering and groundwater pollution.

GEY- 4910 Independent Study in Geology

1 -12 credits

History Courses (HIS)

NOTE: Upper-level (3000-4000) courses in History are offered on a rotating basis, generally every other year.

HIS-1030 FYS: The Hidden History of Vermont: Class, Ethnicity, and Gender

3 credits

Prerequisite: Open to first-year students only.

This first-year seminar will provide students with a new, more diverse perspective on the history of class, ethnicity, and gender in Vermont and their place within it. Students will begin by discovering their own history in terms of class, ethnicity, and gender and then broaden their perspective to include the larger world of JSC, Lamoille County, and the state of Vermont. Guest speakers will provide students with first-hand information of how class, ethnicity and

gender shape the experiences of Vermonters. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

HIS-1101 FYS: Truthiness 101: A Brief History of Consumer Culture

3 credits

Prerequisite: Open to first-year students only.

"Truthiness" is a term that television comedian Stephen Colbert popularized in 2005. He used it to describe things that a person claims to know intuitively or "from the gut" without regard to evidence, logic, intellectual examination, or actual facts. The overarching goals of this class is to explore some of the "truthiness" of the economic world we inhabit. How did buying, selling, shopping, and advertising become such integral elements of 18th- and 19th-century European life? What effects did the proliferation of consumer culture have on social relationships and identity? How did intellectuals strive to make sense of the changes they saw around them? What lessons, if any, can we take from this history for understanding our own situation? *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

HIS-1111 World History I

3 credits

Prerequisite: None.

An introduction to the world's major civilizations: Ancient Mediterranean (Egypt, Mesopotamia, Palestine, Greece, Rome); European; South Asian (India, Pakistan and Bangladesh), East Asian (China, Korea and Japan), African; Islamic and Mesoamerican from their origins to the time of the global expansion of European civilization. *Meets Part II.A.2. of the GECC.* (Fall semesters only) (Shared course in VSC)

HIS-1112 World History II

3 credits

Prerequisite: None.

The continuing development of the world's major civilizations: European/American, South Asian (India, Pakistan and

Bangladesh), East Asian (China, Korea and Japan), African, and Islamic from the time of European global expansion to the present, with particular attention given to the problems and challenges of globalization. *Meets Part II.A.2. of the GECC. (Spring semesters only)* (Shared course in VSC)

HIS-1211 American History I
3 credits

Prerequisite: None.

A survey of the major events in American history from pre-colonial days to the time of the Civil War and Reconstruction. Students will examine forces behind these events, and their social, cultural, economic, and political implications for the American people and the new nation. *Meets Part II.A.2. of the GECC. (Fall semesters only)* (Shared course in VSC)

HIS-1212 American History II
3 credits

Prerequisite: None.

Survey of the major events in American history from Reconstruction to the present, with an emphasis on understanding the social, cultural, economic, and political factors in the emergence of the United States as a dominant world power. *Meets Part II.A.2. of the GECC. (Spring semesters only)* (Shared course in VSC)

HIS-2140 The Civil War
3 credits
(available through EDP)

Prerequisite: None.

This course explores the causes and effects of the Civil War, focusing on issues important both then and now, such as states' rights, the treatment of blacks and minorities, a political Supreme Court and reactions to the war. (Shared course in VSC)

HIS-2210 Women in U.S. History
3 credits

Prerequisite: None. Recommended: HIS-1211, 1212.

An examination of the changing role and important contributions of women in American history. Well-known figures, such as Abigail Adams, Elizabeth Cady

Stanton, and Jane Adams, are treated, as well as those less prominent. (Spring semester, even years) (Shared course in VSC)

HIS-2810/4810 Internship in History
1-12 credits

(Shared course in VSC)

HIS-2910/4910 Independent Study in History
1-12 credits

HIS-3020 Greek and Roman History
3 credits

Prerequisite: None. Recommended: HIS-1111, ENG-2171.

A study of the political, social, economic and cultural achievements of Greek and Roman civilizations. Topics include the emergence of the Greek city-state, Athens in the 5th century, the Hellenistic world, Republican Rome and the rise and fall of the Roman Empire.

HIS-3040 Ancient Civilizations of the New World
3 credits

Prerequisite: None.

This interdisciplinary course traces the indigenous development of civilization in the Americas from the time of the first settlers over 10,000 years ago, through the development of agriculture and towns, to the advanced civilizations that were destroyed by European colonialism in the sixteenth century. Although we will focus on the civilizations of Mexico and Central America, the high cultures of South America and southern North America will be investigated as well. *Meets Part III of the GECC.*

HIS-3050 Community in America
3 credits
(available through EDP)

Prerequisite: None

This course is designed to help non-traditional students, who understand the historical and personal dimensions of the questions posed by Bellah and others: how ought we to live, how do we think about how we live, who are we as Americans, and

what is our culture? It further explores the inter-relationships between individuals and institutions, with special emphasis on the concept of civic virtue.

HIS-3060 Church and State in America
3 credits

(available through EDP)

Prerequisite: None. Recommended: HIS-1211, 1212.

This course will examine the dynamic interactions of religion and public policy in American history that have shaped the shifting boundaries of our freedom of religion and our freedom from religion.

HIS-3080 Colonial America: History and Life
3 credits

Prerequisite: None.

This course provides an examination of major aspects of colonial life and the important political and economic events of the period from the early 17th century through 1789. Attention is paid to the establishment of colonies, lifestyles in various parts of the colonies, the American Revolution and efforts to form a new government after the Revolution, and elements of colonial history and life which form part of our heritage. (Fall semesters, odd years)

HIS-3090 Modern German History
3 credits

Prerequisite: None.

This course surveys the troubled history of the modern German nation-state including its unification, imperial expansion, experiment with democracy during the Weimar republic, participation in two world wars, embrace of Nazi dictatorship, division into two distinct countries, and ultimately, its integration as one nation into an increasingly unified Europe.

HIS-3141/3142 History of the United States in the Twentieth Century I, II
3 credits each

Prerequisite: None.

This examination of American response to the problems of the 20th century pays particular attention to the Progressive Movement, the 1920s, the New Deal, Harry S. Truman and the Cold War, and the Kennedy-Johnson era. First semester: 1898-1945; second semester: 1945-present.

HIS-3160 Vermont's Coastal Regions
3 credits

(available through EDP)

Prerequisite: None.

This course explores, compares and contrasts the social, political and cultural dimensions of the history of Vermont's major watershed areas. Special emphasis is placed upon the cultural concepts of "Greater Vermont" and the Western and Eastern Unions of the late 1700s.

HIS-3165 Vermont History
3 credits

Prerequisite: None.

This course examines the Vermont political tradition and explores why Vermonters, such as Senator George Aiken, have had such influence at the state and national level. (Shared course in VSC)

HIS-3167 Women in Vermont History
3 credits

Prerequisite: None.

As late as the 1970s, women were almost entirely written out of Vermont history. Women's historians have made considerable strides in correcting this gross omission. This course has been developed to, first and foremost, retell the "Vermont Story" from the vantage point of women's experiences and, second, to provide a methods for bringing women into the curriculum. It will be taught in a compressed format and meet for one week during the summer. Students will be expected to complete the required readings before the course begins and to submit an original research project one month after the course ends.

HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures
3 credits

Prerequisite: Junior standing.

Before the Europeans and through the Spaniards, the British/French, the Soviets and the USA, the turmoil and the angst of a continent as it lurched from communism, to socialism, to exploitative and merciless capitalism; from Liberation Catholic Theology to the arrival of Protestantism; from the domination of ethnic Europeans to the domination of Indians; from a western-oriented world view to developing one of their own; from cash crops to cocaine; from political dictatorships to drug cartels; and so on.

HIS-3270 Renaissance and Reformation
3 credits

Prerequisite: HIS-1111 or HIS-1112.

This course examines Europe from the fifteenth century to the Peace of Westphalia, including the intellectual and cultural movements, the development of the national states, exploration and colonization, and the Protestant and Catholic Reformation. (Fall semesters, odd years)

HIS-3311 Europe in the 19th Century
3 credits

Prerequisite: HIS-1111 or HIS-1112.

This course examines political, social, and cultural developments in the history of Europe in the 19th century. It focuses particular attention on changes in the social order, especially the role of women, workers, and peasants; on structures of economic power and political ideology, and on the cultural transformations that accompanied the emergency of mass movements, urban life, and consumerism. It seeks to understand the dual phenomena of nationalism and modernization, as well as the impulses that fed Europe's obsession with empire.

HIS-3312 Europe in the 20th Century
3 credits

Prerequisite: HIS-1112. Recommended: HUM-2040 or one upper-level European history course.

This course covers the development of Europe since 1914, stressing the two world

wars in their international context and the phenomena of communism and fascism.

HIS-3350 Struggle for Democracy
3 credits

(available through EDP)

Prerequisite: None.

Democracy traces its roots to ancient Athens, but rarely appeared in subsequent centuries. This course will examine the development of democratic theory and practice through a close examination of the pertinent writings of both its proponents and critics including: Plato, Aristotle, Montesquieu, Machiavelli, Locke, Rousseau, Mill, Tocqueville, Marx, Madison and others.

HIS-3352 English History Since 1714
3 credits

Prerequisite: HIS-1111, 1112 or permission of instructor. Recommended: ENG-2282.

A survey of the political, social, economic and cultural development of Great Britain since 1714. Emphasis is on the origins and growth of democratic attitudes and institutions and the rise and fall of the British Empire. (Spring semesters, even years)

HIS-3355 The European Enlightenment
3 credits

Prerequisite: None.

This course seeks to understand the nature of the cultural and intellectual movement known as the Enlightenment. In what way was it a continuation of the Scientific Revolution? How did it reflect changes in the structure of eighteenth century European society and politics? Did it involve a repudiation or undermining of Christianity? In what ways did it anticipate intellectual debates of later centuries? In what sense did it reflect contemporary concerns? To answer these questions, this course relies on readings from leading historians of the Enlightenment as well as texts from French, British, Scottish and German thinkers of the period.

**HIS-3370 Nationalism and Rebellion
in Irish History**

3 credits

(available through EDP)

Prerequisite: None.

The study explores events and topics in Irish history from 1600 to present including an examination of resistance to English rule, republicanism and reaction, emancipation and repeal, famine and mass emigration, the development of Irish nationalism and national identity, literary renaissance, separation and civil war, and the northern crisis.

HIS-3400 Modern French History

3 credits

Prerequisite: None.

This course examines the political, social, and cultural history of France from Ancient Regime through the end of the Twentieth Century. It examines events such as the Revolutions of 1789 and 1848, the reign of Napoleon, the Paris Commune, the First World War, the Vichy Regime, the Algerian War, and the constitution of the European Union. The course uses these events as vehicles for exploring a series of larger historical themes that have shaped modern France. We pay particular attention to France's difficult struggle to establish a lasting democracy, the paradoxes of French imperialism, the nature of citizenship and national identity, and the role of immigrants and of immigration throughout the nation's modern history. (Offered every third year)

HIS-3420 French Revolution

3 credits

Prerequisite: None.

An examination of the French Revolution of 1789, the modern democratic revolution that profoundly changed not only French society but also transformed Europe and gave birth to modern nationalism and continuing movements for social-political reform and revolution. (Fall semesters, odd years) (Shared course in VSC)

HIS-3430 History of the Soviet Union

3 credits

Prerequisite: None.

The Revolution of 1917 and the emergence of the Communist state are stressed with emphasis on the internal problems and conflicts and the development of the Soviet Union as a world power. Students research individual topics and gain an understanding of the conflicts that dominate the contemporary political scene.

**HIS-3450 Women in European
History**

3 credits

Prerequisite: HIS-1111, HIS-1112, or ENG-2510.

A study of the changing role of women in European history is offered from the end of antiquity to the 20th century. Topics include women in public and private life, the economic and legal position of women, and the changing role of women in society.

HIS-3510 Chinese History and Culture

3 credits

Prerequisite: None.

An introductory survey of Chinese history and culture from early China to today. Topics will include arts and religion, the dynastic system and empire, major movements for reform and revolution, and China's international interests. (Shared course in VSC)

**HIS-3520 Japanese History and
Culture**

3 credits

Prerequisite: None.

An introductory survey of Japanese history and culture from ancient times to today, including the formation and growth of the Japanese state, arts and religion, the influence of Chinese culture and Western pressure, and Japan's international interests. (Shared course in VSC)

HIS-4010 History of the Middle East

3 credits

Prerequisite: None.

This course sweeps through the Middle East from the ancient times to the present.

HIS-4730 Seminar in Historical Communication

3 credits

Prerequisite: Senior standing or permission of the instructor.

Students will read, write on and discuss major works in the general field of history. In addition, students are expected to participate actively in class discussions and to focus on how and why things happened, not merely on what and when. (Fall semesters only)

HIS-4740 Seminar in Historical Investigation

3 credits

Prerequisite: Senior standing or permission of the instructor.

This course is designed primarily for history majors and serves as the culmination to an undergraduate history program. Students will work intensively on a project of their own choosing, mastering the essential steps in historical research and writing. A final paper, representing a substantial piece of research, will then be submitted to the student's peers and to the faculty members of the department. A formal presentation is also required. (Spring semesters only)

Hospitality and Tourism Management Courses (HTM)

HTM-1010 Survey of Hospitality and Tourism

3 credits

Prerequisite: None.

This course develops and explores the structure and components of the tourism and hospitality industry. This section will focus primarily on the lodging and food service segments of the industry. Industry leaders will join the class for discussion throughout the semester. Students will be expected to explore, in detail, a major lodging or food service company. Students will also be assigned an industry mentor who they will meet with every week during the semester. (Fall semester)

HTM-2010 Ecotourism

3 credits

Prerequisite: None.

This course is designed to inspire students from many different disciplines to explore issues of sustainability through low impact tourism businesses. In this course students will explore the exploding field of ecotourism. Students will learn about the major issues facing tourism professionals, governments, and local communities in creating sustainable ecotourism opportunities. Ecotourism geography, the design of ecolodges, educational programming, and native cultures are woven into the fabric of this course. (Fall semester)

HTM-2020 Introductory Internship in HTM

1-4 credits

Prerequisites: HTM-1010.

This internship is designed to introduce the student to an entry-level position in the tourism and hospitality industry. Students are required to work a minimum of 150 hours per credit hour over a minimum of 10 weeks at an approved internship site. Students are also required to complete a set of educational requirements in order to successfully complete the internship.

HTM-2910/4910 Independent Study in Hospitality and Tourism Management

1-12 credits

HTM-3010 Food and Beverage Management

3 credits

Prerequisites: HTM-2020 or permission of the instructor.

This course introduces the student to all areas of restaurant management. Students will learn menu development and planning, proper ordering, receiving, and inventory practices, and food production management techniques. Students will explore the issues of concept development, kitchen design, and space allocations. Student teams will develop a restaurant concept and design during the course of the

semester. Students will develop and supervise a variety of food service events during the course of the semester. (Spring semester)

HTM-3040 Cost Control
3 credits

Prerequisite: HTM-2020 or permission of instructor.

This course introduces the student to the important subject of internal control. Two-thirds of a food service organization's revenues are consumed by food, beverage, and labor costs. Students will explore techniques to identify, monitor, and adjust these major cost areas.

HTM-3050 Supervision and Training
3 credits

Prerequisite: HTM-2020 or permission of instructor.

This course will explore, in detail, a variety of skill areas required of hospitality managers to successfully train and supervise people involved in delivering services and products to guests. (Spring semester)

HTM-3110 Lodging and Resort Operations
3 credits

Prerequisites: HTM-2020 or permission of the instructor.

This course introduces the student to the operation and management of a wide variety of lodging and resort facilities. The student will explore, in detail, front desk operations, housekeeping, reservations, as well as other lodging property departments. Strategic management is at the center of this course. (Fall semester)

HTM-3130 Hospitality and Tourism Law and Ethics
3 credits

Prerequisite: Senior standing.

The objective of this course is to familiarize the student with the general law and legal precedents and cases pertaining to the tourism and hospitality industry. The student will be exposed to contract law, discrimination, negligence, employment

law, food and liquor liability, licensing and regulations, and travel law. Ethics in the tourism and hospitality industry is integrated throughout the semester. Students will analyze a variety of cases during the semester. (Spring semester)

HTM-3140 Hospitality Technology
3 credits

Prerequisites: HTM-2020 or permission of the instructor.

This course introduces the student to the hardware and software technology present in lodging operations today. Students will explore integrative property management systems and yield management systems. Students will also develop, design and build a hospitality-related website during the semester.

HTM-3150 Event Management
3 credits

Prerequisite: HTM-1010; BUS-2230

This course focuses on travel and tourism in Vermont. The course begins with an exploration of the history of travel and tourism in Vermont beginning in the 1800's. From this foundation the student learns about the infrastructure of the industry as it exists today. We explore the intricate relationship between state government and local government and non-governmental agencies and associations. This course gives the student the opportunity to learn through hands-on research and direct interaction with industry professionals. The student is also expected to volunteer in a local or state tourism business for at least 50 hours during the semester. (Spring semester)

HTM-3210 International Travel and Tourism
3 credits

Prerequisite: HTM-2010, HTM-3150.

This course takes students on a journey through time and space exploring the past, the present, and the future of international travel and tourism. Students will be exposed to this international industry through a variety of learning activities including the planning, preparation and

serving of an authentic international meal, case studies, working with an organization focused on international travelers, and conducting research on an emerging trend in international travel and tourism. (Spring semester)

HTM-3220 Hospitality and Tourism Marketing Seminar

3 credits

Prerequisites: HTM-2020; BUS-2230.

This course is designed to provide the student with the basic knowledge and practical experience necessary to develop strategic marketing plans for the hospitality industry. Significant in-class discussion, case study analysis, and outside-of-class group work are utilized. (Spring semester)

HTM-3230 Facility Planning and Design

3 credits

Prerequisites: HTM-2020 or permission of the instructor.

This course introduces the student to the basic design principles used to develop lodging and resort properties. Student teams will plan and design a lodging facility for presentation to industry executives.

HTM-3710 Special Topics in Hospitality and Tourism

1-3 credits

Prerequisites: Permission of the instructor. Current issues and advanced subjects in hospitality and tourism management are explored to complement the regular HTM curriculum.

HTM-3810 Resort Management

3 credits

Prerequisite: Permission of the instructor. This course offers a hands-on study of those elements that a resort must have in order to compete for market share in a global economy. Topics covered include: infrastructure, super structure, destination development, destination marketing, market segmentation, and environmental impact. The student will travel to and learn about several resort facilities during the course of the semester.

HTM-3820 Intermediate Internship in HTM

1-4 credits

Prerequisite: Successful completion of HTM-2020 or permission of the internship coordinator.

This internship is designed to enhance and expand on the experience achieved in the introductory internship. Students are required to work a minimum of 150 hours per credit hour over a minimum of 10 weeks at an approved internship site. Students are also required to complete a set of educational requirements in order to successfully complete the internship.

HTM-4720 Hospitality and Tourism Senior Seminar

3 credits

Prerequisites: Senior Status.

This senior seminar is the capstone of the HTM program. This course focuses on two major topics: striving to achieve service excellence and developing a career portfolio. The student will research and present for class discussion information on a variety of topics: customer satisfaction, service guarantees, employee empowerment and employee reward systems, employment testing, and creating customer loyalty. Students will also develop their own career portfolio for presentation at the end of the semester. (Fall semester)

HTM-4820 Supervisory Internship in HTM

1-6 credits

Prerequisites: Successful completion of HTM-3820 or permission of internship coordinator.

This internship is designed to expose the student to hands-on, supervisory work experience in a tourism or hospitality organization. Students are required to work a minimum of 150 hours per credit hour over a minimum of 12 weeks at an approved internship site. Students are also required to complete a set of educational requirements in order to successfully complete the internship.

Humanities Courses (HUM)

HUM-1020 FYS: Cultivating the Cross-Cultural Mind **3 credits**

Prerequisite: Open to first-year students only.

This first-year seminar course is an invitation to take a journey. It is a growth challenge course, an invitation to develop a cross-culture-bound identity. First, we will explore the notion of culture and ourselves as cultural beings – our own voices, perceptions, attitudes, values, beliefs, and needs. After this self-exploration, we will sympathetically cross into other cultures, new terrains which must be entered on their own terms. Here, we will come to identify, understand, and appreciate certain features of other voices so that we may, as individuals, build our own bridges of understanding and uncover paths that connect us. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

HUM-1040 FYS: The Long Emergency and the Coming War **3 credits**

Prerequisite: None.

The USA has defeated two of its great enemies in the Middle East: Communism/socialism and secular nationalism. Now it is in the greatest fight of all—against radical Islam. Or is it a fight against the religion of Islam and the Arab ethnic group? Or are these in rebellion against the USA/EU because they seek global hegemony? This is now called the War on Terror. What are the bases for this war? What is terrorism? Why are the Muslims/Arabs fighting this tremendous western power? What is Islam? What is Judaism? What is Eastern Christianity? How are these involved? PLO? Hamas? Hizballah? 9/11? Oklahoma bombing? Osama bin Laden? A war without end? etc. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

HUM-1060 FYS: Culture, Heritage, and the Public: Encountering Our Collective Past **3 credits**

Prerequisite: None.

Cultural heritage tourism is one of the great American growth industries. This freshman-level course will examine the history of heritage tourism, as well as modern place-based education (museums, living history centers, theme parks, etc.). The course will also examine contemporary techniques such as digital presentation and persona-based living history experiences that are used to advertise and interpret local cultural history and geography. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

HUM-2810/4810 Internship in Humanities **1-12 credits**

HUM-2910/4910 Independent Study in Humanities **1-12 credits**

HUM-3010 Myth and the Modern Age **3 credits** **(available through EDP)**

Prerequisite: None.

Myths have appeared in every society since the appearance of the human race on earth. This course will examine recurrent mythological themes and their significance not only to their own time and place, but also to ours. Central to this study will be the role of the hero in various cultures. In the work of Joseph Campbell, one of the greatest scholars of comparative mythology, we will search for the "point of wisdom beyond the conflicts of illusion and truth ..."

HUM-3030 The Mythic Journey **3 credits** **(available through EDP)**

Prerequisite: None.

Human beings are rooted in stories and myths. To tell a story is to be grounded in the present while remembering the past and peering into the future. The course will

enable each student to find meaning about the human experience as depicted in myths and about one's own life experiences as a mythic journey. This course can be used to fulfill the UPR requirement.

HUM-3040 Genesis

3 credits

(available through EDP)

Prerequisite: None.

This course focuses on The Book of Genesis and explores its contemporary relevance. Themes of creation, temptation, violence and murder, punishment and righteousness, the perceived mission of select groups, family, truth and deceit, religious struggle and the displacement of people will be considered.

HUM-3110 Native American History and Culture

3 credits

Prerequisite: None.

This course focuses upon the Native American experience in North America, using three distinct perspectives: historical ethnography, with its interdisciplinary emphasis on post-contact native culture; Native American literature, emphasizing oral and written traditions as well as myth and legends; and political science, which focuses on the sometimes troubled continent. Selected aspects of material culture, art history and other disciplines will also be incorporated. Meets Part III of the GECC.

HUM-3115 Native American Worldview and Spirituality

3 credits

Prerequisite: None.

This disciplinary integration course will examine the world view of North America's aboriginal peoples from the disciplinary perspectives of comparative theology, anthropology, literature, and material culture (museum) studies. The geographic area covered in the course includes the Subarctic to the Southwest. The Euro-American stereotype of the Native American world view as circles and sweat-lodges denies the wonderful diversity and

depth of First Nations philosophy. To see how spirit is woven through every aspect of First Nation material and political life, students will examine stories, decorative arts and ethnohistory. We will also critically examine the component disciplines from a First Nations perspective, including the contentious issues of reburial and repatriation of sacred goods, Euro-American copyrighting of First Nations text, and New Age threats to First Nations spiritual sovereignty. *Meets Part III of the GECC.*

HUM-3120 The Abenaki and Their Neighbors

3 credits

Prerequisite: None.

This course will focus upon the Abenaki experience in Northeastern North America, using three distinct Euro-American perspectives: historical ethnography, with its interdisciplinary emphasis on Abenaki culture; Abenaki literature/myth emphasizing oral and written traditions as well as myth and legends; political science, which focuses on the sometimes troubled relations between the Abenaki Peoples and Euro-American inhabitants of our continent. *Meets Part III of the GECC.*

HUM-3125 Religions of the World

3 credits

Prerequisite: None.

This course offers a comprehensive study that will include introductions and analyses from numerous fields of knowledge. The three western religions of Judaism, Christianity and Islam, plus animism and polytheism in Asia, Africa, Latin America and the Pacific Islands will be covered in the first half of the semester. The other great eastern religions of the Hindus, Buddhists, the great philosophy of the Confucianists, plus the relatively small religions of the Shintos, Taoists, Jainists, Sikhs, etc., will be covered in the second half of the semester. The geography, economics, and politics of the regions, as they relate to each religion, will be covered. Particular attention will be paid to the inequities and the discontent across the

centuries and under various dynasties.
Meets Part III of the GECC.

HUM-3150 People and Cultures of the Middle East and North Africa
3 credits

Prerequisite: None.

This course encompasses the religions, history, and politics of these two regions, as well as general aspects of their cultures. We shall begin by studying the various histories of the Israelis, Arabs, Turks and Iranians. Then we will study the religions of Judaism, Eastern Christianity, and Islam, and various aspects of their cultures, such as food and holidays. Briefly we shall study the political aspects of the Arab-Israeli dilemma, as well as socialism and capitalism in the Middle East and North Africa. *Meets Part III of the GECC.*

HUM-3160 African Culture
3 credits

Prerequisite: None.

This course focuses on Africa's culture, history, economics, geography, politics, and religion, as well as the way the continent is interfacing with the modern world. The course will begin with a survey of Africa's history and then progress to discussion of other aspects of Africa. *Meets Part III of the GECC.*

HUM-3170 Popular Culture in America
3 credits

Prerequisite: None.

A consideration of the forms and functions of American popular fiction as reflectors and determinants of popular culture. Westerns, detective thrillers and sentimental romances are examined. *Meets Part III of the GECC.*

HUM-3310 Cultures Through Cuisine
3 credits

Prerequisite: None.

Brillat-Savarin, the famous 19th-century French writer and epicurean, said that if you told him what a man ate, he could tell you who he was. While perhaps less true today than when he spoke almost two

centuries ago, the culinary habits of people still tell us a lot about who they are, where they come from, and what they believe. In this course, we study the distinctive foodways of three societies while examining as well some of the globalizing forces which influence how everyone everywhere (especially in the United States) eats (or doesn't eat) in the modern world. *Meets Part III of the GECC.*

Interdisciplinary Courses (INT)

INT-2910/4910 Independent Study in INT.

1-12 credits

INT-3010 Natural Landscapes and Literature

3 credits

Prerequisite: Upper-division status, and completion of parts I and II of the General Education Core Curriculum (GECC). An interdisciplinary focus on nature preserves, national parks, and wilderness areas and on ways that people's conceptions of these natural environments have changed over time. Students will examine how writers, environmentalist, and naturalists describe these "ideal landscapes;" how they define their relationships to the land; and what they say people can do, as individuals and as members of groups, to protect the integrity of the natural environment and guarantee our access to it now and in the future. *Meets Part III of the GECC.*

INT-3045 The Bible: History, Literature, Spirituality

3 credits

Prerequisite: None.

The course is a group inquiry into the meanings and historical/cultural contexts of several books of the Old and New Testaments. Genesis, Exodus, Psalms, Job, The Gospel of Mark, and The Gospel of Matthew will be particularly emphasized. Texts which have been considered sacred carry a special charge. You should be

prepared to be open to learning, discussing, and arguing with classmates, as well as with the teacher. You will be asked to examine the gist and implications of concepts such as monotheism, the Chosen People, righteousness and its rewards, the Messiah, the Kingdom of God, forgiveness, the Day of Judgment, and, through discussion and a variety of mostly short writing assignments, to close the gap between what you read and yourself. *Meets Part III of the GECC.*

INT-3130 Compassion and You: An Introduction to Mahayana Buddhism
3 credits

Prerequisite: None.

Over centuries, since the inception of Buddhism, many different schools of Buddhism have developed. This course examines Mahayana Buddhism and its presentation of Buddhist philosophy and psychology. Unlike other spiritual traditions, Buddhism is a synthesis of philosophy, psychology and spirituality. Close examination of two of the greatest Buddhist literary works will be the focal point during this course to help lay the foundation for a clear understanding of Mahayana Buddhist thought. Students will explore Buddhist art, music, philosophy and meditation to enhance a full understanding of Buddhist practice and theory. *Meets Part III of the GECC.*

INT-3150 Gödel, Escher, Bach: An Eternal Golden Braid
3 credits

Prerequisite: Junior or senior standing and completion of GECC math.

An examination of the beautiful underlying relationships between logic, art and music, along with other treasures of western thought and culture. Students will read major portions of Douglas Hofstadter's book of the same name. *Meets Part III of the GECC.* (Fall semester, even years)

INT-3210 The Holocaust: An Interdisciplinary Approach
3 credits

Prerequisite: None.

This upper-level course, uses analytical frameworks drawn from history, political science, literary criticism, psychology, sociology, philosophy and religious studies to explore the dimensions of the Holocaust (1933-1945) and to assess its lasting impact. *Meets Part III of the GECC.*

INT-4610 Senior Seminar in Liberal Arts
3 credits

Prerequisite: Senior standing as a Liberal Arts major.

The Senior Seminar in Liberal Arts is a culminating learning experience for students seeking the B.A. in Liberal Arts. It is a chance for students to push the learning that they have acquired to a deeper level, to explore more deeply and broadly the connections that they may have encountered in earlier course work, and to share their learning with other students. Students develop a major project that demonstrates knowledge, connections, and integration of learning in their chosen domains of study.

INT-4710 Special Topics in INT
3 credits

INT-4730 Topical Seminar: Peace and War
3 credits

Prerequisite: Upper-division status, and completion of parts I and II of the General Education Core Curriculum (GECC). An interdisciplinary inquiry into the roots of violence and nonviolence, this course will make use of historical, psychological, biological, and spiritual perspectives. Many of the questions we will address will have individual as well as societal and cultural resonance. Among them are: Why have wars been so prevalent and powerfully appealing in human history? Is peace just the absence of war or is it something more? What are the cognitive and emotional foundations for the expression of peace and harmony as compared with conflict? Specific areas of focus will include World War I, Gandhi in South Africa and India, and World War II. *Meets Part III of the GECC.*

Mathematics Courses (MAT)

MAT-0410 Fundamentals of Algebra **3 credits**

Prerequisite: PLM-0001.

This course provides basic mathematical literacy and competence in solving problems involving operations with the real numbers and elementary algebra. The instruction includes such topics as basic operations, algebraic expressions, equations, inequalities, problem solving, percentages, graphing, polynomials, and factoring. The course provides 3 credits on the transcript, but these may not be counted toward the 120 credits required for graduation.

MAT-1020 Intermediate Algebra **3 credits**

Prerequisite: PLM-0003.

This course offers a review of the fundamental concepts of algebra and an introduction to functions. The instruction includes such topics as exponents, radicals, inequalities, absolute value, scientific notation, variation, factoring, linear and quadratic equations, systems of equations, functions and graphs. This course prepares students for the study of pre-calculus. *Meets Part I.B. of the GECC.* (Shared course in VSC)

MAT-1070 Mathematics in our Culture **3 credits**

Prerequisite: PLM-0003.

In this course students do extensive problem-solving in groups, studying problems from a variety of areas, develop their skills at writing about mathematical ideas and problems and concepts, and research the lives and contributions of famous mathematicians. This is all done in a "user-friendly" environment which emphasizes the development of individual strengths and skills and reduces math anxiety. Topics include: the uses and limitations of inductive and deductive reasoning; different types of number sequences and their uses; the basic concepts of functions and graphing and the use of

the TI-83 graphing calculator; and types of symmetry, culminating in a study of mathematical mosaics and regular and semi-regular polyhedra. *For students with a documented learning disability in mathematics, MAT-1070 may count as one of the two courses in mathematics required under the Fundamental Skills component of the GECC. (Offered as circumstances warrant.)*

MAT-1080 Introduction to Quantitative Reasoning **3 credits**

Prerequisite: PLM-0003.

This course is intended to expand students' abilities to apply mathematics and logical reasoning in everyday life. Topics will include reading and interpreting graphs and tables, descriptive statistics, math of finance, estimation, and others. *Meets Part I.B. of the GECC.*

MAT-1090 FYS: Mathematical Puzzles Through History **3 credits**

Prerequisite: Open to freshmen only.

Mathematics is a discipline about thinking; to a large extent, it is not about "numbers" at all. It is an art form that has a rich history stretching literally thousands of years; a history not only of solving puzzles, but of deciding which puzzles were worth the attention of the many scholars who attempted to solve them. This course seeks to examine some of the greatest "puzzles" of mathematics while putting them into a historical context. We will study some of the greatest mathematical ideas put forth by the human mind. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC. (Offered as circumstances warrant.)*

MAT-1221 Finite Mathematics **3 credits**

Prerequisite: PLM-0003.

This problem-solving course will focus on applications in business, finance, the social sciences, and human services. Topics may include set theory and symbolic logic, linear systems and programming, coordinate systems and graphic techniques,

elementary matrix operations, probability, and math of finance. *Meets Part I.B. of the GECC.* (Shared course in VSC)

MAT-1320 Pre-Calculus

3 credits

Prerequisite: MAT-1020 or PLM-0004.
A study of the functions used in calculus, including the exponential, logarithmic and trigonometric functions. *Meets Part I.B. of the GECC.* (Shared course in VSC)

MAT-1531 Calculus I

4 credits

Prerequisite: MAT-1320 or PLM-0005.
A review of analytical geometry and introduction to the calculus of one variable. Topics include limits, derivatives of algebraic and transcendental functions, rates of change, optimization, curve sketching, elements of integration of algebraic and transcendental functions, area, volume, and practical applications in many fields. *Meets Part I.B. of the GECC.* (Shared course in VSC)

MAT-2030 Probability and Statistics

3 credits

Prerequisite: PLM-0003.
This course, an introduction to the basic ideas and techniques of probability and statistics, is designed to prepare students to interpret quantitative information. Topics to be covered include descriptive statistics, probability, probability distributions and the normal distribution, and an introduction to inferential statistics, including estimation and hypothesis testing. *Meets Part I.B. of the GECC.*

MAT-2140 Modeling the

Environment

3 credits

Prerequisite: MAT-1320 or PLM-0005.
A first course in mathematical modeling, this course enables students to become proficient at applying some of the simpler mathematical models to practical situations. This course focuses on modeling interesting and important environmental problems, and includes models for business and finance and other areas. Students will acquire a working knowledge of the STELLA

simulation programs. *Meets Part I.B. of the GECC.* (Spring semester only)

MAT-2532 Calculus II

4 credits

Prerequisite: MAT-1531.
A continuation of MAT-1531. Includes techniques and applications of integration, indeterminate forms and improper integrals, sequences and series. (Fall semester only) (Shared course in VSC)

MAT-2533 Calculus III

4 credits

Prerequisite: MAT-2532.
A continuation of MAT-2532. Topics include the calculus of vector-valued functions, tangent vectors, velocity and applications, functions of several variables, partial derivatives, directional derivatives and gradients, extreme values and applications, and multiple integration. Additional topics may include line and surface integrals, parametric surfaces, and the theorems of Gauss, Green, and Stokes. (Spring semester, even years) (Counted as upper level in the major) (Shared course in VSC)

MAT-2810/4810 Internship in

Mathematics

1-12 credits

(Shared course in VSC)

MAT-2910/4910 Independent Study

in Mathematics

1-12 credits

MAT-3210 Linear Algebra

3 credits

Prerequisite: MAT-1531.
An introduction to linear algebra. Topics include: matrices, determinants, systems of linear equations, vector spaces, linear transformations, applications of linear algebra, eigenvalues, and eigenvectors. (Fall semester only) (Shared course in VSC)

MAT-3240 Probability Theory with Statistics

3 credits

Prerequisite: MAT-2030 and MAT-2532.
An introduction to probability theory for students with a background in calculus. Topics to be covered will include sample spaces, permutations and combinations, discrete and continuous random variables, probability density functions, the binomial distribution, the normal distribution and its use in approximating the binomial, curve fitting by least squares, and with numerous applications. (Fall semester, even years)

MAT-3310 Differential Equations

3 credits

Prerequisite: MAT-2532 or permission of the instructor.
A study of first- and second-order ordinary differential equations, many of their applications, and related topics. (Fall semester, odd years) (Shared course in VSC)

MAT-4130 Abstract Algebra

3 credits

Prerequisite: MAT-3210 or permission of the instructor. Strongly Recommended: MAT-2532.
This course introduces the fundamental concepts of groups, rings, and fields. (Spring semester, odd years) (Shared course in VSC)

MAT-4140 Geometry

3 credits

Prerequisite: MAT-3210 or permission of the instructor. Strongly Recommended: MAT-2532.
The foundations of Euclidean geometry and an introduction to hyperbolic and Riemannian geometry. The historical and philosophical implications of the discovery of non-Euclidean geometry are examined. Topics may include the contributions of Gauss, Hilbert, Saccheri, Bolyai, Lobachevsky, and others. (Spring semester, even years) (Shared course in VSC)

MAT-4710 Special Topics in Mathematics

3 credits

Prerequisite: MAT-2532 and MAT-3210, or permission of the instructor.
This course is offered to advanced students as circumstances warrant. Topics are identified based on student and faculty interests. (Shared course in VSC)

MAT-4930 Senior Project in Mathematics

3 credits

Prerequisite: Senior standing, prior completion of the core assessment examination, and at least 9 credits of approved electives for the mathematics degree.
This course is intended to give students the opportunity to engage in a significant capstone project in mathematics, allowing them to demonstrate the mathematical maturity they have attained from their work in the field. Each student's project proposal will require advance approval by the Mathematics Department and will culminate in a presentation to members of the mathematics faculty and other interested parties. All degree candidates in mathematics will be required to complete this experience satisfactorily.

Music Courses (MUS)

MUS-1015 Meet the Masters

3 credits

Prerequisite: None.
The goal of this course is to demystify and make accessible the world of classical music. We will develop some basic ideas and terminology with which we can discuss and share ideas about music. We will listen to the music in the context of the lives of the various composers and will use the above ideas and terminology to develop listening skills that will enable us to understand and, consequently, to appreciate and enjoy what we are hearing. *Meets Part II.A.3. of the GECC.*

MUS-1030 Music Fundamentals**3 credits**

Prerequisite: None.

This is a course for beginning students interested in learning how to read and write music. Includes basic writing skills such as staff notation (pitch, rhythm, dynamic markings), and basic reading, ear training, and listening skills. *Meets Part II.A.3. of the GECC.*

(Shared course in VSC)

MUS-1050 Elementary Piano Class**2 credits**

Prerequisite: None.

Students in this class learn basic keyboard techniques through group instruction. The fundamentals of musical theory and structure and fundamental keyboard harmony are also stressed. No prior instruction required. May be repeated for credit.

MUS-1051 Keyboard Harmony I**1 credit**

Prerequisite: None. *Required concurrent enrollment with MUS-1061 & MUS-1231. This first semester of a four-semester sequence reinforces the student's understanding of theoretical concepts by requiring that they be applied to the keyboard.

MUS-1052 Keyboard Harmony II**1 credit**

Prerequisite: MUS-1051 or permission of instructor. *Required concurrent enrollment with MUS-1062 & MUS-1232. This second semester of a four-semester sequence reinforces the student's understanding of theoretical concepts by requiring that they be applied to the keyboard.

MUS-1061 Ear Training I**1 credit**

Prerequisite: None. *Required concurrent enrollment with MUS-1051 & MUS-1231. This first semester of a four-semester sequence is aimed at developing and establishing skills in interval recognition,

sight singing, solfege, and rhythmic, melodic, and harmonic dictation.

MUS-1062 Ear Training II**1 credit**

Prerequisite: MUS-1061 or permission of instructor. *Required concurrent enrollment with MUS-1052 & MUS-1232. This second semester of a four-semester sequence is aimed at developing and establishing skills in interval recognition, sight singing, solfege, and rhythmic, melodic, and harmonic dictation.

MUS-1120 Applied Music Lessons**1 credit**

Prerequisite: Prior experience and ability to read music.

A one-half hour, intensive private study in music through the performance of advanced concert repertoire. (*Students taking applied lessons will automatically be registered for a 0-credit applied music lesson lab. See MUS-1120L.*) (Shared course in VSC)

MUS-1120L Applied Music Lesson Lab
0 credits

Prerequisite: None.

This is a performance lab extension for all levels and sections of applied music lessons. The performance lab is designed to help students develop solo and small ensemble performance skills leading up to the end of the semester jury and final senior recital. The performance lab also gives students the opportunity to share their music with one another and to offer a community supporting the technical growth of the individual performing musicians. (*Music majors are automatically enrolled in this lab for 0 credits each semester that they register for applied lessons until they complete the required lessons for their major.*)

MUS-1231 Music Theory I**3 credits**

Prerequisite: MUS-1030 or permission of instructor. *Required concurrent enrollment with MUS-1051 & MUS-1061. Music Theory I is an intermediate theory course designed for music majors who already have a grasp of music

fundamentals. The course includes form and analysis, and four-part harmony and voice leading. This course is a prerequisite for advanced classical or jazz/contemporary theory.

MUS-1232 Music Theory II
3 credits

Prerequisite: MUS-1231 or permission of instructor. *Required concurrent enrollment with MUS-1052 & MUS-1062. Music Theory II is a continuation of Music Theory I, with continued study of non-harmonic tones, figured bass and the musical.

MUS-2013 Jazz/Contemporary Music Theory III
3 credits

Prerequisite: MUS-1231 and MUS-1232 or permission of instructor. *Required concurrent enrollment with MUS-2111 & MUS-2211. Following two semesters of traditional music theory, students who choose to study jazz/contemporary theory will build from the traditional foundation of music theory but will focus on advanced aspects of the jazz/contemporary idiom. Emphasis is placed on the use of standard notation combined with chord symbols in a "lead sheet" format. Composition will be a core ingredient of the course. This will allow the analysis of melody, harmony, rhythm, form and sound to be explored in a personal and creative way. Several techniques for jazz/contemporary composition will be covered in addition to the study of many classic jazz/contemporary performers.

MUS-2014 Jazz/Contemporary Music Theory IV
3 credits

Prerequisite: MUS-2013 or permission of instructor. *Required concurrent enrollment with MUS-2112 & MUS-2212. This is a continuation of Jazz/Contemporary Music Theory III.

MUS-2023 Ear Training III
1 credit

Prerequisite: MUS-1062 or permission of instructor. *Required concurrent enrollment with MUS-2053 & MUS-2313. This is a continuation of Ear Training II and continues the development and establishment of skills in interval recognition, sight singing, solfege, and rhythmic, melodic, and harmonic dictation.

MUS-2024 Ear Training IV
1 credit

Prerequisite: MUS-2023 or permission of instructor. *Required concurrent enrollment with MUS-2054 & MUS-2314. This is a continuation of Ear Training III.

MUS-2040 Foreign Language Diction
2 credits

Prerequisite: None. This course is designed to provide students with the necessary tools to facilitate the pronunciation of all of the Indo-European languages encountered in the field of vocal music. Students will be introduced to the symbols that comprise the International Phonetic Alphabet (IPA) and will then systematically apply these in the transliteration of texts.

MUS-2053 Keyboard Harmony III
1 credit

Prerequisite: MUS-1052 or permission of instructor. *Required concurrent enrollment in MUS-2023 & MUS-2313. This is a continuation of Keyboard Harmony II.

MUS-2054 Keyboard Harmony IV
1 credit

Prerequisite: MUS-2053 or permission of instructor. *Required concurrent enrollment in MUS-2024 & MUS-2314. This is a continuation of Keyboard Harmony III.

MUS-2080 Songwriting I
2 credits

Prerequisite: Sophomore standing or permission of instructor.

Through studying the techniques that proven songwriters use, students will learn the fundamentals in the art of songwriting. Class discussions and projects will focus on jazz standards, rock and roll, blues and popular songs of today. Artists such as the Beatles will be examined to see what makes a song a hit. Each student will have a final project that will include a recording of their original composition to be recorded in conjunction with the recording studio at Johnson State College. Other topics will include: publishing your works, copywriting your works, and how to make a professional promotion kit for your music.

MUS-2120 String Instrument Teaching Methods

2 credits

Prerequisite: MUS-1231 or concurrent enrollment.

Basic techniques of violin, viola, cello and double bass. Selection and presentation of teaching materials. (Shared course in VSC)

MUS-2160 Introduction to Technology in Music

2 credits

Prerequisite: None.

This course introduces students to the new music technologies by surveying software applications for music composition, orchestration, recording, etc. Topics include music synthesis, MIDI, and sequencing. Hands-on experience. (Shared course in VSC)

MUS-2211 Jazz/Contemporary Keyboard III

1 credit

Prerequisite: MUS-1052 or permission of instructor. *Required concurrent enrollment with MUS-2013 & MUS-2111. Coinciding with Jazz Theory, this third semester of a four-semester sequence course will give each student a basic foundation in the application of jazz/contemporary theory to the keyboard. Harmonic concepts such as chord construction, diatonic progressions, chord/scale relationships, song structure, etc., will be among the subjects covered. Emphasis will be on

developing accompaniment skills in the jazz/contemporary style. Interpretation of chord symbols from the "lead sheet" format will enable students to more fully understand jazz harmony and to have the ability to accompany other musicians, students, etc.

MUS-2212 Jazz/Contemporary Keyboard IV

1 credit

Prerequisite: MUS-2211 or permission of instructor. *Required concurrent enrollment with MUS-2014 & MUS-2112. This is a continuation of Jazz/Contemporary Keyboard III.

MUS-2220 Music Ensemble 0, .5, or 1 credit

Prerequisite: None.

Ensembles include: Chorale, Chamber Singers* (must be concurrently enrolled in Concert Chorale), Percussion Ensemble, Concert Band, String Ensemble, Jazz Ensemble, Afro-Cuban Ensemble, Funk Fusion Ensemble, and Guitar Ensemble. (Shared course in VSC)

MUS-2231 Studio Recording I

3 credits

Prerequisite: MUS-2160 or permission of the instructor. This course offers students a hands-on opportunity to explore the exciting world of multi-track recording. Topics include studio setup, use of the equipment in the recording studio, over-dubbing, mixing and general producing concepts.

MUS-2250 Introduction to Music Education

3 credits

Prerequisite: None.

This introductory course in Music Education is intended to provide historical, philosophical, and practical foundations for the teaching of music. Initial exposure to the methods, tools, language, and literature of the professional music education will be reviewed to help the student explore and confirm his or her decision to enter the field. Students will

become collegiate members of the professional organization "MENC," read articles in its professional journal, and attend the annual Vermont Music Educators Conference. Field observations in area schools will provide real world examples of public school music instruction. (Fall semesters, every other year)

MUS-2310 Jazz Improvisation
3 credits

Prerequisite: MUS-1231, 1232, or permission of the instructor. Should be taken concurrently with or after MUS-2313, 2314.

Topics explored in this course include scale/chord relationships, nomenclature, ear training, and analysis performance of common jazz/commercial forms and devices.

MUS-2313 Music Theory III
3 credits

Prerequisite: MUS-1232 or permission of instructor. *Required concurrent enrollment with MUS-2023 & MUS-2053. Advanced music theory for music majors. Classical studies of advanced form and analysis including baroque, classical, romantic, and 20th-century forms. (Shared course in VSC.)

MUS-2314 Music Theory IV
3 credits

Prerequisite: MUS-2313 or permission of instructor. *Required concurrent enrollment with MUS-2024 & MUS-2054. This is a continuation of Music Theory III.

MUS-2330 Elementary Voice Class
3 credits

Prerequisite: None.
This course is designed for the beginning vocal student wishing to improve his or her voice. Proper vocal technique is employed along with an introduction to beginning vocal literature. The anatomy of the vocal mechanism is discussed.

MUS-2350/4010 Music Theater Production
3 credits

Prerequisite: None.

This course is designed to give students a complete experience preparing for a performance of either a full book musical or a musical theater revue. Meetings will be scheduled from two to four times per week; students will be guided through the process of exploring and creating a character through the medium of singing. Emphasis will be placed on the differences between the rigors of moving from speech to song and vice versa that are presented by the musical theater medium. Students will also learn how to work in cooperation with on-stage colleagues, musicians and crew. In addition, they will learn how to care for their general and vocal health during the critical pre- and mid-production periods. In addition, the cast will study the particular attributes of each show or shows being performed, vis-a-vis political and social/historical context as well as any significant literary connections or foundations.

MUS-2361 Instrumental Techniques I
3 credits

Prerequisite: MUS-2250.

This course is designed to prepare music education students to teach woodwind instruments to beginning and intermediate-level students. Techniques for successful beginning woodwind instruction and performance are studied, along with instructional planning procedures, and resource materials. Students' teaching and playing competencies will be centered on the flute, clarinet, and saxophone. Students will also become familiar with the oboe and bassoon.

MUS-2362 Instrumental Techniques II
3 credits

Prerequisite: MUS-2361.

Instrumental Techniques II picks up where Instrumental Techniques I leaves off and

should be taken sequentially. This course is designed to prepare music education students to teach brass and percussion instruments to beginning and intermediate-level students. Techniques for successful beginning brass and percussion instruction and performance are studied, along with instructional planning procedures and resource materials. Students' teaching and playing competencies will be centered on the trumpet, French horn, trombone, euphonium, tuba, and snare drum as well as many other percussion instruments including bass drum, timpani, cymbals, band and orchestra auxiliary percussion and Latin/African hand percussion.

**MUS-2810/4810 Internship in Music
1-12 credits**

Prerequisite: None.
(Shared course in VSC)

**MUS-2910/4910 Independent Study
in Music
1-12 credits**

**MUS-3031 History of Western Music I
3 credits**

Prerequisite: MUS-1231, 1232 or the equivalent.
A detailed survey of the art of music, covering the history of musical styles through the study of composers, their works and pertinent historical relationships. Periods include the origins of music, Greek music systems and thought, church liturgy, and Medieval, Renaissance, Baroque, Rococo, pre-classical and classical music.

**MUS-3032 History of Western Music II
3 credits**

Prerequisite: MUS-1231, 1232 or the equivalent.
A detailed survey of the art of music from the Romantic Period to the present, including Impressionism, Atonalism, Verism, "Neoclassicism," Expressionism, serial music, aleatory music, electronic techniques and the influence of folk and popular music. The course covers the study

of composers, their works and pertinent historical relationships.

**MUS-3040 Jazz in America
3 credits**

Prerequisite: None.
This course combines a look at the historical development of jazz in America (including a stylistic examination of such major figures as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and John Coltrane) with a discussion of various critical issues pertaining to its evolution and how it expresses and illuminates aspects of American history and culture. Students will sharpen their appreciation and understanding of historically important styles of jazz and develop an awareness of how the music and its performers have contributed to and reflected America's ongoing social and cultural development. *Meets Part III of the GECC.*

**MUS-3050 The Social History of Rock
and Roll
3 credits**

Prerequisite: None.
An interdisciplinary study of the evolution of rock music from 1950 to the present, with attention to the social climate of this period. Social issues examined include rock 'n' roll and racism, the hippie culture, technological advances, economic forces and the political climate. Students study a specific rock style as a field project. Open to all students; previous background or experience in musical study and performance is not required. *Meets Part III of the GECC.*

**MUS-3060 Vocal Pedagogy K-12
2 credits**

Prerequisite: None.
Students in the course will receive a thorough grounding in the structure and function of the vocal mechanism, combined with a survey of the standard pedagogical approaches to healthy phonation and singing technique. Special emphasis will be given to the particular psychological and technical problems

manifested by children in various stages of development. The net gain from this course will be the ability to deal more effectively and efficiently with young voices, resulting in a significant improvement in the sound of one's choral ensembles.

MUS-3080 Choral Literature
2 credits

Prerequisite: Permission of instructor. The study and performance of choral literature written for vocal ensembles of all sizes. Literature studied spans all historical periods and styles from the early Renaissance through the 20th century. May be repeated for credit.

MUS-3130 Composition
3 credits

Prerequisite: MUS-1231, 1232 or equivalent. Students learn to write in styles from Baroque to Contemporary. During the latter part of the class, the development of personal style is stressed, and students often meet with the instructor on a one-to-one basis.

MUS-3140 Jazz Arranging
3 credits

Prerequisite: MUS-1231, 1232, 2013, 2014 or permission of the instructor. A study of techniques in writing for the common instruments found in a band. Emphasis is on the trumpet, trombone, saxophone and rhythm section instruments. Students learn the correct notation for each of the above. Other topics include music copying, two-part writing, and arranging for the small combo. Written arrangements are required.

MUS-3160 Elementary School Music
Methods
3 credits

Prerequisite: None. A survey of teaching methods for music in the elementary school classroom through singing, playing, movement and listening experiences. Emphasis on the child's voice and on the development of creative educational materials. Students also learn about special instructional techniques,

including the Orff, Kodaly and Delcroze methods.

MUS-3210 Secondary School Music
Methods
3 credits

Prerequisite: None. Emphasis in the course is on vocal and instrumental music in the secondary schools, organization and rehearsal techniques. General music classes and musical theater also receive attention.

MUS-3215 Music Technology for the Classroom
3 credits

Prerequisites: MUS-1231, MUS-1232. Wonderful opportunities exist for using music and technology in many classroom settings: elementary, middle school, special services, general music, chorus, and instrumental music. This course will explore some of the tools that are available in music composition, computer assisted instruction, music keyboards, multimedia and presentation formats. The course is designed to meet the needs of a variety of individuals with varied backgrounds and abilities in music.

MUS-3220 History of Blues
3 credits

Prerequisite: None. This course traces the history and development of blues from African origins through the rural blues of Mississippi, the East Coast and Texas to the electric blues of Chicago, the blues revival of the 1960's and modern blues today. A close examination of the music itself, the people who make it, the rural and urban social contexts that have supported it, the mutual influence and interconnection of blues and rock-and-roll, and the relationship of blues to African-American history and culture. *Meets Part III of the GECC.*

MUS-3230 Survey of American Musical Theater

3 credits

Prerequisite: None.

This course will follow the development of the American (Broadway) musical from its roots in the musical revue and operetta at the beginning of this century to its full flowering in the 1940's and onward.

Primary emphasis will be given to the works of the major creators of the genre.

MUS-3240 Applied Music Lessons

2 credits

Prerequisite: MUS-1120 or equivalent.

Permission of the instructor required.

A study of techniques and literature in the music performance media. One hour per week. *(Students taking applied lessons will automatically be registered for a 0-credit applied music lesson lab. See MUS-1120L.)*

MUS-3260 Music Theater Workshop

3 credits

Prerequisite: THA-1041, THA-2122, and 2 credits of applied voice lessons.

Music Theater Workshop serves as a conduit for the synthesis of acting, singing, and dance in the musical theater idiom.

Through small scene and solo work, students receive personalized attention and focus on their individual growth. Through self-evaluations, peer-evaluation, and instructor comments, students grow as musical theater performers. Scene and solo work are tailored to the level of the individual student. This process allows the individual performer to evolve. The course includes a musical revue prepared and produced entirely by members of the course. Additionally, special topics are covered that are specific to the musical theater profession, and guest speakers and artists are invited to reinforce concepts being taught in the curriculum. (Fall semesters)

MUS-3270 Choral Music Methods I

3 credits

Prerequisite: None.

This course is designed for music majors planning to attain licensure in PK-12 music

certification. Emphasis will be centered around philosophies, literature, methods of teaching, vocal development and the adolescent (changing voice), and additional topics specific to the middle school choral program (grades 5-8). (Fall semesters)

MUS-3271 Choral Music Methods II

3 credits

Prerequisite: MUS-3270.

This course is designed for music majors planning to attain PK-12 music licensure in Vermont. Emphasis will be centered around curriculum, literature, methods of teaching, vocal development, special ensembles and productions, and issues specific to the (9-12) high school choral program. (Spring semesters)

MUS-3272 Studio Recording II

3 credits

Prerequisite: MUS-2231.

A continuation of MUS-2231 at a more advanced level. Topics covered include continued research in analogue recording, as well as information required to work with the most recent technology in digital recording.

MUS-3310 Band Methods

2 credits

Prerequisite: MUS-2014 or MUS-2314, MUS-2250, MUS-2361, MUS-2362, and MUS-3401.

Band Methods familiarizes music education students with the requirements and responsibilities of teaching band in elementary, middle, and secondary schools. Students will focus on developing philosophical, theoretical, and practical methods of teaching instrumental music. Students will develop critical thinking skills pertinent to the instrumental education through a review of scholarly literature and discussion of current issues facing the instrumental music educator. Upon successful completion of Band Methods, students will be equipped to effectively manage instrumental music programs at the elementary, middle, and secondary levels.

MUS-3330 Worlds of Music**3 credits**

Prerequisite: None.

A survey course dealing with diverse styles and musical sounds found among the different cultures of the world, including Asian, African and Black American. Examples of the various forms and styles of music are presented both recorded and live by guest lecturers/performers. Students build simple non-Western musical instruments and study a specific musical culture as a field project. Open to all students; previous background or experience in musical study and performance is not required. *Meets Part III of the GECC.*

MUS-3350 Music of the Americas**3 credits**

Prerequisite: None.

This course will acquaint students with various styles of North and South American music, and place those styles in social and cultural perspective. The course will examine Brazilian, Reggae, Afro-Cuban, Cajun and Zydeco, the cultural elements that influenced their development and how each style has influenced American popular music.

MUS-3401 Conducting I**3 credits**

Prerequisite: None.

This course covers fundamentals of baton technique, score study and analysis, score reading, principles of interpretation, and rehearsal technique using representative works from choral and instrumental literature.

MUS-3402 Conducting II**3 credits**

Prerequisite: MUS-3401.

This course is a continuation of MUS-3401 with an emphasis on extensive refinement of techniques.

MUS-3710 Special Topics in Music**3 credits****MUS-4020 Final Production in Studio Recording****2 credits**

Prerequisite: MUS-1231, 1232, 2013, 2014, 2160, 2231, 3140, 3272.

Students will design individual projects that combine various skills in composition, performance, engineering and production. The project will culminate in the production of a professional quality compact disk recording containing each student's proposed musical format.

MUS-4030 Applied Music Lessons**3 credits**

Prerequisite: MUS-1120.

One and a half hours per week. (*Students taking applied lessons will automatically be registered for a 0-credit applied music lesson lab. See MUS-1120L.*)

MUS-4420 Seminar in Professional Preparation for Music Education**2 credits**

Prerequisite: MUS-2250, MUS-2101, MUS-2102, MUS-3310 Band Methods, MUS-3270, MUS-3271, and MUS-3215 .

This course is designed as a pre-service forum for issues, experiences, problems, and questions that may arise during the student's student teaching internship. The course is designed as the final course in the music education sequence. Students will also complete their portfolio requirements in preparation for certification, assemble job application packets, and experience mock interviews. Students must be collegiate members of the professional organization "MENC," read articles in its professional journal, and attend the annual Vermont Music Educators Conference. Field observations in area schools are required.

MUS-4720 Senior Recital**2 credits**

Prerequisite: None.

A public presentation of representative works in student's primary applied area.

Fulfillment of all requirements outlined in the student handbook. Consent of department chairperson. (Shared course in VSC)

Outdoor Education and Recreation Courses (OER)

OER-1000 Introduction to Outdoor Education

4 credits

Prerequisite: Outdoor Education major or permission of instructor.

This course introduces students to the field of outdoor education through a variety of firsthand outdoor learning experiences in combination with classroom sessions. The course includes an introduction to historical and philosophical backgrounds of the field as well as career exploration. Integral to the course is participation in a range of adventure-based experiences, activities that emphasize an understanding and appreciation of the natural environment, and outdoor learning experiences integrating various curriculum content areas.

OER-1030 Outdoor Education Activities

.5 credits each

Prerequisite: None.

Snowshoeing

Cross-Country Skiing

Introduction to River Kayaking

Fly-fishing

OER-1050 Hiking and Camping

1 credit

Prerequisite: None.

In this course, students will be introduced to outdoor living and travel skills. Topics will include personal preparedness, equipment selection, camp craft skills, outdoor cooking, basic land navigation, trip planning, low-impact practices and safety. This course includes a multi-day trip.

OER-1060 Ropes Course

1 credit

Prerequisite: None.

In this class, students will have an opportunity to experience group-initiative problems, trust-building activities, and low and high ropes-course challenges. Students will gain an understanding of how the ropes course is a valuable recreational, educational and developmental tool.

OER-1061 Backpacking

1 credit

Prerequisite: None.

This course is designed to introduce students to backpacking and to provide them with the skills and knowledge to safely participate in this recreational activity on their own. Topics will include personal preparedness, equipment selection, camp craft skills, trip planning, low-impact practices, outdoor living skills and safety. This course includes a multi-day trip.

OER-1070 Orienteering

1 credit

Prerequisite: None.

This course will include instruction in map and compass use for land navigation.

Through practical outdoor experiences, students will gain the skills and knowledge to participate in the recreational sport of orienteering and to aid them in wilderness travel.

OER-1131 Rock Climbing I

1 credit

Prerequisite: None.

This course is designed to introduce students to technical rock climbing. The instruction focuses on personal preparedness, equipment selection and use, knot-tying, belaying and rappelling techniques, climbing movement, safety practices, and ethics for climbing and the environment. (Shared course in VSC)

OER-1161 Whitewater Kayaking**1 credit**

Prerequisite: Introduction to River Kayaking (or equivalent kayaking experience and permission of instructor.) This course is designed to enable kayakers to negotiate the challenge of whitewater, focusing on equipment, river dynamics, and safety procedures. Students will be taught in controlled and off-campus locations.

OER-1162 Coastal Kayaking**1 credit**

Prerequisite: None. This course is designed as an introduction to recreational kayak touring. Course content will include physical preparation, equipment requirements, paddling and self-rescue skills, and minimum-impact techniques. It will focus primarily on the experience of lake touring and will include some exposure to technical skill development. Students will practice skills in the college pool and partake in an off-campus field trip.

OER-1165 Coastal Kayak Guide Training**2 credits**

Prerequisite: Kayaking experience is required. Recommended: OER-1161 and OER-1162. The Coastal Kayak Guide Training is an intensive, multi-day program designed to expose students to the skills required to instruct and lead groups in open water kayaking conditions. The training focuses on the development of personal paddling skills, instructional tactics, sea "person"-ship, rescues, leadership and decision making. The course is a blend of dry land presentations and on-water practical sessions; since the goal is to expose students to a variety of sea states, the schedule will be dynamic and the days will be long and more often than not, wet. The majority of on-water sessions will be scenario-driven and taught in the context of skills development tours, where students may function as the instructor/guide. Participants will have ample opportunity

for self assessment, instructor assessment, and peer assessment. In addition, students will be required to perform both written and practical skills assessments. The training may occur on inland bodies of water such as Lake Champlain, Vermont and/or on coastal waters. Students may have the opportunity to assess for nationally or internationally recognized paddlesport certifications.

OER-1170 Ice Climbing**1 credit**

Prerequisite: OER-1131 (or equivalent experience and permission of instructor). This course introduces students to technical ice climbing, focusing on personal preparedness for cold weather environments, equipment selection and use, low-impact practices and safety. Students will be taught in controlled and off-campus locations. (Shared course in VSC)

OER-2050 Rock Climbing Instructor**2 credits**

Prerequisite: OER-1131 and OER-2080 (or equivalent rock climbing experience and permission of instructor). This course serves as an introduction to the philosophy and principles of top rope climbing instruction. Emphasis will be placed on technical safety systems, site and participant management, and curriculum development. The intent of this course is to introduce students to the skills involved in basic top rope climbing programs found in camps, schools and outdoor centers. The in-the-field sessions will include bouldering, selection of equipment, anchor systems, rope management, climbing techniques and personal climbing experience.

OER-2060 Wilderness First Responder**4 credits**

Prerequisite: Not open to first-year students. This course prepares students to provide emergency medical care in remote areas involving prolonged patient care and severe environments. Certification

available upon successful completion of the course. (Shared course in VSC)

**OER-2062 Advanced Backpacking
2 credits**

Prerequisite: OER-1061 (or equivalent backpacking experience and permission of instructor).

This course is designed to provide students with the opportunity to enhance their backpacking skills and experiences, and to learn the intricacies of group leadership for backpacking. Topics will include route planning, equipment selection and care, meal and ration planning, group travel, decision-making, recognizing weather patterns, and group safety. The field session of this course may include greater challenges than those found in the introductory backpacking course due to weather conditions, length of trip and/or terrain.

**OER-2080 Advanced Rock Craft
2 credits**

Prerequisite: OER-1131.

This course is designed to give students a wider breadth of knowledge and experience in the rock-climbing arena. This class will provide field days in which students will participate in a progression of skill development that will allow students to experience and learn safe and efficient techniques for rock climbing from basic movement to advanced anchor construction.

**OER-2140 Ropes Course Leadership
2 credits**

Prerequisite: OER-1060 or permission of instructor.

This course prepares students to lead groups in team building challenges, focusing on selected initiative tasks, trust building exercises, and ropes course programming. (Shared course in VSC)

**OER-2810 Internship in Outdoor
Education
1-12 credits**

Prerequisite: Contract required.

This shared course may have different prerequisites at the other VSC colleges.

(Shared course in VSC)

**OER-2910/4910 Independent Study in
Outdoor Education
1-12 credits**

**OER-3010 Learning in the Outdoors
4 credits**

Prerequisite: PSY-2070 or permission of instructor.

This course involves the development and implementation of a program of outdoor education activities conducted for the sixth grade students of Grand Isle County at Camp Abnaki, North Hero, Vermont. Students develop instructional, recreational and counseling activities in various disciplines. Class preparation and planning sessions precede the week-long residential component. A fee is charged for food service and facility usage during the May program.

**OER-3020 Program Planning in
Outdoor Education
3 credits**

Prerequisite: Junior or senior standing.

Study of the principles for administering safe, high-quality outdoor education experiences, including program philosophy and goals, risk management and liability, fiscal administration and budgeting, organization, and leadership and program evaluation. This shared course may have different prerequisites at the other VSC colleges. (Shared course in VSC)

**OER-3070 Adventure Education
Theory and Practice
3 credits**

Prerequisite: Minimum of three outdoor education activity classes; junior or senior standing.

This course explores the nature of the adventure participant's experience from a variety of theoretical perspectives including risk-seeking, motivations, fear, optimal arousal, self-efficacy, attribution, expectancy and flow theory. Also explored are experiential education, leadership theories as applied to adventure education, and the ethics of adventure leadership.

Students will participate in role playing scenarios, simulations and field trips to better understand the functioning of these theories in practice.

OER-3150 Winter Expedition
3 credits

Prerequisite: Permission of instructor. This course is designed to develop the essential skills and knowledge associated with winter backcountry travel. Topics may include personal preparation; physical conditioning; equipment selection, use and care; backcountry touring and travel techniques; winter camping skills; shelter construction; thermoregulation and energy conservation techniques; snow science; avalanche assessment; route selection; trip planning; nutrition; and group management skills. Students will be expected to create an interdisciplinary aspect to the course by researching and presenting information on such topics as: geology, glaciology, mountain weather, cold weather injuries, ecology, etc. This course involves lecture and an extended expedition. Course topics, travel techniques and venue of the expedition may change annually.

OER-4030 Wilderness Leadership Techniques
4 credits

Prerequisite: OER-2060 (or equivalent), OER-2062, OER-3070; junior or senior standing. This course provides practical applications of advanced skills of trip planning, logistics, risk management, group leadership techniques, effective instruction, expedition behavior and low-impact wilderness travel and camping practices. The course will include an extended field experience. Modes of travel used on the trips (backpacking, canoeing, snowshoeing, ski touring, etc.) will be determined by the time of year the course is offered.

OER-4710 Special Topics in Outdoor Education and Recreation
3 credits

OER-4810 Internship in Outdoor Education

1-12 credits

Prerequisite: OER-3010, Junior or senior standing, 2.50 cumulative GPA, leadership documentation for Adventure Education and Wilderness Leadership majors only, and faculty recommendation. Contract required. This shared course may have different prerequisites at the other VSC colleges. (Shared course in VSC)

OER-4900 Research in Outdoor Education

3 credits

Prerequisite: MAT-2030, and junior or senior standing. This course consists of a survey of research in the field of outdoor education, giving students a perspective on past trends as well as contemporary research themes. The connections of theory with practice will be explored. Students will design and carry out a simple outdoor education research project of their own.

Philosophy Courses (PHI)

PHI-1010 Introduction to Philosophy
3 credits

Prerequisite: None. This course is a survey of some of major philosophical issues, including our knowledge of reality, the nature of the mind or self, the existence of God, the problem of evil, freedom and determinism, morality and the good life. *Meets Part II.A.1. of the GECC.* (Shared course in VSC)

PHI-1030 Introduction to Logic
3 credits

Prerequisite: None. This course is a study of the principles of good reasoning, including the nature of argument and inference, deductive and inductive reasoning, and informal fallacies. (Shared course in VSC)

PHI-1040 Introduction to Ethics
3 credits

Prerequisite: None.

This course introduces some of the major ethical theories about morally right action, the morally good person, and the just society. Such theories may include ethical absolutism, ethical relativism, ethical egoism, utilitarianism, formalism, and rights theory. Topics may be drawn from contemporary moral issues such as capital punishment, abortion, and euthanasia. Meets *Part II.A.1. of the GECC*. (Shared course in VSC)

PHI-2910/4910 Independent Study in Philosophy
1-12 credit

PHI-3150 Philosophy Through Literature
3 credits

Prerequisite: Two semesters of philosophy or literature.
Philosophical problems and world views, as presented in literature from Greek tragedies to contemporary novels, are surveyed in this course. Particular attention is given to historical, political and scientific events that formed and changed the concept of our place in the universe. *Meets Part III of the GECC*.

Physical Education Courses (PED)

PED-1010 Physical Education Activities
.5 credits each

Prerequisite: None.
Volleyball, Aerobics: Total Body Conditioning, Yoga, Water Aerobics, Weight Training (coed), Women's Weight Training, Martial Arts, Winter Sports Conditioning, Tennis, Spinning, Walk Your Way to Fitness, Burning with the Bar.

PED-1150 Foundations of Physical Education
3 credits

Prerequisite: None.
This course is designed to introduce students to the foundations of the profession of physical education. Students

will explore topics such as the historical and philosophical bases of physical education and related fields, the role and objectives of physical education and sport in our society, current trends and issues, career opportunities, and professional involvement. (Shared course in VSC.)

PED-2030 Educational Games, Dance and Gymnastics
2 credits

Prerequisite: None.
This course will introduce students to a variety of active games, dance and educational gymnastic experiences for children. Students will learn how to design, modify, present and evaluate these activities.

PED-2040 Team Sports
2 credits

Prerequisite: None.
This course will provide students with opportunities to analyze the similarities and differences among various team sports. Students will learn how to design, modify, present and evaluate a selection of team sports activities.

PED-2110 Individual, Dual and Lifetime Activities
2 credits

Prerequisite: None.
This course will introduce students to a variety of individual, dual and lifetime physical activities. Students will learn how to design, modify, present and evaluate these activities.

PED-2810 Internship in Elementary Physical Education
.5 credits

Corequisite: EDU-3311, contract required.

PED-2810 Internship in Physical Education for Exceptional Populations
.5 credits

Corequisite: EDU-2110, contract required.

PED-2910/4910 Independent Study in Physical Education
1-12 credits

PED-3120 Measurement and Evaluation
3 credits

Prerequisite: Pass QR Assessment or MAT 1080; and must be a PE licensure major or have instructor approval.

This course is designed to apply principles of measurement and evaluation to teaching physical education. A special emphasis will be placed on test construction, selection, and administration. Additionally, the student will be presented with various assessment tools in the psychomotor, cognitive, and affective domains used in physical education. (Shared course in the VSC.)

PED-3140 Methods of Teaching Secondary School Physical Education
4 credits (with lab)

Prerequisite: EDU-2365 and PED-1150 or permission of instructor.

Examines theory and implementation of the secondary physical education curriculum. Includes practical application in the field. This shared course may have different prerequisites at the other VSC colleges. (Shared course in VSC)

Physics Courses (PHY)

PHY-1041 Physics I
4 credits (with lab)

Prerequisite: PLM-0003, PLM-0004, PLM-0005, MAT-1020, or MAT-2532.

Provides students in engineering technology the basic principles of physics. *Meets Part II.B.2. of the GECC.* (Shared course in VSC)

PHY-1042 Physics II
4 credits (with lab)

Prerequisite: PHY-1041.

This is a continuation of PHY 1041 for electrical and computer engineering technology students. Emphasis is on understanding the basic physical principles as they relate to practical situations and semiconductor physics. *Meets Part II.B.2. of the GECC.* (Shared course in VSC)

PHY-2910/4910 Independent Study in Physics
1-12 credits

Political Science Courses (POS)

NOTE: Upper-level (3000/4000) courses in Political Science are offered on a rotating basis, generally every other year.

POS-1010 Introduction to Political Science
3 credits

Prerequisite: None.

A survey and analysis of modern political regimes, movements, parties, governmental organizations and the relations between social interests and authority and the values and processes of government. *Meets Part II.D. of the GECC.* (Shared course in VSC)

POS-1020 American Politics and Government
3 credits

Prerequisite: None.

Introduction to key topics and fundamental issues of American politics and government, including political parties, elections, interest groups, the authority and function of the various branches and levels of government, the rights of the individual and the pursuit of justice, equality, life, liberty and happiness. *Meets Part II.D. of the GECC.* (Shared course in VSC)

POS-1040 African-American History and Politics
3 credits

Prerequisite: None.

From slavery to emancipation, through civil rights movements and urban racial conflict, this course examines the cultural, economic and political dynamics of African-American life. Through books, films, essays and music, the course considers the contributions of Sojourner Truth, Dubois, Brentt, King, Malcolm X, Spike Lee, Toni Morrison and others.

**POS-2010 Observation of the
Legislative Process**
3 credits

Prerequisite: None.

This course gives students an opportunity to observe the legislative process, party caucuses, committee meetings and public hearings.

**POS-2050 International Economics
and Politics**
3 credits

Prerequisite: None.

This course examines fundamental contemporary global issues such as conflict and peace, resource and human crisis conditions, mechanisms of trade and transnational investment, shifting power balances, and problems of development. Designed to prepare students for further sophisticated investigation of international subjects, the course focuses on tools for analyzing the global vicissitudes that impinge on the lives of all citizens.

**POS-2110 State and Local
Government**
3 credits

Prerequisite: None.

This course provides a study of the principles and problems of American government at the state and local level. (Shared course in VSC)

**POS-2810/4810 Internship in
Political Science**
1-12 credits

**POS-2910/4910 Independent Study in
Political Science**
1-12 credits

**POS-3010 Survey of Western Political
Thought**
3 credits

Prerequisite: None

An examination of European/Asian views of the citizen, the state, law, justice, and the nature and use of power, plus an analysis of modern global doctrines on communism, democracy, fascism, internationalism, liberalism and Nazism.

(Fall semesters, odd years)

**POS-3030 Contemporary Political
Theory: Race, Class, and Gender**
3 credits

Prerequisite: None.

This course focuses on contemporary issues that relate to the dynamics of race, class and gender. Specific problems are examined to demonstrate that these categories must be studied in detail in order to understand our contemporary lives and the social, political and economic institutions that affect them.

(Spring semesters, even years)

POS-3040 The Politics of Gender
3 credits

Prerequisite: None.

This course explores the politics and philosophies of gender relationships. It examines the dynamic of power and the political forces that shape the relationships between men and women, women and women, and men and men. Of particular interest are the social institutions and activities that shape and express power relationships in everyday life.

**POS-3050 Environmental Ethics and
Politics**
3 credits

Prerequisite: None.

This course explores the relationships between our natural and human environments. How do our socio-economic concerns affect our ethical relationships within this total environment? How is our ethical understanding of ourselves related to our connection with nature? The class will consider a variety of issues and problems that seek to understand ecological limits and the moral obligations that need to be confronted. *Meets Part III of the GECC.*

POS-3060 Vermont Politics
3 credits

Prerequisite: None.

Vermont Politics examines the electoral and political party structures, partisan activities, interest groups, the role of the

media, and other timely issues. (Fall semesters, odd years) (Shared course in VSC)

POS-3070 Terrorism, Religion, and the Nation-State

3 credits

Prerequisite: None.

This course will offer a rapid background in the histories and theologies of Judaism, Christianity, Islam, and Hinduism – the four religions in the territories of which terrorism seems to be endemic and which regions (primarily the Middle East and India) have been divided into a myriad of artificial states. The instructor will explain the effect of reactions to the encroaching storm of modernity with its accompanying tidal waves of democracy and capitalism, and also give a brief explanation of the histories of the various nation states in the regions above. Different interpretations of "terrorism" will also be discussed. Is terrorism a tool and a weapon of war on par with guns and fighter-bombers? Is it anarchism? Nihilism? Cold-blooded murder? Is it a romantic throwback to some romantic notion of what some peoples' ancestors used to do? What exactly? The students and professor will debate together the effect of reactions to the encroaching storm of modernity with the accompanying tidal waves of capitalism, democracy, innumerable new religions sects and the loosening-up of the authoritarian patriarchal and moral systems. *Meets Part III of the GECC.*

POS-3130 Church State Separation: The First Amendment to the United States Constitution

3 credits

Prerequisite: None.

This course examines the history, theory, and application of the role of religion in forming and maintaining social values and governmental structure. The course focuses primarily on the American model of separation of church and state as the primary device that has both maintained a high sense of ethical values in public life and a high respect for divergent religious

beliefs and practices. The study focuses on the growth and interrelationship among religious beliefs, ethical ideals, and governmental structure as seen in western history and political philosophy leading to the creating and later interpretation of the First Amendment to the American Constitution. Student work from both primary and secondary sources including Plato, Sophocles, Aristotle, Moses, Jesus Christ, Augustine, Mohammad, Thomas Aquinas, Emanuel Kant, Friedrich Nietzsche, John Stuart Mill, John Rawls, Martin Luther King, Jr., and Teillard de Chardin, among others. Students will examine and test theories relative to the separation of church and state.

POS-3150 Campaigns and Elections

3 credits

Prerequisite: None.

Students examine activities of critical importance to elected officials and gain an understanding of the choices that face such officials in their dealings with the electorate. The way voters choose among candidates, factors which influence voter turnout, and campaign strategy and tactics are among topics discussed. Polls and surveys and the raising and spending of campaign funds also receive attention. Students are encouraged to work for the candidate of their choice.

POS-3160 Modern Politics Through Drama and Fiction

3 credits

Prerequisite: None.

This course provides an intensive reading of world literature dealing with systems of government, ideologies and the vicissitudes of political power. Each student prepares an interpretation of a political situation or problem based on a literary text (read by the entire class) and on individual research. Topics vary with each offering.

POS-3170 U.S. Constitutional Law

3 credits

Prerequisite: None.

This course examines Supreme Court decisions, constitutional law in the United

States, and the rights of state governments and of the individual. (Shared course in VSC)

POS-3210 Canadian Politics
3 credits

Prerequisite: None.

This course will examine the Canadian parliamentary system of government. The class will meet with members of Parliament, political leaders and representatives of the media.

POS-3220 Genocide: Inhumanity Across the Ages
3 credits

Prerequisite: None.

The study of the history and geographical background of, and the political, economic and religious motivations for, physical and cultural genocide. *Meets Part III of the GECC.*

POS-3230 Third World Politics
3 credits

Prerequisite: None.

Students explore the integration of life and ideology as exemplified by selected revolutionary figures of Africa, Asia and Third World America. Students are responsible for conveying to the class, in seminar style, their assessments of typical Third World leaders and thinkers, including conservative and revisionist figures.

POS-3270 Revolutions, Transformed Economics, and Social Change
3 credits

Prerequisite: None. Recommended: One POS or HIS course.

From 1688 to 1978 the world was wracked by a series of violent upheavals referred to as revolutions that affect our lives on a daily basis on every continent on the globe. From the English revolution in 1688, through the American in 1776 and the French in 1789, the Bolshevik in 1917, to that of Iran in 1978, the Christian and Muslim fundamentalist revolutionary movements in the 21st century. What were/are these movements? How do they come about? What factors play a role in

their development? What are their religious, national, psychological, economic and social consequences? Who leads and participates in them, wins and loses, and why? We shall study all. *Meets Part III of the GECC.*

POS-4010 American Foreign Policy
3 credits

Prerequisite: None.

In this course, students analyze the forces behind the formulation of American foreign policy and its objectives and strategies since 1776. Particular emphasis is given to the period from World War II to the present. (Spring semesters, even years)

POS-4020 International Relations
3 credits

Prerequisite: None.

This seminar provides an investigation of the political and economic elements of national power, transnational interests and international organizations.

POS-4730 Senior Seminar in Political Science
3 credits

Prerequisite: None.

Senior-level students choose a major topic for collective investigation, complete a common core of reading and contribute individual research presentations on aspects of that topic.

Psychology Courses (PSY)

PSY-1010 Introduction to Psychology
3 credits

Prerequisite: None.

This course is a survey of major concepts, issues, theories, and research methods in psychology. In the process, it offers a sense of how psychological issues are involved in students' personal lives. Course content includes such topics as states of consciousness, learning, memory, development, motivation, emotion, stress management, theories of personality, abnormal behavior, approaches to therapy, intelligence, social psychology, neurophysiology, and sensation and

perception. *Meets Part II.C. of the GECC.*
(Shared course in VSC)

PSY-2040 Social Psychology
3 credits

Prerequisite: None. Recommended:
Sophomore standing.

This course presents a systematic study of how people think about, influence and relate to one another. Course content includes topics such as attitudes, norms, aggression, conformity, attraction, self-justification, prejudice, group processes, interpersonal interaction and communication, altruism, conflict resolution, persuasion and impression formation. There is a broad opportunity for application of these concepts to understanding the self and interpersonal relationships, as well as to social issues of importance, such as war and peace, consumer behavior, and political strategy. (Shared course in VSC)

PSY-2070 Developmental Psychology
3 credits

Prerequisite: PSY-1010.
This course focuses on emotional, cognitive, social, and identity development throughout the life span with special emphasis on typical developmental processes, drawing on classic and current research in the field.

PSY-2410 Research Methods in Psychology
3 credits

Prerequisite: PSY-1010, MAT-2030.
The purpose of this course is to provide students with an introduction to the theory and practice of research in the broad field of psychology. The emphasis of the course is practical and behavioral; students design research working individually and in teams. The course acquaints students with survey research, and experimental, correlational, and quasi-experimental designs.

PSY-2420 Group Process: Theory and Practice
3 credits

Prerequisite: PSY-1010.

This course acquaints students with current theory, practice in interpersonal communication, and group dynamics, including recent social, educational, and therapeutic uses of small groups. (Shared course in VSC)

PSY-2810/4810 Internship in Psychology
1-12 credits

Prerequisite: Permission of internship coordinator.
(Shared course in VSC)

PSY-2910/4910 Independent Study in Psychology
1-12 credits

PSY-3010 Theories of Personality
3 credits

Prerequisite: PSY-1010, and junior standing or permission of instructor.
This course focuses on significant theories which describe the development, structure, and dynamics of personality, with an emphasis on pertinent research findings. Approaches such as psychodynamic, behavioral, social learning, biosociological, humanistic, cognitive, and existential are included. Particular emphasis is placed on practical applications of personality concepts for understanding self and others. (Shared course in VSC)

PSY-3030 Organizational Psychology
3 credits

Prerequisite: PSY-1010.
This course examines the application of psychological principles to organizations. Topics studied include the individual in organizations, motivation and reward systems, leadership styles, and organizational culture and communications.

PSY-3065 Abnormal Behavior
3 credits

Prerequisite: PSY-1010, PSY-3010 or permission of instructor. Recommended: Sophomore standing.
This course introduces students to a variety of psychological disorders, such as anxiety

disorders, mood disorders, schizophrenia, eating disorders, somatoform disorders, dissociative disorders, personality disorders, psychophysiological disorders, sexual disorders, and disorders of childhood and old age. An overview of methods of diagnosis is included. An important aspect of the course is building on the knowledge developed in PSY 3010; students will have numerous opportunities to practice applying personality theories to explain the cause and describe the treatment of different disorders.

PSY-3110 Adulthood and Aging
3 credits
(available through EDP)

Prerequisite: PSY-1010.

Recommended: Sophomore standing.

This course takes a life-span approach to exploring the physiological, cognitive, and psychosocial changes that take place throughout adulthood. Among topics considered are: transitional expectations of ages and stages, gender-based psychological differences, changing family configurations, work and retirement issues, personality and biological shifts, death and bereavement. (Shared course in VSC)

PSY-3140 Play and Its Role in Human Development
3 credits
(available through EDP)

Prerequisite: EDU-2040 or PSY-2070.

This course will explore the role of play in human development, with primary emphasis on the first 12 years. We will examine the following dimensions of play: definition and categories of play; interplay between developmental stages and types of play; benefits of play in enhancing physical, cognitive, social and emotional growth and well-being; consideration of historical, political, cultural and gender issues; uses of play in education and therapy; the adult role in promoting play. Students will understand how to use play in their present or future work in human services/education.

PSY-3230 Psychology of Gender
3 credits

Prerequisites: PSY-2070 and junior standing.

This course explores the psychological aspects of gender, particularly the process of gender socialization in childhood, and the psychological significance of gender throughout the life-span, with a focus on the feelings, attitudes, and belief systems inherent in gender roles. The course explores research on both similarities and differences of males and females. (Shared course in VSC)

PSY-3250 Multicultural Psychology
3 credits
(available through EDP)

Prerequisite: PSY-1010.

The study of the effect of culture, subculture, and cultural trends on human behavior and human development. This course will extensively examine the impact and relationship of race, religion, sex, and other cultural factors on the psychological development of women and men.

PSY-3330 Psychology of Addictions
3 credits

Prerequisite: PSY-1010.

This course is intended to serve as an introduction to problems associated with addiction. It is targeted at problems associated with substance abuse, but will also address issues associated with other compulsive behaviors; eating disorders, addictive sexual behavior, and so on.

PSY-4010 Biological Psychology
3 credits

Prerequisite: 9 credits in psychology or [BIO-1210 and BIO-2011], and junior standing, or permission of instructor.

This course offers a study of the physiological influences on human behavior with particular emphasis on the role of the nervous system. The instruction emphasizes current research in neurological and biochemical mechanisms as they influence memory, motivation, perception, consciousness, and sensory and

behavioral processes. (Shared course in VSC)

PSY-4080 Psychology and the Civil War
3 credits

Prerequisite: PSY-3010 recommended.
This interdisciplinary course examines important psychological issues, both societal and interpersonal, that affected the conduct and outcome of the American Civil War. Historical readings will concentrate on the pivotal battles at Chancellorsville and Gettysburg. Students will learn about important personality dimensions of battlefield and government leaders through in-class exercises and reenactments. *Meets Part III of the GECC.*

PSY-4090 Controversial Issues in Psychology
3 credits

Prerequisite: PSY-1010 and junior or senior standing.
Through primary source readings, this course explores controversial issues and debates within psychology. Topics covered include the use of animals in research, measuring intelligence, mental illness as a cultural construction, the effectiveness of psychotherapy, and opposing research findings on the effects of television, corporal punishment, and divorce on children's psychological health.

PSY-4110 Creative Therapies
3 credits
(available through EDP)

Prerequisite: PSY-4151.
This is a study of the use of art, music, and movement for creative expression in counseling and psychology. The focus of the course is an exploration of theory and application of creative therapies in working with children and adults. (Shared course in VSC)

PSY-4125 The Evolution of Psychology
3 credits

Prerequisite: PSY-1010, and junior or senior standing.

In this course, students explore the rich history of psychology through excerpts of original works by James, Freud, Watson, Ainsworth, Rogers, Skinner, Loftus, Seligman, Milgram, and other notable contributors to the field. Historical context, significance, and implications of each piece for the current state of the field are considered, as well as how contemporary issues are currently shaping the direction of the field.

PSY-4151 Counseling
3 credits
(available through EDP)

Prerequisite: PSY-1010, PSY-3010, and PSY-3065. The purpose of this course is to provide students with an introduction to both the counseling profession and the process of counseling itself. Students learn about the relationship between counselor and client, theoretical approaches to counseling, and the application of intervention skills to facilitate client change. (Shared course in VSC)

PSY-4220 Seminar in Jungian Personality Types
3 credits

Prerequisite: ENG-1051. Recommended: Sophomore standing.
This course explores the sixteen Jungian-based personality types. Students will learn their own types and explore the impact of type on learning style, friendships, romantic relationships, career choice, and work styles. Students will explore how different types can complement each other or irritate each other, and how to use type to facilitate best outcomes.

PSY-4760 Topical Seminar in Psychology
3 credits

Prerequisite: PSY-1010.
Recommended: 2000 and 3000 level courses in psychology.
Primarily for students concentrating in psychology, this course explores significant areas in psychology with topics varying from year to year. The seminar emphasizes

presentation and discussion, and may be repeated for credit. (Shared course in VSC)

PSY-4770 Senior Seminar in Psychology
1 credit

Prerequisite: PSY-1010, PSY-2420, senior standing, permission of instructor.
This course is a capstone experience for seniors and must be taken in conjunction with two credits of PSY-4810, Internship in Psychology. Students will process and discuss their learning, as well as explore current topical issues in psychology, in this seminar. *Internships must be arranged the semester prior to when they are to occur.

Science Courses (SCI)

SCI-2910/4910 Independent Study in Science
1-12 credits

Social Science Courses (SSC)

Courses not included in traditional disciplines of anthropology, psychology, or sociology are designated social science courses (SSC). These multi-disciplinary courses are an important component of our curriculum and may be used to meet degree requirements in anthropology and sociology (ANS) and/or psychology (PSY).

SSC-1020 Career Choices
3 credits

Prerequisite: Sophomore standing.
This course is designed to help students learn and practice processes of personal exploration and decision-making which will assist them in making satisfying career choices.

SSC-1050 FYS: A Call to Action
3 credits

Prerequisite: Open to freshmen only
Examine major movements of social action from the peace movement to the civil rights movement, learn tools to activate your citizenship, and learn the art of deliberative

dialogue. Students will participate in a service learning project and learn about social issues, social activists, local community organizations and initiatives, and discover ways to make change in our community. Permission required. *This is a first-year seminar course and meets the First-Year Seminar requirement of the GECC.*

SSC-2910/4910 Independent Study in Social Science
1-12 credits

SSC-3150 Sociodrama
3 credits

Prerequisite: PSY-1010 and any 2000-level PSY or ANS course or THA-2121.
This course is a practical and experiential introduction to sociodrama – the spontaneous role-playing methods for exploring group themes, issues and situations – and to the experiential science of sociometry, both created by Dr. J.L. Moreno. It will acquaint participants with the basic techniques use to facilitate role-playing and explore methods to increase individual and collective spontaneity and empathy. Discussions will focus on applications for education, community action and industry.

Sociology Courses (SOC)

SOC-1010 Introduction to Sociology
3 credits

Prerequisite: None.
A systematic introduction to the study of social behavior and organization. The major conceptual tools of sociology are used to explore the structure, processes, and content of social action; to provide insight into the regularity and diversity of human social behavior. *Meets Part II.C. of the GECC.* (Shared course in VSC)

SOC-1040 Integrative Health and Professional Series
1 credit

Prerequisite: None.
This is a weekly evening series that brings credentialed, experienced alternative health care professionals to JSC for both JSC

students and the general public to conduct lecture/workshops on the history, nature, practices, technologies, career credentials, and evidence for healing disease and creating wellness in people's lives. Students attend these lectures/demonstrations, engage in critical dialog with both the public and other health professionals, and critically review text material related to lecture topics. Students complete the course with a final written paper and oral presentation that reflectively evaluates the reading and experiential learning in the lecture/workshop series.

SOC-2040 Race/Ethnicity/Class and Gender

3 credits

Prerequisite: None.

An exploration of the historical and contemporary roots of discrimination on the basis of race, ethnicity, class and gender. Issues such as culture, identity and oppression are examined. (Shared course in VSC)

SOC-2050 Drugs, Herbs, and Society

3 credits

Prerequisite: None.

An examination of the role that legal and illegal drugs play in our society and the consequences of drug use and drug policy. The course focuses on the sociological nature of issues such as the "war on drugs" and illegal drug trafficking, and concepts like addiction and deviance.

SOC-2140 Sociolinguistics

3 credits

Prerequisite: None.

This course surveys the development of linguistics and explores how social factors such as sex, age and class affect speech, understanding and meaning at both the interpersonal and institutional levels.

SOC-2150 Social Solutions

3 credits

Prerequisite: None.

This course explores the roots of poverty and oppression through combined academic research and community service involvement. Homelessness, welfare, AIDS,

racism, sexism are examined for their social structural causes and for their interpersonal solutions.

SOC-2810/4810 Internship in Sociology

1-12 credits

SOC-2910/4910 Independent Study in Sociology

1-12 credits

SOC-3020 Environment and Society

3 credits

Prerequisite: None

The purpose of this course is to demonstrate and analyze, empirically and theoretically, the crisis of the environment (at the global, national and local levels). Specific topics include the "toxics crisis," Central America, work, environmental racism, global warming and others; but rather than focus on specific physical aspects of the environment, the course is designed to interpret societal structures and processes that lead to ecological crises. In this sense, students should not feel limited to that subject matter on the syllabus and are encouraged to incorporate their personal interest into the class.

SOC-3040 Social Movement, Culture, and Activism

3 credits

Prerequisite: None.

This course examines the topic of (post-) modern youth culture from a range of perspectives that are incorporated under the umbrella of an interdisciplinary field of scholarship known as cultural studies. Youth culture and its relation to popular culture will be explored historically and cross-culturally using theories and methods drawn from disciplines such as communications, geography, literary criticism, sociology, philosophy, film studies, English, art history, anthropology, psychology and musicology. *Meets Part III of the GECC.*

SOC-3050 Gender and Society**3 credits**

Prerequisite: None.

An exploration of the impact that sex and gender have on our interpersonal relationships in our everyday life and on the social structure that creates and sustains them. (Shared course in VSC)

SOC-3060 Sexuality and Intimacy**3 credits**

Prerequisite: None. Limited to juniors and seniors.

This course examines sexual issues of concern to students and emphasizes the role of participants as rational and emotional beings confronting a fundamental human concern—managing their sexuality throughout lives in which they will inevitably accommodate considerable personal and social change.

SOC-3080 Wellness and Alternative Medicine**3 credits**

Prerequisite: Permission of the instructor.

This course documents the history, nature and scientific basis of wellness and alternative medicine from Era I and the biomedical model, through Era II and mind/body medicine to Era III and non-local medicine. Diverse healing traditions including Native American, Ayurvedic and Chinese medicine are explored. Alternative health care practices including acupuncture, homeopathy and naturopathy are examined. The nature of scientific evidence for the field of psychoneuroimmunology is discussed in addition to the changing nature of the medical treatment environment—new doctor/patient relationships, new protocols for scientific evidence, integrated diagnosis, and new ways of conceptualizing health and illness. *Meets Part III of the GECC.*

SOC-3130 Mass Media and Society**3 credits**

Prerequisite: None.

An examination of life in mass-media-saturated societies. This course examines

the operation of mass media industries and the political, social, and psychological consequences of media culture. Television, print, film and popular music are considered to explore the different dimensions of advertising, news and entertainment.

SOC-3170 Power, Politics, and Inequality**3 credits**

Prerequisite: None.

The course delineates key relations between government, social groups, and economic inequality by focusing on the ways in which political, economic, and cultural power is distributed, acquired and wielded in our society. The spectrum of political ideologies and the social movements they engender are examined in the context of historical, cross-cultural and contemporary conditions.

SOC-3230 Alternative Medicine, Science, and Disease**3 credits**

Prerequisite: SOC-3080.

This course investigates the nature of diverse global health care systems and critically compares claims for healing disease. Students use a sociocultural interdisciplinary lens to examine the language, concepts, theories, practices, technologies, and evidence of health care models that include allopathic biomedicine, Chinese medicine and Acupuncture, Indian Ayurveda, naturopathy, chiropractic, and Native American Healing; to examine mind/body modalities that include meditation, biofeedback, and to examine yoga and energetic medical models that include reiki, aromatherapy and homeopathy. Students learn investigative research skills to evaluate the science, the safety and the efficacy of evidence for healing, and also the cross-cultural communicative fluency skills to articulate collective evidence that bears upon disease healing.

SOC-4010 Family Violence**3 credits**

Prerequisite: ANT-1010 or SOC-1010 and permission of the instructor.

This course explores the nature of family violence through academic study and on-site community training workshops with local professionals. Theory and research findings will be examined to understand why people batter, sexually abuse and kill within families.

SOC-4020 Sociological Theory**3 credits**

Prerequisite: SOC-1010 or permission of instructor.

Analysis of the development of sociological thought from Comte to the present, with particular emphasis on the theoretical contributions which have been instrumental in the emergence of sociology as an academic discipline. (Shared course in VSC)

SOC-4030 Global Health, Diversity, and Policy**3 credits**

Prerequisite: Junior standing or permission of instructor.

In this course students will analyze the crises of the environment, the economy, biological diversity, human health, and social justice at the global level. Students will explore the manners in which social processes and social organizations create conditions that threaten the sustainability of environmental and human health.

Although these are interdisciplinary areas of study, in its approach to these questions, the course draws on sociological theory. To provide an appropriate background for our analyses, the readings cover topics ranging from case studies of health conditions in African communities, to land distribution in Central America, to U.S. foreign policy and to corporate control of genetic engineering. *Meets Part III of the GECC.*

SOC-4730 Topical Seminar in**Sociology****1-3 credits**

Prerequisite: None.

This course explores new topics and current developments in the discipline. The seminar emphasizes student research, presentation and discussion, and may be repeated for credit.

SOC-4740 Senior Integrative Health Care Seminar**1 credit**

Prerequisite: Senior standing or permission of instructor.

This seminar course is designed to help students identify, integrate, and evaluate their interdisciplinary learning in wellness and alternative medicine, to create a life/career plan for ways to integrate that learning into personal self-care and/or professional health care, and to create a theoretical and practical model of how wellness and alternative medical systems might "integrate" with the allopathic medical model at the personal, interpersonal, community, societal, and global levels.

Spanish Courses (SPA)**SPA-1011/1011L Spanish I class 3 credits, lab 1 credit**

Prerequisite: None. Corequisite: Coinciding lab.

The first course in a two-course sequence. Systematic introduction to the Spanish language. Development of aural comprehension, speaking, reading, and writing skills. Also provides an introduction to the culture of Latin America and Spain. A one-hour laboratory per week is required. *Meets Part II.A.2. of the GECC.* (Shared course in VSC)

SPA-1012/1012L Spanish II Class 3 credits, Lab 1 credit

Prerequisite: Two years of high school Spanish or SPA-1011 or permission of instructor.

The second course in a two-semester sequence designed to introduce students to the Spanish language. Continued development of aural comprehension, speaking, reading, and writing skills. Further study of elements of the culture of Latin America and Spain. A one-hour laboratory per week is required. *Meets Part II.A.2. of the GECC.* (Shared course in VSC)

**SPA-2011/2011L Spanish III
Class 3 credits, Lab 1 credit**

Prerequisite: Three years of high school Spanish or SPA-1012 or permission of instructor.

Systematic and intensive review of first-year college Spanish (or the first two years of high-school Spanish), followed by work leading to the further development of oral proficiency, the continued study of Spanish grammar, directed composition, and acquisition of vocabularies for everyday use. Informal oral and written reports. Laboratory work is required. *Meets Part II.A.2. of the GECC.* (Shared course in VSC)

**SPA-2012/2012L Spanish IV
Class 3 credits, Lab 1 credit**

Prerequisite: Four years of high school Spanish or SPA-2011 or permission of instructor.

Further development of oral proficiency, the continued study of Spanish grammar, directed composition, and acquisition of vocabularies for everyday use. Informal oral and written reports. Laboratory work is required. *Meets Part II.A.2. of the GECC.* (Shared course in VSC)

**SPA-2910/4910 Independent Study in Spanish
1-12 credits**

Theater Arts Courses (THA)

**THA-1040 Interpreting
Contemporary Dramatic Literature
3 credits**

Prerequisite: None.

This study provides an interdisciplinary understanding of contemporary dramatic literature. Period plays and masterworks are looked at from the vantage point of the actor, the playwright, the technician and the critic. The play is observed as a force within a cultural context influenced by and influencing the social, political and economic realities of its time. (Shared course in VSC)

**THA-1041 Introduction to Theater Arts
3 credits**

Prerequisite: None.

This course is designed as an introduction to the collaborative nature of theater in addition to the analysis and criticism of dramatic literature. The imaginative process is stressed as history, playwriting, audience, acting, directing, producing and designing for both theater and film are individually examined as elements of the collaborative process. *Meets Part II.A.3. of the GECC.* (Shared course in VSC)

**THA-1111 Stagecraft
3 credits**

Prerequisite: None.

This hands-on course introduces students to the basic techniques of scenery and set construction and philosophy and mechanics of lighting, properties, sound, and technical effects. The course also includes crew work on productions. (Shared course in VSC)

**THA-2020/4050 Theater Lab
3 credits**

Prerequisite: None.

This course is designed to introduce the student to serious hands-on work in technical theater. Repeatable for credit, the student can work at entry level positions and repeat the class at more advanced levels of responsibility. The major areas included are stage carpentry, stage electrics and sound engineering. The course provides an opportunity for students to develop career skills while working with international touring companies in music, dance and theater as well as with a wide range of

departmental productions and other events.

THA-2030 Costume History and Design
3 credits

Prerequisite: None.

An introduction to function, purpose and design of clothing and of theatrical costumes in each of the major periods of theatrical history from the era of Classical Greece to the 20th century. The course includes both study of historical styles of clothing and their adaptations for the stage, as well as some of the outstanding examples of costume created exclusively for the theater. The relationships of costuming and costume design to other production elements, the working vocabulary of the costume designer and costumer, and the emotional responses created by costuming are also examined. (Odd years)

THA-2035 Costume Construction and Stage Make-up
3 credits

Prerequisite: THA-1041, THA-2030.

This course is designed primarily to acquaint the student with the principles of drafting, cutting and construction costume for the theater. In addition to drafting and cutting projects, costume crew work on department productions will be expected. Theatrical make-up in relation to costuming will also be explored.

THA-2040/4010 Performance and Production Lab
3 credits

Prerequisite: Permission of the instructor either through audition or interview; and also for THA-4010, previous credit for TAD-2040 and upper-level standing. Rehearsal and performance of a major faculty-directed theater production or equivalent performance project in Theater. In order to receive full credit for this course, students must be cast in the semester production or fulfill a crew assignment. Students may also be expected to complete one academic exercise by production's end. May be repeated for credit.

THA-2121 Acting I
3 credits

Prerequisite: None.

This course explores the basic nature of the actor's creative process. It includes study of the actor's physical instrument, impulses, intuition and creative imagination. The evolving study of the course focuses on the fundamental elements of the acting craft: imaginary environment, character analysis and development, voice, body, relaxation and concentration is applied to work on monologues and scenes. *All students registering for Acting I must also register for THA-2121L, Acting I Lab.* (Shared course in VSC)

THA-2121L Acting I Lab
1 credit

Prerequisite: None.

This lab is required of all students taking THA-2121, Acting I. Vocal training in this class will address the basic and vital components that develop the young voice: an examination and appreciation of the phonetic alphabet, projection, volume, articulation, diction, tone, accents, dialects, and their effect on character.

THA-2122 Acting II
3 credits

Prerequisite: THA-2121.

This course continues developing basic acting skills through advanced character analysis and the development of character begun in fundamentals of acting. Emphasis is placed on the inner, emotional layers of character development through scene study, rehearsal and performance of modern, realistic dialogue scenes and a look at film and television vs. stage acting. (Shared course in VSC)

THA-2810/4810 Internship in Theater
1-12 credits

THA-2910/4910 Independent Study in Theater
1-12 credits

THA-3010 Shakespeare: "On the Stage and on the Page"

3 credits

Prerequisite: Upper-division status, and completion of Parts I and II of the General Education Core Curriculum (GECC). Team-taught by theater and English faculty, this survey of Shakespeare will examine the playwright's use of various dramatic genres—comedy, tragedy, history and romance—from the perspective of both literary history and the theater. We will explore ways in which a playwright's blueprint—the text of the play—becomes a full-blown theater production. We will also investigate some of the outstanding features of dramatic structure and the creation of dramatic character and subject matter, as these are embodied in performance. In addition, the course will challenge students to consider the effects on Shakespeare of issues of intellectual and social history: the concept of the divine right of kings; the concern with order and degree throughout nature; questions of gender, social role and autonomy; evolving attitudes toward language and imagery and toward the function of literature in social, political and aesthetic life. *Meets Part III of the GECC.*

THA-3030 Children's Theater

3 credits

Prerequisite: None. A study of the techniques of children's theater. Students employ these techniques in the field during the last eight weeks of the semester when they tour to local elementary schools and perform/work with the children hands on. (Even years) (Shared course in VSC)

THA-3040 Improvisation for Actors

3 credits

Prerequisite: THA-1041, THA-2121. This course is an introduction to the essence of improvisational acting, namely "play." Through a variety of exercises, improvisational games, solo work and improvised scenes, students should develop the confidence to let go of the need "to perform" and focus rather on the

willingness "to live in the moment." They should find the courage to give up having to "get it right" and instead trust in the adventure of spontaneity.

THA-3110 Dramatic Literature:

Classical/Modern

3 credits

Prerequisite: THA-1041, 2121 and ENG-1052; or any literature course. Study of selected plays from the classical Greek period through the modern. Plays are examined for dramatic style and structure, content, and their place in the historical evolution of drama. Attention also focuses on the predominant social, political and cultural events at the time of writing as well as the meaning and subject for the contemporary audience. (Odd years)

THA-3123 Acting III

3 credits

Prerequisite: THA-2122. The study of period styles of acting and advanced techniques of character creation. The course emphasizes continuing developing of practical acting craft and expanding the student's understanding of the range and variety of performance styles through the ages. The course culminates in a public performance. May be repeated for credit. (Odd years) (Shared course in VSC)

THA-3130 Introduction to Scene

Design and Stage Lighting

3 credits

Prerequisite: THA-1111. An introduction to the basic techniques, concepts and skills required for a completed scene design for a theater production and a completed lighting design for a theater production or other performance event (e.g., dance and music concerts). Visual interpretation of a script is the preliminary point of departure. Ground plans, working drawings, elevations, color renderings, lighting plots, dimmer charts, instrument schedules and cue sheets will be the working material of the class, particularly as they apply to interpretive cooperation with actors and directors.

THA-3140 Theater History**3 credits**

Prerequisite: THA-1041; THA-1111 or 2121. Intensive study of the major aspects of theatrical production and performances in two significant historical periods in the evolution of theater from the Greeks to the middle of the 20th century. The study emphasizes practical historical research and performance that is historically accurate. In order to fully appreciate the history, students study such elements as physical theater space and architecture, audience/performer relationships, acting styles, methods of financing, scenic and costuming styles, theatrical and dramatic conventions, and social and aesthetic values of the historical period. (Odd years)

THA-3150 Introduction to Stage Management**3 credits**

Prerequisite: THA-1041 and THA-1111. Both the art and the science of stage management will be explored in this class. Efficiency, organization, and the ability to foresee problems are important skills the stage manager must possess. Of equal importance is the ability to communicate, to deal effectively with a wide variety of people and to maintain a sense of balance while acting as the liaison to a production staff. This class is designed to give students the "nuts and bolts" knowledge about paperwork and procedures – the first steps towards effective stage management. It will also introduce students to less tangible aspects of management such as prioritizing, problem-solving, communicating, and facilitating the resolution of interpersonal conflict.

THA-3210 Introduction to Directing**4 credits**

Prerequisite: THA-1041, THA-2121, and 3150.

This course covers the basic preparation necessary for the stage director before beginning actual production. Topics include auditioning and casting a production, rehearsal planning, production planning, script analysis and working with

actors. A major project consisting of the preparation of the pre-production prompt book for a one-act play is required. (Odd years)

THA-3710 Special Topics in Theater**3 credits****THA-4010 Performance and Production lab****3 credits**

See THA-2040

THA-4050 Theater LAB**3 credits**

See THA-2020

THA-4720 Senior Project in Theater**3 credits**

Prerequisite: Senior standing. Students design and complete a project in any one or a combination of the performing or design concentrations with approval of an advisor. *Students should meet with advisors during the first semester of their senior year to begin planning for the senior project. If students elect to direct their own theater production as their senior project, THA-3150 Introduction to Stage Management and THA-3210 Introduction to Directing will be prerequisites for their senior project. (Shared course in VSC)

THA-4730 Seminar in Professional Preparation for the Actor**3 credits**

Prerequisite: THA-1041, 2121, 2122.

This capstone course will focus on preparing auditions, resumes, photos, feature articles, techniques for interviewing, self-marketing and additional practicalities essential for this profession.

Admission

Applications are welcome for fall or spring semester admission. Johnson State College has a "rolling admissions" policy, which means we review applications throughout the year, within two or three weeks of receiving the applications and supporting credentials. In considering students for admission to JSC, the Admissions Office looks at a wide range of factors. We start by carefully evaluating each candidate's academic preparation, as reflected in transcripts, course selection, letters of recommendation, SAT or ACT scores, personal essay and class rank.

We recommend that students complete a college preparatory curriculum that includes:

- 4 years of English
- 2 years of college-preparatory mathematics (3 years of college-preparatory mathematics including Algebra I, Geometry, and Algebra II are strongly recommended)
- 3 years of social sciences
- 2 years of science (one course with a lab)

Applying Electronically

To be considered for admission to Johnson State College, students must apply electronically by using the Common Application at www.commonapp.org; a \$40 application fee is also required. An application in PDF format may also be downloaded from our website, but we encourage students to complete the application online. If applying online, the application fee can be paid with a credit card or electronic check through the secure Common Application online system.

First-Year Students

All candidates for admission who have not attended a college or university are considered to be first-year students. To be considered for admission, students must

complete an application and submit the following materials:

- An official high school transcript or GED test scores;
- SAT or ACT test scores;
- \$40 non-refundable application fee;
- A 300-500 word essay;
- One letter of recommendation (preferably from a guidance counselor).

Home-Schooled Students

All candidates for admission who have participated in a home schooling program must complete an application and submit the following materials:

- A Proof of Graduation*;
- SAT or ACT test scores;
- \$40 non-refundable application fee;
- A 300-500 word essay;
- One letter of recommendation (from someone other than a family member).

*Acceptable "Proofs of Graduation" include:

- Official GED test scores
- A Certificate of Completion if the home schooling program is recognized by your home state
- Report of annual approval of your program as required within your home state (an official transcript of any course work taken at a local high school is also required).
- High School Diploma (if area high school offers a diploma for home-schooled students)

Transfer Students

Transfer students should have a cumulative grade point average (GPA) of at least a 2.0. We accept credits from courses taken at accredited institutions with a grade of C or better. To be considered for admission, transfer students must complete an

application and submit the following materials:

- Official transcript(s) from all colleges previously attended with current Semester Progress Report;
- Official high school transcript or GED scores (waived for students transferring 60 or more credits);
- \$40 non-refundable application fee (waived for students transferring from another VSC institution or who have at least 12 credits within the VSC)
- A 300-500 word essay;
- One letter of recommendation (preferably from an academic advisor or professor);
- College Official's Report (included in application packet).

Non-Traditional/Adult Students

An applicant who has been away from formal education for some time, and is at least 22 years of age, is considered an adult learner. Recognizing the diversity of life experiences that such a student brings to the application process, admission is highly individualized. Each adult applicant must complete an application and submit the following materials:

- Official high school transcript or GED test scores;
- \$40 non-refundable application fee (waived for online applications);
- A 300-500 word essay;
- One letter of recommendation from a person who can speak to the applicant's motivation and academic potential;
- Highly recommend: Personal interview with an admissions counselor.

External Degree Program (EDP) Students

Admission to the External Degree Program requires the transfer of 60 semester hours of previous college credit with a grade of C or

better. This credit may be earned in traditional college study, by completing standardized tests, or through assessment of prior experiential learning. All credit for experiential learning will be accepted for purposes of admission, but must undergo a separate evaluation for applicability to degree requirements. Students are admitted to begin in the fall, spring, and summer semesters.

Before applying, students are encouraged to speak with the advisor at their local Community College of Vermont (CCV) site to gain fuller understanding of the External Degree Program and how it may meet their individual needs. All EDP applicants must submit an EDP application for admission, found on the JSC website at www.jsc.edu/EDP, and the following materials:

- Official transcripts from all colleges/universities you have attended;
- If awarded credits for life experience, an official transcript from the Vermont State Colleges Office of External Programs;
- A \$40 non-refundable application fee (waived for online applications or students who have at least 12 credits within the VSC);
- Resume (optional).

Advanced Placement Examination Credit

Johnson State College will grant both advanced placement and course credit to students who have completed examinations through the College Board's Advanced Placement (AP) Program. A grade of 3 or higher must be achieved, and final recommendation for credit will be determined in consultation with the student's advisor and the department chairperson in the examination discipline.

College-Level Examination Program

Johnson State College considers for credit the scores received on the College Level Examination Program (CLEP). Six credits may be given for each area of the General Examination on which a student scores satisfactorily. Three credits may be given for subject examinations on which a satisfactory score is achieved.

International Baccalaureate

Johnson State College recognizes the IB and is willing to award placement and credit for IB courses on an individual basis to students who pass with grades of 4 or above on higher level exams (JSC does not award credit for standard level IB exams). It is not necessary to have completed the entire IB curriculum [the diploma] to qualify for transfer credit. Please submit an official IB transcript along with your application for admission.

Accepting the Offer of Admission

Students who have applied prior to May 1 and have been accepted for the fall semester can reserve a space in the entering class and in the residence halls by submitting a non-refundable \$300 deposit by May 1. The deposit for students not living in campus housing is \$200. Students applying for the fall semester who are accepted after May 1 should send in the deposit no later than two weeks after receiving notification of acceptance. Students accepted for the spring semester should remit their deposit by December 1, and after December 1 no later than two weeks after receiving notification of acceptance and before registration.

All admission deposits are credited to the student's account for the semester of entrance to the College. Students who defer their admission may choose to pay the

deposit in advance to be held on account with the Business Office. If the student fails to enroll within two semesters, the deposit is forfeited.

Students who have paid the deposit will receive information from the Dean of Students and the Offices of Advising, Residential Life, and Student Health to begin the registration and orientation process.

Deferral of Admission

Students may defer admission to the College up to the first day of classes. Students must inform the Admissions Office to complete this process. Once classes begin, students cannot defer their status. If students exit the College, they must submit a new application for admission. Students who defer their admission at JSC but enroll in another college must reapply as transfer students.

New England Board of Higher Education (NEBHE) Regional Student/Tuition Break Program

Johnson State College is a member of the New England Board of Higher Education, which provides for special tuition rates (50 percent over resident tuition) for students enrolling in academic programs not offered in their home states. To apply for participation in the Regional Student Program (RSP), students should indicate on their applications that regional student status is desired. A student may transfer into RSP from another program at Johnson State after first filing an approved Plan of Study for the program that qualifies under the latest contract. A student may also transfer into RSP from another institution. In both cases, the student is eligible for status from the first semester of enrollment in the eligible program of study.

Continuation of regional student status is contingent upon the student's enrollment

in the originally declared major. Students who do not enroll in the declared major, or who change majors during their college career, will be liable for the payment of out-of-state tuition for all semesters subsequent to the academic program change.

Further information can be found in the booklet, "New England Board of Higher Education Regional Student Program," available from the New England Board of Higher Education, 45 Temple Place, Boston, Massachusetts 02111, (617) 357-9620. or <http://www.nebhe.org/>

(This list changes periodically. Check with the Admissions Office for the most current listing of RSP programs.)

Tuition Break Program Eligibility

A.A.	Technical Theater	CT, MA, ME, NH
B.A.	Communications and Community Media	ME, NH *beginning Fall 2012
B.A.	Hospitality & Tourism Management	CT, ME, RI
B. A.	Musical Theater	MA
B.A.	Outdoor Education	CT, MA, ME, RI
B.S.	Wellness & Alternative Medicine	CT, MA, ME, NH, RI
B.F.A.	Creative Writing	CT, MA, NH, RI
B.F.A.	Media Arts	RI
M.F.A.	Studio Arts	ME, NH, RI

Good Neighbor Policy

The External Degree Program is more easily accessible to some residents of New Hampshire, New York and Massachusetts than is their own nearest state college site. In order to support the needs of these non-residents, the College will charge 150 percent of Vermont tuition rate to matriculated EDP students for whom the local EDP site office is closer to their legal

residence than their nearest resident state college.

Readmission to Johnson State College

Former JSC students returning within one year of exiting need not reapply if an official Leave of Absence was granted by the Registrar's Office. All other JSC students seeking readmission are required to submit an application for readmission.

International Students

Applying for Admission

Students from other countries may apply for admission into Associate's and Bachelor's degree programs at the college. To be considered for admission, international students should complete the Common Application for Admission and submit it along with all the following required credentials:

Academic Credentials

Applicants with foreign academic credentials may need to provide **some or all** of the following types of documents:

- Academic records in the original language and a certified English translation;
- Official secondary school transcripts and an official leaving certificate or diploma;
- Results of secondary external examinations (such as the West African Exam Council General Certificate of Education), if applicable;
- Official transcripts of any university-level studies already completed;

In order for Johnson State College to consider accepting transfer credits from foreign institutions, students must have their post-secondary academic transcripts evaluated by an official foreign credential evaluation service. Please be aware that students are responsible for paying for the credential evaluation and translation fees; a

list of credential evaluation services can be found at www.edupass.org.

Proof of Proficiency in the English Language

Success at Johnson State College, for all students, requires proficiency in reading, writing and speaking English. For this reason, international students seeking admission to Johnson State College must demonstrate their proficiency by taking the Test of English as a Foreign Language (TOEFL) or by taking the language proficiency test offered through IELTS, the International English Language Testing System. Official TOEFL Score or IELTS test scores must be sent directly to Johnson State College from the testing agency: photocopies of TOEFL scores or IELTS scores will not be accepted. The TOEFL institutional code for Johnson State College is 3766. For information regarding the submission of IELTS scores, please contact the JSC Admissions Office.

Applicants who score between 500-549 on the TOEFL paper-based test or 61-80 on the Internet-based TOEFL test – or whose IELTS scores are marginal – will need to expand their proficiency in English if they are offered admission at Johnson State College. Typically these students will be required to enroll in a sequence of ESL courses and/or tutorials for English Language Learners (ELLS) during their first year at JSC. These courses and tutorials focus on Academic English -- the writing, reading, listening, and speaking skills necessary for success in college.

Applicants who have had the opportunity to use spoken and written English for a sustained period of time either through life experiences or through post-secondary education may ask to be excused from taking the TOEFL or IELTS test. If these applicants are accepted at Johnson State, they may still be required to enroll in ESL coursework and/or ELL tutorials depending on their level of proficiency as determined by the ESL academic skills coordinator and the director of the Academic Advising and Career Center.

Financial Documentation

Johnson State College is required to obtain verification of its international students' financial resources. All international students must demonstrate that funds exist at least for the student's first year of study and, barring unforeseen circumstances, that adequate funding will be available from the same or equally dependable sources for subsequent years.

International applicants must complete the financial documentation form included in the International Application for Admission, and supply official financial documents, on official letterhead or with an official seal, in support of the form.

Demonstrating Financial Support

Students may demonstrate financial support the following ways:

- If you will be supported by your government or sponsoring agency, you must submit an official copy of your sponsorship award letter;
- If you will be supported by private funds, the sponsor* must complete the Foreign Student Certification of Finances, and submit supporting documents demonstrating that sufficient funds are available to cover expenses of the student studying in the U.S.A.

Appropriate documents for financial verification include:

- Official proof of personal or family savings
- Bank-issued certified letters stating available funds
- Official bank statements
- Bank books
- Official tax documents

**If support is to come from a sponsor within the United States, the sponsor should complete INS form I-134 (Affidavit of Support) available at <http://www.uscis.gov>. Students may be supported by parents, relatives, business persons or other benefactors.*

Outside Sources of Funding

Johnson State College encourages its international students to seek financial assistance through outside sources and sponsors. For more detailed information on the availability of financial aid for foreign students, we encourage you to visit the following websites:

- eduPASS- www.edupass.org
- International Education Financial Aid- www.iefaf.org
- NAFSA- www.nafsa.org

One Letter of Recommendation

Students need to submit a letter of recommendation from someone that is not a family member. It is preferred that a recommendation comes from an academic advisor or professor. The advisor or professor may complete the College Instructor Evaluation form from the Common Application or write a letter.

A Writing Sample

Students need to submit a 300-500 word essay along with the application. This essay can explain the applicant's reason for choosing JSC. As an alternative, the applicant may submit an already-available sample of writing on another subject if the sample is of the appropriate length.

Signature Page

Students need to submit a page with their signature and printed name, and send this along with their application.

Priority Deadlines

Johnson State College accepts and reviews applications for undergraduate study from international students on a year-round basis. However, we recommend that applicants submit their application materials by the following priority deadlines to give themselves ample time to arrange for immigration paperwork to be processed:

- Fall semester (August-December):
March 1
- Spring semester (January-May):
November 1

Accepting the Offer of Admission

You will be notified of our decision within three to four weeks of receipt of your completed application and supporting documentation.

If you are admitted to Johnson State College, a \$300 deposit is required to guarantee your space for that academic year. We will issue the INS (U.S. Immigration and Naturalization Services) form of I-20 after receiving the deposit money. This form will allow you to apply to your U.S. embassy for an F-1 student visa. This visa is the document you need to enter any U.S. ports. Please contact the U.S. embassy in your country for the required documents to apply for an F-1 student visa.

Helpful websites:

- For more information about obtaining a student visa, visit <http://www.uscis.gov>
- For other immigration-related topics, visit the US Citizenship and Immigration Services website at <http://www.uscis.gov>.

Admission of English Language Learners from the United States

Johnson State College also encourages applications from U.S. residents whose first language is not English, because students from multicultural and international backgrounds and experiences enrich the campus academic community. In addition to completing the Common Application for admission to Johnson State College and following the instructions for applying (found in this Admissions section of the catalog), English Language Learners (ELLs) should be sure to request recommendation from their high school ESL teacher as well as their guidance counselor. Submission of TOEFL scores, while not required, is strongly encouraged.

Proof of Proficiency in the English Language

In order to succeed in college-level coursework and to participate fully in campus life, English Language Learners (ELLs) will need to continue to expand their proficiency in English upon admission to JSC. First-year ELLs are therefore typically required to enroll in a sequence of ESL courses and/or tutorials. These courses and tutorials focus on Academic English -- the writing, reading, listening, and speaking skills necessary for students pursuing an Associate's or Bachelor's degree. ELLs are assigned to this specialized, language-based coursework as determined by the ESL academic skills coordinator and the director of the Academic Advising and Career Center.

- Submit at least one letter of recommendation from a guidance counselor, principal, or teacher describing their interest in the program and likelihood of success;
- Arrange an interview with the Jump Start Coordinator;
- Bring a high school transcript to the interview.

Typically, students in this program will be permitted to register for two first or second-year college courses, on a seat-available basis. Deadlines are

- Summer semester: May 1
- Fall semester: Aug. 1
- Spring semester: Dec. 15

Learning More about Johnson State College

In addition to completing a formal application to the College, prospective students are encouraged to schedule an interview or information session with an Admissions counselor. Applicants who have any disability (physical or learning), or who have limited English proficiency, are encouraged to contact the Admissions Office so that special needs or accommodations can be made available where appropriate throughout the admissions process. Send questions by email to jscadmissions@jsc.edu or call us at 800-635-2356.

The Jump Start Program

This program is available to juniors and seniors in high school, at least 16 years of age, who demonstrate the abilities and commitment to undertake college work. This program is designed for students who show significant talent in an academic area and who desire to challenge themselves on the post-secondary level. To be considered for admission, students must be enrolled full-time in high school or an approved home school program, and must:

- Complete the Jump Start Application;

Financial Aid

Although the primary responsibility for financing students' education rests with their families, the Financial Aid Office at Johnson State College administers a comprehensive financial aid program to help students who would otherwise be unable to afford a college education. JSC offers various scholarships, grants, loans and part-time employment to help close the gap between students' financial resources and their educational expenses. Since resources are limited, students should apply for federal, state and institutional aid early. All financial aid awards are dependent upon availability of funds and demonstration of financial need. All aid programs are subject to change due to changes in state or federal legislation.

Financial Aid Eligibility

To be eligible to receive financial aid, a student must:

- Be a U.S. citizen or eligible non-citizen (permanent resident),
- Generally be enrolled in a program leading to a degree or certificate,
- Be in good standing and maintaining satisfactory progress,
- Not owe a refund or repayment on any previously received Title IV financial aid funds,
- Not be in default on previously received national direct/defense (Perkins) or guaranteed (Stafford or direct student loans), and
- Be registered with the Selective Service (for males 18 years of age or older and born on or after January 1, 1960, if not currently a member of the U.S. Armed Forces).

Eligibility for specific aid programs is determined on the basis of financial need: the difference between the cost of attendance and what the family is expected to contribute. Need is determined on the

basis of information submitted on the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. Continued eligibility, once students are in attendance, depends upon students meeting the general criteria listed above, documenting need for each academic year and remaining in good academic standing. Please contact the JSC Financial Aid Office for more information on eligibility requirements.

Financial Aid Application Procedures and Deadlines

Applying for Need-Based Aid

To be considered for any type of need-based aid, including loans, students should file the Free Application for Federal Student Aid (FAFSA). Be sure to include Johnson State College's **code number, 003688**, on the FAFSA. A FAFSA or Renewal FAFSA must be submitted each year for continued consideration for assistance. Students need to apply for financial aid on-line by going to the FAFSA website: www.fafsa.ed.gov. In addition to the FAFSA or Renewal FAFSA, students should also complete state grant applications. Vermont residents can apply for a Vermont state grant by completing the VSAC Grant Application on-line at www.vsac.org. Residents of other states should contact their higher education agency to inquire about state grant application procedures and deadlines.

Application Deadlines

Students can apply for financial aid after January 1, and JSC's priority deadline for new students (freshmen and transfers) is March 1. To ensure that an application has a processed date of March 1, students are encouraged to complete the FAFSA by February 1. New students must be accepted to JSC before a financial aid award will be offered, but students should not wait until they have applied for admission or have

been admitted to apply for financial aid. Tentative award notifications are usually mailed to new, on-time applicants in late March.

JSC's priority deadline for currently enrolled students is May 1. Complete the FAFSA by April 1 to ensure that an application has a May 1 processed date. Award notifications are sent to returning student's JSC e-mail accounts beginning in July.

While applications received after the priority deadlines will be reviewed, federal and institutional aid is limited and late applicants may lose out on some types of financial aid. JSC may also require additional information such as federal tax transcripts, W-2s, and proof of untaxed income before aid awards are final and before any disbursements can be made to a student's account.

Financial Aid for Summer College

Most financial aid at JSC is awarded for use during the fall and spring semesters but, Pell Grants and Direct Loans are awarded to eligible students who have completed the FAFSA. The FAFSA must generally be received by the federal processor by April 1 for consideration of summer aid. Students must also complete a JSC Summer Payment/Financial Aid Application Form found in the summer course bulletin or on the JSC web site. Also, refer to the summer course bulletin for further information on financial aid procedures or call the Financial Aid Office.

If the JSC Summer Payment/Financial Aid Application form is not submitted, the Financial Aid Office has no way of knowing if a student wants summer aid.

Types of Financial Aid for Undergraduate Students

Student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for any type of federal aid. Apply online at www.fafsa.ed.gov. The following need-based financial aid programs are available to assist a large percentage of Johnson State College students.

Federally Funded Aid Programs	Eligibility	Financial Aid Award Amounts
Federal PELL Grant	Awarded to eligible undergraduates (determined by the federal government based on expected family contribution).	Awards range from \$555-\$5,550 for the 2011-2012 academic year and amounts are determined on a yearly basis.
Federal Supplemental Education Opportunity Grant (FSEOG)	Awarded to assist undergraduates with exceptionally high financial need. Priority is given to PELL eligible students.	Awards range from \$500-\$2,500 and are based on the availability of funds.

Federally Funded Aid Programs	Eligibility	Financial Aid Award Amounts
Federal Perkins Loan	Low interest loan (5%) subsidized loan. No interest	Awards range from \$500-\$1,500 and based on the availability of

	accrues while the student is enrolled.	funds.
Federal Direct Subsidized Loan	Long term, low interest loan. No interest accrues while the student is enrolled at least half time.	Visit the JSC website for loan eligibility amounts based on completed credits.
Federal Direct Unsubsidized Loan	Borrower is responsible for interest during life of the loan. Student must be at least half time to borrow. The fixed interest rate is 6.8%.	Visit the JSC website for loan eligibility amounts based on completed credits.
Federal Direct Parent PLUS Loan	Fixed interest (7.9%) loan enables parents with a good credit history to borrow for educational expenses for their dependent student.	PLUS Pre-Application (available on the JSC Web site) is required. Parents can borrow the difference between cost of attendance and aid awarded.
Federal Work-study Program (FWS)	Provides on-campus employment for students to earn money to pay for educational expenses.	Award is generally \$1,500 (Student is allotted \$750 per semester.)
Vermont Student Assistance Corporation (VSAC) and State Incentive Grant Programs	<ul style="list-style-type: none"> • FAFSA required • VSAC Grants are restricted to undergraduates who are permanent residents of Vermont. Complete the VSAC Grant Application at www.VSAC.org. • Non-residents are encouraged to contact their State Higher Education Agency for information on application procedures and deadlines for possible state funding. 	Grant amounts are determined by the individual state agencies that offer state grants.

Note: Students who have already earned a baccalaureate degree are eligible only for Direct Student Loans.

Satisfactory Academic Progress Policy (SAP)

In order to maintain eligibility for financial aid, Federal regulations require that students make Satisfactory Academic Progress (SAP) at a pace that ensures they complete their degree within the maximum time frame allowed (as measured by credit

completion rates). The second requirement is to maintain good academic standing (as measured by cumulative GPA). Students' records will be reviewed on an annual basis after the completion of the spring semester to assess compliance with this policy. All semesters of enrollment, including summer and periods in which the student did not receive federal student aid funds, will be considered in the determination of SAP.

Students not making Satisfactory Academic Progress (either the pace and/or GPA requirement) will have their financial aid eligibility suspended for all aid types. Students whose aid eligibility has been suspended have the option to appeal to the Financial Aid Review Board for reinstatement of their financial aid eligibility. Students who are academically dismissed from the college are automatically recognized as failing to meet SAP standards.

Pace: Students must successfully complete at least 67% of the total credits for which they enroll. Successful completion of credit hours for undergraduate students means earning passing grades (D- and above, and P). For graduate students, passing grades (A, B, B- and P) are calculated as successful. Unsuccessful completion of credit hours is grades of F, NP, W and I (unless you inform us of a grade). Remedial courses are not counted in the SAP calculation. Transfer credits must be counted as both attempted and completed credits for the calculation of pace and maximum time frame but do not affect GPA. Undergraduate and graduate students may repeat previously passed courses just once and may repeat failed courses until receiving a passing grade and be allowed to receive financial aid for the repeat. All repeat attempts are, however, included in the pace and maximum time frame calculations.

[Example Calculation of Pace Requirement: If you attempt/enroll in a total of 30 credits during the fall and spring semesters, you must successfully complete at least 20 credits. Calculate using 30 credits x 67% = 20 credits. This is the minimum that must be completed]

Grade Point Average (GPA): Undergraduate students with fewer than 30 attempted credits must maintain at least a cumulative GPA of 1.75. Students with 30 or more attempted credits must maintain at least a cumulative GPA of 2.0. Graduate students must maintain a 3.0 cumulative GPA. Cumulative GPA includes all terms of your enrollment at JSC.

Maximum Time Frame: To receive aid, students must complete their degree within a time frame of no longer than 150% of the credits required. This includes credits attempted at JSC and transfer credits. See below for differences between Associate, Bachelor, and Master degrees.

- AA or AS degrees require 60 credits to meet graduation requirements; the maximum number of credits allowed for financial aid eligibility is 90. (60 credits x 150% = 90 credits)
- BA, BFA and BS degrees require 120 credits to meet graduation requirements; the maximum number for financial aid eligibility is 180 credits. (120 credits x 150% = 180 credits)
- MA degree time frames are determined by program.

Notification of Aid Suspension: Students whose aid has been suspended will receive notification mailed to their home address and by e-mail. The notification will explain which SAP requirement(s) has/have not been met as well as instructions for the appeal process. Students do not have to appeal if they no longer want financial aid. Academically dismissed students who are appealing their dismissal from JSC must request a SAP Appeal Form from the Financial Aid Office.

Types of Aid Suspended: All federal aid (Pell Grants, Supplemental Education Opportunity Grants (SEOG), Work-study, Perkins, Direct subsidized or unsubsidized student loans, Graduate PLUS and Parent PLUS Loan), State Incentive Grants, JSC Institutional Grants, JSC Scholarships, as well as Private Educational Loans. This may also apply to scholarships/loans from an outside resource. JSC scholarships that have specific requirements in order to maintain eligibility (GPA for example) will not be reinstated even with an appeal approval.

Appeal Process: Students who elect to submit an appeal must explain why they failed to make Satisfactory Academic Progress and what has changed in their situation that will allow them to make

Satisfactory Academic Progress going forward. Students should include the reason(s) their academic performance was affected, such as extenuating circumstances that had an impact. Some examples may be illness, death of a family member, etc. A typed, one-page explanation with your name and Student ID# is required. Third-party documentation that can substantiate the circumstances is strongly recommended. In most cases, no more than two appeals will be considered and only if the student has new information to provide.

Appeals will be reviewed by the JSC Financial Aid Review Board; please note that submission of an appeal does not mean it is approved. Items considered will be the student's ability to meet the required Pace and/or GPA after a one-semester probationary period, the ability of the student to complete his/her degree within the maximum time frame, and/or the student's ability and willingness to adhere to specific stipulations of an academic plan created with an advisor.

If a student's appeal is approved, the student's financial aid eligibility will be reinstated on a probationary basis; aid will be awarded per payment period. Progress will be checked at the end of each payment period/semester to see if SAP standards are now met or an academic plan is being adhered to; this includes summer terms.

Notification of Decision: ****Students will only be notified via their JSC email account****, and it is the student's responsibility to monitor their JSC e-mail account. Students are encouraged to observe all routine application procedures and deadlines for financial aid while waiting for notification of a decision. If an appeal is not granted, a student may re-establish eligibility to be considered for federal aid in the future by attending JSC without financial aid assistance until the SAP policy requirements are met. The decision of the JSC Financial Aid Review Board is final and may not be appealed.

How to avoid Satisfactory Academic Progress problems from the start of your enrollment:

- Plan your class schedule and workload carefully so you do not need to withdraw from courses.
- If you need to withdraw from a course, check with your advisor and the Financial Aid Office first.
- Your grades are important; take your education seriously and get assistance if you are struggling in a class.
- Remember loans must be repaid; do not go in debt and have nothing to show for it.

Veterans' Benefits

Students eligible to receive veterans' education benefits must contact the Registrar's Office and arrange to have their enrollment certified with the Veterans Administration. The amount of monthly checks is determined by full- or part-time enrollment status. In order to receive maximum benefits, students must be enrolled full-time in at least 12 credits during a regular semester. Those enrolled in fewer than 12 credits receive proportionately smaller benefits.

Enrolling in an independent study (research, field work, internship) or in music or health and physical education courses may affect the amount of monthly checks. Students contemplating enrolling in these courses should call the V.A. to determine exactly how benefits will be affected. V.A. regulations exempt some internship experiences from reduction in benefits. Veterans enrolling in an internship should consult the Registrar's Office to determine whether their internships comply with these special regulations.

To be considered for maximum benefit payments, the internship must comply with the following special V.A. criteria in addition to meeting regular Johnson State College requirements:

- Each approved field experience must have a college faculty member as an assigned instructor and must be supervised by the College.
- The planned program of activities must be controlled by the College.
- Meetings must be regularly scheduled on at least a weekly basis to provide for interaction between the instructor and the student. (Class attendance is defined as any regularly scheduled meeting with the instructor, regardless of location.)
- Appropriate assignments must be required.
- The grading system must be the same as that used for in-residence courses at the College.
- Required preparation and training time per credit hour must be at least as great as normally required for other courses offered at the College.
- The field experience approved by the College must be required for graduation.
- The field experience must be measured in the same unit (semester credits) as other courses.
- Students residing off campus and expecting a refund of financial aid funds for living expenses will not receive those funds until after the add/drop period.

The student veteran is responsible for seeing that the internship contract form explicitly indicates how each of these criteria is met.

Costs

Tuition and Fees

2012/2013	VERMONT RESIDENT		NON-VERMONT RESIDENT		TUITION BREAK PROGRAM	
	Semester	Year	Semester	Year	Semester	Year
Tuition (Full-time undergraduate 12-18 credits)	\$4,464.00	\$8,928.00	\$9,984.00	\$19,968.00	\$6,696.00	\$13,392.00
Housing (double)	\$2,616.00	\$5,232.00	\$2,616.00	\$5,232.00	\$2,616.00	\$5,232.00
Board (full meal plan)	\$1,777.00	\$3,554.00	\$1,777.00	\$3,554.00	\$1,777.00	\$3,554.00
Student Activity Fee* (for full-time students)	\$118.00	\$236.00	\$118.00	\$236.00	\$118.00	\$236.00
Campus Initiative Fee* (for full-time students)	\$350.00	\$700.00	\$350.00	\$700.00	\$350.00	\$700.00
Health Insurance**	\$2,133.00	\$2,133.00	\$2,133.00	\$2,133.00	\$2,133.00	\$2,133.00
Estimated Total (This total represents a full-time student)	\$11,458.00	\$20,783.00	\$16,978.00	\$31,823.00	\$13,90.00	\$25,247.00
Miscellaneous Expenses (books, transportation, and personal needs)	\$1,125.00	\$2,250.00	\$1,225.00	\$2,450.00	\$1,225.00	\$2,450.00

*Part-time, matriculated students are charged a pro-rated amount for the Student Activity Fee and the Campus Initiative Fee. The Student Activity Fee and Campus Initiative Fee are not charged to EDP students. EDP students pay an EDP Services Fee. (See "Explanation of Fees on page 245.")

*** The health insurance charge of \$2,133 is a yearly rate and is based upon a student enrolling at JSC in the Fall semester. Students enrolling for the Spring semester are charged \$1403.*

Additional Fees

Application for Degree Fee	\$ 82
Automobile Registration Fee	\$ 50/year
Course Change Fee (<i>after add/drop period</i>)	\$ 18/course
Course Fee (<i>applies to certain courses only</i>)	varies/course
Late Financial Clearance Fee	\$100
Orientation Fee (new students):	
Fall Semester	\$ 245
Spring Semester	\$ 100
Registration Fee (<i>for non-degree students</i>)	\$ 50/semester
Student ID Replacement Fee	\$ 25

Per Credit Hour Rate (part-time or over 18 credits):

Vermont Resident	\$372 / credit
Non-Vermont Resident	\$832 / credit
Tuition Break Program	\$558 / credit

Tuition

Full tuition and fees are charged to undergraduate students registered for 12 to 18 credit hours per semester. Students taking fewer than 12 credits are considered part-time students and are billed by the credit.

Students taking more than 18 credits are billed on a per credit basis for the additional credits above 18, at the extra credit hour rate set forth in the preceding listing of additional fees.

Vermont residents age 65 or older (as of the first date of classes), who are not matriculated, receive a full tuition waiver. These students may not take the place of a paying student in courses with enrollment limits. No discount is applied to course fees or other student fees.

During the summer, all out-of-state residents are charged the in-state tuition rate plus 50 percent.

Family Waiver

In recognition of the financial burden placed on families with more than one

family member in college at JSC, the College offers a reduced rate for dependent family members who are concurrently enrolled in the College's undergraduate programs (including EDP). Tuition charged to the second and subsequent members of the same family unit concurrently attending JSC will be reduced by 25 percent, provided that all such family members are enrolled as undergraduates pursuing studies on a full-time (12+ credit hours) basis.

Members of the same immediate family unit shall include:

- Siblings when they are dependents of their parents;
- Parent and children combinations (when such children 24 years of age or younger, are dependent of their parents);
- Husband and wife;
- Parties to a civil union.

Room and Board

Students living in the college residence halls are charged per semester for their room and board. All students living in the residence halls are charged the full-meal plan (21 meals per week) each semester. Students may arrange for an alternate meal plan by logging into their Web Services, Student Billing/Financial Meal Plan change form, by the end of the first week of classes each semester.

Explanation of Fees

Application for a Degree Fee

This fee covers the costs of a review of the degree plan, a diploma, and Commencement-related activities. All students are charged this fee regardless of their attendance at the Commencement Ceremony. Students receiving two degrees at separate ceremonies will be charged the full fee each time. Graduates attending commencement exercises are required to

purchase a cap and gown, at an additional cost through the College bookstore.

Automobile Registration

Any student operating a motor vehicle on College property must register the vehicle with the Department of Public Safety. Each year a \$50 fee is required.

Books and Supplies

Students should budget at least \$500 per semester for books and supplies. The College Bookstore operates on a cash basis and does not extend credit. It does, however, accept Visa, Amex, Discover, and MasterCard. Additionally, during the add/drop period, students who have been given clearance by the Business Office may charge books and supplies to their student account. Forms may be obtained at the College Bookstore.

Campus Initiative Fee

This fee helps support the development of facilities and other campus needs for JSC students. The fee is \$350 per semester for full-time students. Part-time students taking fewer than 12 credits pay \$29 per credit.

Course Change Fee

This fee is charged for each course added or dropped after the specified "add/drop" period.

Course Fee

Certain courses require billing of fees to cover special materials, studio, or instructional costs. Course fees are listed in each semester's course bulletin and on Web Services.

EDP Services Fee

This fee helps to defray the costs associated with running a long-distance degree program. The charge is \$180 per semester for full-time enrollment (12 or more credits) and \$15 per credit for part-time

enrollment. This fee is charged to EDP students only.

Health and Accident Insurance

Health insurance is mandatory for all full-time undergraduate and graduate students not otherwise covered. A student must either accept the College insurance or certify their existing coverage through the health insurance link in VSC Web Services. This must be completed before the student's payment will be considered finalized. Failure to complete this will result in the student automatically being enrolled and billed for the College insurance.

Late Financial Clearance Fee

This fee can be charged to students who do not meet the published deadline for finalized payment.

Orientation Fee

This fee covers the cost of the Orientation Program, which acquaints new students with the campus and services available to them.

Refunds for Resignation or Leave of Absence

In the event of withdrawal, dismissal, resignation, Leave of Absence, or the dropping of classes in a manner that affects student charges, including tuition, room and board, course and other fees, any refund will be calculated on a daily pro-rata basis, using the same schedule utilized to determine the amount of the federal Title IV returns, with the following exceptions:

1. If a student withdraws during the first seven calendar days of the semester, the amount of refund of all student charges (tuition, fees, room and board) will be 100 percent.
2. If a student withdraws after the 60 percent point of the semester, the amount refunded for charges for tuition, fees, and room will be zero.

3. Fees paid to acquire college health insurance are NOT refundable.
4. If a student is suspended or dismissed from on-campus housing, there will be no credit of room charges. However, board charges will be credited for each full week of suspension/dismissal from on-campus housing.

NOTE: Ceasing to attend classes does not constitute the dropping of classes or withdrawal from the College. In order to be eligible for a refund/repayment pursuant to the above schedule, a student MUST notify the Dean of Students and the Registrar's Office of his/her withdrawal.

Registration Fee

This \$52 per-semester fee is required of each part-time, non-degree student who enrolls in one or more courses during a semester.

Student Activity Fee

This fee covers the expense of student clubs, activities, and publications. Full-time, matriculated undergraduate students pay \$118/semester. Matriculated, undergraduate students, except for EDP students, enrolled for fewer than 12 credits pay \$10 per credit.

Student Identification Card Replacement Fee

Each student is issued an identification card free of charge. A \$25 fee is charged for replacement cards.

Vermont State Colleges In-State Residency Requirements Policy (301)

The following requirements must be met by a student prior to being granted resident status for the purpose of admission, tuition, and other VSC charges:

1. The student shall be domiciled in Vermont, said domicile having been continuous for one year immediately prior to the date of enrollment unless the student, in accordance with 16

V.S.A. §2185, is a member of the armed forces of the United States on active duty who is transferred to Vermont for duty other than for the purpose of education. Domicile shall mean a person's true, fixed, and permanent home, to which he/she intends to return when absent. Domicile shall not be dependent upon a person's marital status. Although domicile may have been established, a student is presumed to be an out-of-state resident for tuition purposes if he or she moved to Vermont or continues residence in Vermont for the purpose of attending a Vermont institution of higher learning or qualifying for resident status for tuition purposes. Such presumption is rebuttable.

2. The student must demonstrate such attachment to the community as would be typical of a permanent resident of his/her age and education. The College's Chief Admissions Officer shall consider in the determination of residency for tuition purposes, among other factors: voter registration, property ownership, payment of income and property taxes, automobile registration and driver's license.
3. Receipt of significant financial support from the student's family will create a rebuttable presumption that the student's residence is with his/her family. A student who has not reached the age of eighteen shall be presumed to hold the residence of his or her parents or legal guardian. The presumption shall be rebuttable.
4. A student who moves into Vermont within one year of enrollment shall be presumed to have moved to Vermont for the purposes of attending a Vermont institution of higher learning and qualifying for resident status for tuition purposes. This presumption shall be rebuttable.
5. A student who is eligible for tuition purposes to enroll as a resident student in another state shall not be enrolled as a "Vermont Resident." The inability to enroll as a resident student in another

state does not by itself establish residency in Vermont for tuition purposes. Additionally, a domicile or residency classification assigned by a public or private authority neither qualifies nor disqualifies a student for in-state residency status at a member College. However, such classification may be taken into consideration by the chief admissions officer.

6. A student enrolling at the Vermont State Colleges shall be classified by the College's Chief Admissions Officer as a resident or non-resident for tuition purposes. The decision by the officer shall be based upon information furnished by the student and other relevant information. The officer is authorized to require such written documents, affidavits, verifications or other evidence as he/she deems necessary.
7. The burden of proof shall, in all cases, rest upon the student claiming to be a Vermont resident for tuition purposes by clear and convincing evidence.
8. Changes in residency status for tuition purposes shall become effective for the semester following the date of reclassification.
9. A student with resident status for tuition purposes will lose that status if he/she, at any time, fails to meet the above requirements. In this event, resident tuition and other charges shall continue in effect only until the end of the academic year.
10. The decision of the College's Chief Admissions Officer on the classification of a student as a resident or non-resident for tuition purposes may be appealed in writing to the College's Dean of Administration. Further appeal of a classification of a student's residency for tuition purposes may be made in writing to the Office of the Chancellor. The decision of the Office of the Chancellor shall be final.
11. An applicant for admission or enrollment may obtain a determination of residency status for tuition purposes

in accordance with the above criteria and procedures in advance of admission or enrollment.

Payment Procedures

Finalize Payment with the Business Office

All students must finalize payment with the Business Office. "Finalize Payment" means that all semester charges and any previously due balance are

- Paid in full;
- All financial aid (grants, loans, scholarships) are ready to be disbursed;
- Covered by a monthly payment plan for tuition and fees sufficient to cover semester charges;
- Covered by any combination of the above.

Monthly Payment Plan

A payment plan is available through the student services portal, which can be accessed from the Central Authorization Services login page of the MyJSC Portal. Students using this monthly payment plan will be considered having finalized payment, upon confirmation of plan participation. The plan enables the student or parent to pay all or part of the semester's charges in 4, 5, or 6 equal installments starting June 1. Participation in the plan may start after June 1. Visit www.myjsc.jsc.edu or call the Business Office for more information.

Payment Due Dates

Student's bills are posted to the student services portal (accessible from the Central Authorization Services page at <http://myjsc.jsc.edu>) on the 1st and 15th of each month. Payment is due 10 days before the first day of the academic term or as specified in a communication from the Business Office. A late fee is charged to all students if payment has not been finalized by the payment due date. Students owing money from prior semesters will not be

permitted to register for classes until the outstanding balance is paid. Current semester bills that are not paid in full by the end of the semester will result in withholding of transcripts and possible administrative dismissal until a satisfactory settlement has been made.

Students can receive supplemental charges during a semester for such items as residence hall charges or parking fines, which are viewed through Blackboard's student services portal and are due 30 days from the date on the bill.

Application of Financial Aid Awards

Financial aid that has been reported to the Business Office is credited as follows:

- Grant funds authorized by the Financial Aid Office are credited directly to the student's account.
- Perkins Loans and Federal Direct Loans will be credited to student's accounts after promissory notes have been signed.
- Students who anticipate receiving financial assistance from sources other than the College are reminded that they should make arrangements to have payments forwarded to the Business Office as early as possible. Confirmation of other sources of financial assistance should be included with the payment deferral form.
- Paychecks are issued to students for work study and other campus employment once a student obtains a job and begins submitting time sheets. Anticipated employment earnings cannot be used as a credit against a student's account.
- Students residing off campus and expecting a refund of financial aid funds for living expenses will not receive those refunds until after the add/drop period.

Refund Policy

Tuition, Fees, Room and Board: If a student exits or is dismissed during the first seven calendar days of the semester, he/she will be credited 100% of the charges for

tuition, fees, and room and board. Students exiting (see Administrative Dismissal and Academic and Disciplinary Dismissal sections of this catalog for dismissal process) after the first seven days and before the end of the 60% point of the semester will be credited tuition, fees, room and board, and aid on a pro-rata basis. The pro-rata calculation will use the number of calendar days completed divided by the number of total calendar days included for the full semester. After the 60% point of the semester, there is no adjustment for tuition, fees, or room. Meal plans, however, will continue to be pro-rated until the end of the semester.

All students, including External Degree Program students, will mark the first day of the semester as published in the College catalog, regardless of when the student's first classes meet.

Tuition Adjustments

Any adjustments in tuition charges will be based upon the courses on record at the end of the second week of the semester. No tuition refund will be given for any half-semester course dropped after the second week of the semester. There will be no refunds for drops made during the mid-semester add/drop period. There are no refunds for approved late withdrawals.

The student or parent may appeal the refund policy as applied if individual circumstances warrant exceptions to the policy. Appeals may be forwarded to the Dean of Administration.

Adjustments to Financial Aid Awards

Financial aid awards may need to be adjusted if a student exits the college during a semester. Federal regulations will be used for the return of Title IV funds for students eligible for federal financial aid. Federal regulations will also be used for the return of institutional aid. Other aid, such as state grants and outside scholarships, will be returned as specified by the grantor. If a student stops attending all classes and

does not complete an Exit Notification and Leave of Absence Form at that time, any Title IV funds received by that student may be adjusted or cancelled. The student will then be personally responsible for his/her bill. If Title IV money needs to be returned, it will be returned in the following sequence:

Federal Unsubsidized Loan

Federal Subsidized Loan

Federal Perkins Loan

Federal PLUS Loan

Federal Pell Grant

FSEOG

Employment through the Federal Work Study Program is terminated on the date the student withdraws. Awards from sources other than the College and Title IV funding are adjusted according to the source agency's own policy.

External Degree Program (EDP) follows the same refund policies as noted above. If an EDP student withdraws from a course at another institution, the student will be charged the prorated tuition and fees which the other institution applies.

Administrative Dismissal

Students with outstanding overdue balances on their accounts and who have not responded to Business Office inquiries for payment, or who have indicated a refusal to pay that balance, are subject to administrative dismissal from the College. Administratively dismissed students must cease attending all classes immediately, will not receive any credit for work done during that semester, and will still remain liable for the unpaid balance. If the student is administratively dismissed after the first seven days and before the end of the 60% point of the semester, he/she will be credited tuition, fees, room and board, and aid on a pro-rata basis. The pro-rata basis calculation will use the number of calendar days completed divided by the number of

total calendar days included for the full semester. After the 60% point of the semester, there is no adjustment for tuition, fees, or room charges.

Student Services

Academic and Student Life

Orientation

New first-year and transfer students are required to attend an orientation program which occurs just prior to the start of the semester. Students will participate in a series of meetings, information sessions, small-group activities, social gatherings, and special events intended to ensure a successful transition to Johnson State College. Administrators, faculty, staff, and upper-class students are available to assist students with their introduction to the JSC community. Students will have an opportunity to discuss academic requirements, social and recreational activities, and the regulations and rules governing college life.

Office of First-Year Experience

The First-Year Experience Program includes a variety of programs and services designed to help first year students make a successful transition to the demands of college life. FYE is comprised of the following options.

- New Student Orientation
- First-Year Seminars
- Common Reading Initiative
- Residential Programming
- Peer Mentoring

Johnson State College faculty, staff, and administrators truly value students and want each of them to be successful. The College has developed a comprehensive, coordinated approach toward the First-Year Experience.

The Advising and Career Center

This Center coordinates a variety of programs and services, encouraging students to be active participants in their own educational and career development, and is a hub for local, national, and international experiential learning opportunities that support major and career exploration and connect learning to life beyond Johnson State College.

Advising and Career Center Programs & Services

- Academic Advising
- Assistance in choosing a major
- JSC's Exploration Program
- Career development & planning
- Job/internship/volunteer postings
- Career resource library
- International Student Support
- The National Student Exchange
- Study abroad

The resource library and online services maintained by The Center support students in choosing a major, exploring career options, and gaining hands-on experience through internships, service learning, and exchange opportunities.

Center staff also assign entering students to first-semester classes, manage advisor assignments, and process change of advisor requests. JSC's Exploratory Program, a semester-long program designed to assist students in the major exploration and declaration process, is coordinated out of the Advising & Career Center. The Center also maintains the 'Career Hub,' an online database of jobs, internships, volunteer opportunities and alumni mentors. Advisors in the office offer one-on-one and group career counseling and provide resume writing and job search assistance.

The National Student Exchange

The National Student Exchange (NSE), coordinated out of the Advising and Career Center, is a network of nearly 200 colleges and universities in the United States and Canada. Through NSE, JSC students who meet the eligibility requirements can spend a semester or a year at one of these institutions, earning credit toward their JSC degree. International exchange opportunities are also available through participating institutions that open their study abroad programs to NSE exchange students.

Study Abroad

Johnson State College encourages students in gaining a global education through Study Abroad. In addition to the study abroad opportunities available through NSE and various affiliate programs, many JSC programs and faculty sponsor short-term international study tours, field research projects and service learning opportunities. Early planning is encouraged to assure the timely completion of all academic degree requirements. Students considering a semester abroad should meet with an advisor in the Advising and Career Center at least six months prior to the semester in which they wish to study abroad. It is important that all study abroad experiences that are not tied to a class be arranged through the Advising and Career Center.

International Students

Johnson State College creates opportunities for the campus community to meet and interact with students from multicultural and international backgrounds. Committed to enhancing the diversity of its student body, the College promotes the enrollment of international students, as well as U.S. residents who are English Language Learners (ELLs), whose participation in college life help expand the JSC community's awareness of world and intercultural issues and events. In the past,

students at JSC have come from many countries including Canada, Colombia, Jamaica, Korea, Mexico, Brazil, Saudi Arabia, Sweden, Japan, Pakistan, France, Poland, Indonesia, Norway, Congo, Sudan, Romania, China, Gabon, Argentina, Somalia, and the Philippines.

JSC offers a wide range of support to English Language Learners to assist in a successful transition to the challenges of American college life and studies including:

- Orientation to campus and community life;
- Support for cultural and academic adjustment;
- Advice and assistance with career, immigration and visa matters;
- Advocacy to enhance campus awareness of multicultural perspectives;
- Academic support for international students' and English Language Learner's needs.

Academic Advising

The Advising and Career Center at Johnson State College provides academic advising services that complement the faculty advising system. Advisors are available to assist students in choosing a major, understanding degree requirements and considering educational and career goals.

Academic Computing Center

The Academic Computing Center, located on the second floor of the Library and Learning Center, serves as the "hub" of academic computing at JSC. It is equipped with 32 Pentium workstations, all of which provide Internet and e-mail access. In addition, the college supports six other dedicated computer labs, two for science and mathematics, one for behavioral sciences and education, one for business and hospitality and tourism management, and two for fine and performing arts.

Academic Support Services

Academic Support Services offers a range of support to JSC students as they progress

through their college careers. Our goal is to provide support that empowers students to successfully complete their college education and prepares them for further education and employment.

Services for TRiO Students

Academic Support Services is partially funded by a Federal TRiO grant from the U.S. Department of Education. The purpose of TRiO is to provide support to populations typically under-served by colleges. While we serve all students at JSC, priority is given to those who qualify for service under the TRiO program. To be eligible for grant services, a student must meet at least one of the following criteria:

- Be from a family where neither parent completed a four-year bachelor's degree;
- Be from a low income background;
- Have a documented disability.

Academic Support Services offers the following services to students accepted as part of the TRiO program:

- Access to technology
- Free tickets to selected campus cultural events
- Computerized personality type and career assessments
- Financial literacy support
- Financial aid information and workshops
- Graduate school advising
- Supplemental grant aid

Services for Students with Disabilities

Johnson State College is committed to providing students with disabilities an equal opportunity to participate in all aspects of the educational environment. The Learning Specialist works with students with disabilities to determine appropriate accommodations and to maximize their educational potential, while encouraging them to maintain independence while

receiving assistance. Students with documented disabilities may be eligible for a variety of accommodations and services including, but not limited to:

- Testing accommodations
- Note-taking assistance
- Sign Language interpreters
- Textbooks in alternative format
- Assistive technology

Current and comprehensive documentation of a disability is necessary to be eligible for academic accommodations. Guidelines are available on the JSC website.

Tutoring

Located in the Academic Support Services offices, the Learning Resource Center provides a friendly and supportive environment for students seeking to improve their academic performance. Our professional staff and peer tutors can help foster academic success by encouraging students to become more independent learners. The Learning Resource Center provides the following services to all students:

- Individual tutoring in most 1000- and 2000-level courses
- Individual professional help in writing and math
- Individual online help in writing through the Writer's Online Workshop
- Group tutoring (supplemental instruction) in selected subjects
- Training programs for peer tutors
- Resource library

Non-Traditional Students

Academic Support Services is home to non-traditional students at JSC, where they receive assistance, support, and mentoring to help them overcome their unique challenges. Information for non-traditional students is available on the following topics:

- College credit for life experience

- Childcare
- Financial aid
- Tutoring
- External Degree Program
- Graduate education

Academic Skills Assistance

The Academic Skills Advisor provides support to students making the sometimes treacherous transition from high school to college, who may also need help in developing the following essential college "survival" skills:

- Study/research skills
- Note-taking
- Test-taking
- Active reading
- Time management
- Stress management

Advising

The Academic Support Services staff provide friendly, caring, intensive academic advising to many JSC students. We strive to assist students in the identification of academic and life goals and the development of a meaningful educational plan to achieve those goals. Through active engagement in a collaborative process, students are encouraged to become self-directed and responsible life-long learners and decision-makers. We offer the following advising services:

- Academic advising to all Transition Year students (see below) during their first year;
- Academic advising to on-campus External Degree Program students;
- Information on degree requirements, academic regulations, and administrative policies to all who ask.

Transition Year Program

Academic Support Services offers a special Transition Year Program for students who show potential for academic success but may be under-prepared academically and/or socially. The program includes the following components:

- A pre-orientation activity which includes team-building activities with the Academic Support Services staff;
- Regular advising meetings to monitor progress;
- Early feedback from instructors on students' progress;
- Ready access to tutoring and other support services;
- Career and academic major exploration and development.

The Transition Year Program provides each student with individualized support that can make the difference between success and failure in the crucial first year of college.

Upward Bound

Upward Bound helps young people from economically disadvantaged backgrounds to develop the academic abilities and motivation needed for success beyond high school. This program is designed to serve 90 students from ten high schools within a 50-mile radius of the campus. The heart of Upward Bound is a six-week residential summer program that builds academic skills and self-confidence. Faculty and staff for the summer program are selected from Johnson State College and participating high schools. The Upward Bound program provides internship and job opportunities for Johnson State students interested in the fields of human services, education and recreation.

Residence Life

The Residence Life program facilitates student growth and development through high quality services, with a variety of options in living environments, programs

and activities. Community development plays an integral role in Johnson State College's residence halls. A healthy residence hall community provides a sense of belonging. At Johnson State, student growth is fostered in an environment that encourages freedom of choice and responsible behavior.

All Johnson State residence halls and residence hall rooms are smoke-free. Each room offers internet access, voice mail, and cable T.V.

Housing Policies and the On-Campus Residence Requirement

Johnson State requires full-time, first-year and second-year students to reside (to the extent that space is available) in on-campus housing and take their meals in College dining facilities. It is the College's philosophy that the residential life experience provides opportunities for educational, cultural and social enrichment that are necessary components of an individual's growth.

Residence Halls

Governors and Senators Hall accommodate approximately 200 students each, housing men and women on alternate floors. Most rooms are designed as doubles, although some single and triple rooms are available. A lounge and common bathroom facilities are located on each floor. A laundry room and recreation room are also located in each of these buildings.

Arthur Hall is a co-educational, wellness-themed residence hall/housing 112 students in a suite-style living environment. There are bathroom facilities and a common living space in each suite. All students living in Arthur Hall sign a wellness agreement. This agreement supports students who wish to focus on health and wellness living while residing in this residential community.

Martinetti Hall offers co-ed housing for upper class and non-traditional college

students in double and single rooms on the second and third floors. On each floor there are unisex bathroom facilities. Residence floors have large furnished lounges and an outstanding view of the Green Mountains. The second floor has a kitchen area equipped with an oven/range unit, refrigerator, and dining space for community dinners.

Room Deposits

All students required to live on campus, or students who have met the housing policy requirements and choose to continue living in the residence halls, are required to pay a non-refundable \$100 room deposit. For new students, this deposit is part of the required Admissions Deposit. For returning students, this deposit must be paid prior to participating in Room Selection for the upcoming academic year (month of April). Students may not be assigned their room of choice in the residence halls until the room deposit is received in the Business Office.

Financial aid, scholarships, or anticipated aid cannot be accepted in lieu of the \$100 deposit.

For housing contracts that are cancelled prior to May 30, the student will receive their room deposit. Housing contracts cancelled after May 30 will result in a forfeit of the \$100 room deposit.

Students who are not required to live on campus include the following:

- Students turning 21 years of age on or before the beginning of the spring semester;
- Students who are married or are single parents with custody of children;
- Students claiming same-sex domestic partnership;
- Students commuting to and from JSC from the permanent residence of a parent or legal guardian, that is within a 30 mile radius of the college. A Parental Statement form is required;
- Students completing internships, student teaching, or assistantships out of the Johnson area;

- Returning students who have met the on-campus housing policy requirement;
- Students taking 8 or fewer VSC credits per semester.

Students living in the residence halls are required to be registered for and actively participating in 9 or more credits. Should a residential student drop below 9 credits during the current semester, he or she may not receive permission to continue living in the residence halls. Students must request, in writing to the Assistant Dean of Students, permission to remain in residence. Decisions will be made on a case by case basis.

Housing Contracts are valid for the entire academic year. Fall-term students are not offered a semester-long housing contract. Students should refer to the JSC Student Handbook or the housing contract for housing exemption criteria and procedures.

Requests for a housing exemption, together with appropriate documentation, must be made in writing, using the online Request for Exemption form, and submitted to the Housing Review Committee, by April 1 for returning students and by July 1 for new and transfer students. For students entering in the spring semester, the deadline is December 1. The Request for Exemption form is accessible on the JSC Web site (jsc.edu/residencehalls).

College Meal Plan Contract

All students living on campus are required to participate in the College Meal Plan. ARAMARK Food Service Corporation provides quality food service to the Johnson State College campus. Students are invited to take advantage of the numerous dining options that accommodate a variety of appetites and schedules. Vegetarian and vegan options, as well as hot line items, soups, salads, and deli bar are available on a daily basis.

Meal plan exemptions will be considered for only medical reasons. Requests to be released from the meal plan policy must be made in writing to the Housing Review Committee. The online exemption form

must be used. Students should refer to the JSC Student Handbook for meal exemption criteria. See Tuition and Fees section for meal plan fees.

College Apartments

The College Apartments, located at the north end of campus, provide one-, two-, and three-bedroom accommodations for qualified upper-class students. Applications outlining eligibility criteria for the College Apartments are available in the Business Office.

Counseling Center

The Counseling Center is a campus resource designed to facilitate the emotional and intellectual development of students. The Counseling Center offers JSC students a safe and confidential place for self-exploration and personal growth experiences. Counseling Center staff listen, provide support, and help students make the most of their educational experience while helping students form a personal connection to the learning community. Individual, couples and group counseling are available. Services also include referrals to community resources, presentations/workshops, campus-wide mental-health screenings, and mental health crisis assistance.

Health Center

The Health Center is affiliated with Community Health Services of Lamoille Valley and staffed by a licensed nurse practitioner who works in collaboration with an off-site physician and operates on a fee-for-service basis. Students using the Health Center are expected to submit their health insurance information at the time of their visit. Most health insurances are accepted. However, those with managed care plans are advised to obtain prior authorization from their primary care provider before using the Health Center. Students are required to submit a comprehensive health form and immunization record and provide proof of

health insurance coverage to the Business Office as conditions for enrollment at the college. A low-cost insurance plan is available to students who do not have pre-existing coverage. Please contact the Business Office for enrollment information. *(Note: Completed health forms and immunization records should be submitted as early as possible. Students may not receive their room assignment until these forms are received and the student is in compliance with immunization requirements.)*

Clubs, Organizations, and Athletics

Student Association and Student Activities

The JSC Student Government Association (SGA) fosters student involvement in a wide range of social, cultural, intellectual and recreational activities on campus. Each undergraduate who pays the activity fee (living on or off campus) is a member of the JSC Student Government Association. The Executive Cabinet and the Student Senate are the primary legislative bodies in the student government. The SGA budget is derived from the annual student activities fee. The budget provides funding for an extensive schedule of dances, concerts, coffee houses, films, lectures, and special events.

Clubs and Organizations

Over 30 clubs and student organizations provide opportunities for students to gain valuable leadership experience while sponsoring numerous events for the entire campus community. Club sports are organized by students and compete at a level that is determined by the club members and a Club Sports Oversight Committee.

If there is not already a club that matches your interests, the Student Government Association can help you start one.

SERVE

Since 1987, the SERVE Office, located in the Stearns Student Center, has been an integral part of engaging students in the JSC community and beyond. SERVE offers numerous opportunities for organized service experiences led by student leaders in the local area and around the country. The following are some of the events and programs offered:

SERVE Fri: The local service program offers projects in order to respond to the needs of the community. These projects allow students to become more familiar with the region and provide the opportunity for service learning with tangible outcomes in a limited time frame.

Break Away: Our alternative break program is designed to promote service on the regional, national, and international levels during scheduled school breaks. These trips are designed to have students leading other students in heightening social awareness and creating life-long active citizens; where community becomes a priority in values and life choices.

Mentoring: Student volunteers are matched with local school children or youth. The goal is to form one-on-one relationships to give each child or young adult a friend and role model, as well as someone who can share recreational, cultural, and educational experiences.

America Reads: This is a national program designed to help children develop a love of reading. Reading partners receive a literacy training and then work with individual children or small groups (K-4) to provide opportunities for one-on-one practice and activities which inspire young kids to read well by sharing the joy and power of reading.

AmeriCorps Student Leadership Corps (Education Award Only): JSC offers an AmeriCorps Education Award program. AmeriCorps members work with students, faculty, administration, and local communities to build volunteer and service learning programs on the campus. At the

end of their service, members receive an education stipend according to numbers of hours served.

If eligible, student leaders and America Reads volunteers can receive federal work study.

Student Media

WJSC-FM, the College's non-profit radio station, is operated by and serves the students of Johnson State College. The studio is equipped to do both recorded and live broadcasting and is staffed by volunteers from the campus community. Programs include recorded music, news and special features on campus life and activities.

Basement Medicine, the student newspaper, is written for, about and by students under the guidance of a faculty advisor.

The Gihon River Review and the **Green Mountains Review**, literary magazines, are managed, edited, and produced by students. These publications are funded through the student activities fee.

Athletic and Intramural/Recreation

The Johnson State College Athletic Department mission is to provide comprehensive and competitive varsity programs for skilled student athletes. As an integral part of the Division of Student Life, intercollegiate athletics will be conducted to further the larger college mission. The intercollegiate athletic program will actively support the College's pursuit of academic excellence and strive to provide public service to the citizens of Vermont, the nation, and the world. The intercollegiate athletic program will be administered in a way that contributes to the personal development of all student athletes.

Johnson State College offers varsity intercollegiate athletic programs in men's and women's basketball, cross country running, soccer, tennis, as well as men's

golf, men's lacrosse, women's softball, and women's volleyball.

Johnson State College Athletics competes under the NCAA Division III membership and is a full member of the North Atlantic Conference. Students interested in competing on the intercollegiate teams must meet the NCAA eligibility standards. Included in those standards, student athletes must remain in good academic standing and maintain satisfactory progress toward degree as defined by Johnson State College (see Academic Regulations and Requirements section in this catalog.)

The Athletic Department prides itself on the manner in which it has developed the College's athletic experience. It has identified three primary goals for student athletes: personal growth, academic achievement, and athletic success. "Student Athletes as Role Models" is an integral part of the JSC Athletic Department philosophy. Athletics provides student athletes with an opportunity to realize their potential as individuals by developing skills in leadership, communication/motivation, and time management by serving as models in the community. Some of the recent programs have been Readers as Role Models, Kids Night Out, Gym Days, Shoot for Goals, and Small Fry Clinics in basketball, soccer, lacrosse, softball, and volleyball.

The recreation facilities and opportunities on campus are extensive. The Student Health and Physical Education (SHAPE) facility and the Minaert Athletic Fields are available for student, faculty, staff, and community member use. The mission of the recreation and intramural programs is to provide recreational, intramural, and wellness opportunities for the Johnson State community through a wide variety of intramural activity offerings: spinning classes, water aerobics, Zumba, dodgeball, co-ed basketball, indoor soccer, volleyball, group hike outings, kayaking the Lamoille River, climbing wall competitions, disc golf tournaments, Fitness Challenge, and various other events. The recreation and intramural programs strive to provide on-

and off-campus opportunities that foster physical, social, and emotional wellness. Offerings have been designed to provide equal opportunity for participation regardless of gender, age, race, interests, or motor skill level. For additional sports or activities organized under the Student Government Association (i.e. Rugby, Ultimate Frisbee, Snowboard/Ski Club, Dance Ensemble, etc.), see the Student Government Association section of this catalog for more information.

Code of Conduct

Each student is responsible for being aware of the policies, rules, and regulations which govern the campus and set standards for behavior. The Code of Conduct is published in the Student Handbook, which each student receives during orientation. The Student Handbook is available online on the JSC website. The Code of Conduct explains the process by which disciplinary action may be taken for student misconduct. Copies of the Code of Conduct may be obtained from the Dean of Students Office, which handles all disciplinary cases.

Students' Rights

Nondiscrimination

Qualified students are recruited for, admitted to and participate in all college programs without discrimination on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, or disability. Johnson State College will provide reasonable accommodations to create equal opportunity for students with known disabilities. Please contact the JSC Learning Specialist in Academic Support Services (802-635-1264) if auxiliary aid or service is needed to apply for admission. Additionally, Johnson State College is committed to creating and maintaining an environment for work and study in which all members of the College community are free from all forms of sexual harassment and unlawful discrimination. Johnson State College complies with state and federal

laws related to equal opportunity and non-discrimination. Any questions or complaints about potential or perceived discrimination in violation of any state or federal law should be directed to the Assistant Academic Dean, Martinetti Hall (802-635-1243); or the Vermont State Colleges Office of the Chancellor in Waterbury; or the Vermont Office of the Attorney General; or the Equal Opportunity Employment Commission in Washington, D.C. Please contact the JSC Dean of Administration (802-635-1208), if auxiliary aid or service is needed to apply for admission of employment.

U.S. Department of Education Requirements

The United States Department of Education requires that annual statistics on campus crimes and students' continuation rates be made available to students and their families. Please contact the Admissions Office for this information. Campus crime statistics are located on the website under Public Safety.

Notification of Rights Under FERPA for Post-Secondary Institutions

A federal law, the Family Educational Rights and Privacy Act of 1974 ("FERPA"), affords students certain rights with respect to their educational records. The primary rights afforded to each student include, but are not limited to, the right to inspect and review their education records, the right to amend incorrect records, and the right to limit disclosure of information from the records.

In accordance with federal law and regulations issued by the Department of Education, the Vermont State Colleges System ("VSC") has adopted policies and procedures for each of its Colleges. The Colleges within the VSC are: Castleton State College, Johnson State College, Lyndon State College, Vermont Technical College, and The Community College of Vermont. The purpose of this VSC policy is

to provide guidance on the rights of inspection and the prohibitions against unauthorized dissemination of educational information.

The VSC's FERPA policy is available on the Blackboard Portal under VSC Public Info and Data / VSC Policy and Procedures / Student Affairs / Policy 312, and also at the Registrar's Office.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C., 20202-4605
E-mail: FERPA@ed.gov
(include telephone and fax numbers in e-mail)
Telephone: (202) 260-3887
Fax: (202) 260-9001

Campus Facilities

The Willey Library and Learning Center (WLLC)

The Willey Library and Learning Center houses the library, the Department of Humanities and the Department of Writing and Literature, an open-access computer lab, a media arts research studio featuring 25 Mac stations, a math and science computer lab, a language laboratory and a multimedia classroom, and the *Basement Medicine* (student newspaper) and *Gihon River Review* and *Green Mountains Review* (both student literary magazines) offices. The library holds 100,000 volumes in open stacks, including bound periodicals, pamphlets and other unbound materials, phonograph recordings and a large collection of microfilms. The library's collections of art books and children's literature are well known for their depth and range. The library is linked to the Online Computer Library Center, a national bibliographic service that provides cataloging and interlibrary loan access to over 12 million bibliographic records for location and verification of books, serials and non-print materials. The Willey Library and Learning Center also houses the

Ellsworth International Room, which includes artifacts and memorabilia collected by Professor Emeritus Robert A. Ellsworth over the length of his career as a diplomat and scholar. The room also includes a collection of Professor Ellsworth's books dealing with history and political science and materials felt to be of significance to the study of history or political science, donated by friends of the Ellsworth Trust.

Babcock Nature Preserve

The Babcock Nature Preserve, located ten miles from Johnson State College in Eden, Vermont, is a 1,000-acre tract of forest land owned and maintained by the College for scientific and educational purposes. A site of geological significance carved out of the northern Green Mountains by ancient glaciers, the preserve offers a diversity of settings for studies in the natural sciences. Three large ponds dominate the physical landscape, and birds and mammals abound. With forested watersheds of mixed conifers and northern hardwoods, opportunities for field studies in hydrology, limnology, and terrestrial and aquatic ecosystem analyses are unlimited. The summer field program at the preserve features a number of short, intensive courses designed to provide field experience in the natural sciences beyond those normally possible during the academic year.

Bentley Hall

This building houses the Department of Mathematics and the Department of Environmental and Health Sciences, a 200-seat lecture hall with movie projection facilities, an interactive television studio, and laboratories for biology, chemistry, physical sciences and geographic information systems.

Carter Gymnasium/SHAPE Facility

Johnson State's SHAPE (Student Health and Physical Education) facility is home to the

College's Athletic Department, Health and Physical Education Division, Intramurals and Athletic Training Department. The SHAPE facility was built in 1990 as an addition to the existing Carter Gymnasium and underwent an extensive renovation in 2008-2009. The complex includes two gymnasiums, a state-of-the-art fitness center complete with free weights and Nautilus machines, an aerobic fitness area with Life Cycles, stair climbers, Concept II rowing machines, elliptical trainers, a Gravitron, Landice treadmills, a 26-foot climbing wall, a sound-proof spinning studio, two racquetball courts, and a six-lane 25-yard swimming pool.

Featured outdoors are the Minaert Fields, located directly adjacent to the SHAPE facility, which serve as home fields for our soccer, softball and lacrosse teams. There are four resurfaced tennis courts with views overlooking the intramural field located on the eastern side of campus. Also offered for outdoor enthusiasts is a 10K trail system for running, hiking, and cross-country skiing, along with a 18-hole disc golf course positioned across the College campus and a snowboard park.

Dewey Hall

Dewey Hall houses the Office of the Dean of Students, the Advising and Career Center, Upward Bound, the Academic Support Services Offices, Public Safety, and the Women's Center. It also contains three classrooms, a small convenience store, the Bookstore, and a conference room.

Dibden Center for the Arts

Dibden Center for the Arts contains a 450-seat theater with a proscenium stage, a removable dance floor, and choral and orchestra risers. The center houses the music and theater faculty, studios, practice rooms, classrooms and a piano laboratory, as well as the Julian Scott Memorial Art Gallery.

Martinetti Hall

This building, the main administration building, houses the offices of the President, Academic Dean, Dean of Administration and Registrar, the Admissions, Financial Aid, Alumni and Development, and Business Offices, Marketing and Printing Services, the Graduate Office, and the External Degree Program, along with the Department of Business/Economics and a Business/Hospitality/Tourism Management computer laboratory.

McClelland Hall

The oldest building on campus, McClelland houses the Department of Education, the Department of Behavioral Sciences, and the Behavioral Sciences computer lab, and the dance studio.

Arthur Hall

In addition to being a residence hall for students, this building houses the Print Shop and Conference and Event Services.

Senators Hall

In addition to being a residence hall for students, this building houses the Health Center, the Counseling Center, and the Information and Technology Services Department.

Stearns Student Center

Stearns Student Center houses the dining hall, Post Office, Student Government and Activities, the Serve Office, and the JSC radio station (WJSC-FM), as well as multipurpose event spaces, a movie viewing room, a TV viewing space, arcades and gaming space, a fireplace lounge, a student conference room, and a café.

Visual Arts Center

The VAC houses the college's visual arts programs, with drawing, painting, printmaking, photography, sculpture, ceramics and woodworking studios, as well

as a gallery for exhibiting works in progress and student projects, and faculty offices.

Residence Halls

Descriptions of the College's four residence halls are found in the Residence Life section of this catalog.

Administrative Support Services

Marketing and Printing Services

This office is responsible for supporting the production of internal and external publications, the College website and portal as well as other electronic communications, recruitment literature, press releases and advertising.

Conference and Events Services (CES)

CES provides planning assistance and coordinates facilities, equipment, and services for all JSC and community groups and individuals holding special events and activities on campus during the academic year and in the summer.

Development and Alumni Relations

This office, in coordination with the Alumni Council, plans and directs all of the activities relating to the Alumni Association, including class reunions and Fallfest, admissions recruiting, and fund raising. The office also publishes *Johnson Views*, which is distributed to alumni, parents, and friends of the College, and it supports the work of the Fund for Johnson State College, an advisory board to the President on philanthropy and community and corporate relations. A major part of each year's fund appeal is dedicated to scholarships for undergraduates.

Physical Plant Department

Physical Plant is responsible for providing maintenance, custodial, and janitorial services to all buildings and grounds of the campus. In addition, the department is responsible for establishing and maintaining all utilities, building systems, and grounds. The department is also responsible for initiating, planning, and executing all construction and campus renovations, with the exception of IT services.

Office of Public Safety

The Office of Public Safety is here for the safety of all students, faculty, and staff at Johnson State College. All Public Safety officers are trained and experienced in providing outstanding support to the Johnson State College community. We are fortunate to be living in a rural setting with less crime than other colleges; however, we are not crime free. It is the Public Safety Department's role to provide a safe environment for the entire community. In order to achieve this goal, it is vital that the community work together to prevent crime through education, cooperation, and by using safe practices and reporting anything that is suspicious or unusual.

A wide variety of safety and security training programs are available through the Residence Life staff and the Counseling Center. Information on current JSC policies relevant to criminal actions, campus law enforcement, training programs, policies, and campus crime statistics can be found on the Johnson State College website.

Directory

Full-Time Faculty

Aubuchon, Christopher. Associate Professor

Ph.D., Mathematics, University of Kentucky

Specializations: Homological algebra and module theory, number theory

Bacchus, Tania S. Professor

Ph.D., Oceanography, University of Maine at Orono

Specializations: Oceanography (marine geology), quaternary studies, environmental sciences

Black, James. Professor

Ph.D., Systems Science, Portland State University

Specializations: Leadership, management, Java programming, general systems theory

Blair, Steve. Professor

M.M., Music, University of Massachusetts

Specializations: Jazz performance and recording

Bou-Nacklie, N.E. Associate Professor

Ph.D., Middle Eastern History, University of Utah

Specializations: Middle East, Africa, Third World

Brinegar, Kathleen. Assistant Professor

Ed.D., Educational Leadership and Policy Studies, University of Vermont

Specializations: Middle Level Education, Adolescent Literacy, Women's Studies

Brower, William C. Associate Professor

Ph.D., Anthropology, University of Colorado

Specializations: Shamanism, visual anthropology, and universal aspects of healing and illness experiences

Calza, Susan. Professor

M.F.A., Sculpture, University of Illinois, Champaign-Urbana

Specializations: Sculpture, performance art, and video

Cezar, Henrique. Assistant Professor

M.B.A., International Business, San Francisco State University

Specializations: Financial market analyst, asset management, and international business

Cline, Sharon Elise. Assistant Professor

Ph.D., Modern French and European History, University of Wisconsin - Madison

Specializations: History of modern France, modern European intellectual and cultural history, European women's and gender history

Clute, Sean. Assistant Professor

M.F.A., Electronic Music and Recording Media, Mills College

Comen, Todd. Professor.

M.P.S., Hotel Administration, Cornell University.

Specializations: Impact of the hospitality industry on the community-at-large, organizations that operate as if people mattered, and hospitality organizations that create a whole experience for the customer

Dolci, Elizabeth D. Professor

Ph.D., Environmental Health Sciences, University of Michigan

Post Doctoral: Cell Biology, Yale University

Specializations: Cell signaling in paramecium, science education

Doyle, William. Professor

Ed.D., Education, Columbia University

Farara, Joseph M. Professor

M.S., Information Science, Simmons College

Specializations: Library, American popular music

Fink, David. Professor

Ed.D., Counselor Education, University of Maine, Orono

Specializations: Counseling theories, helping skills, psychology of the Civil War, and internship supervisor

Genter, Robert B. Professor

Ph.D., Biology, Virginia Polytechnic & State University

Specializations: Ecological toxicology, limnology, phycology

Green, Susan E. Professor
Ph.D., Sociology, University of Montana
Specializations: Gender roles, sociolinguistics, sexuality and intimacy, qualitative methods, medical sociology-health and wellness

Haverkamp, Hans Christian. Assistant Professor
Ph.D., Kinesiology with an emphasis in Exercise Physiology, University of Wisconsin - Madison

Himmelstein, Jerry. Assistant Professor
Ph.D., Sociology, Louisiana State University
Specializations: Civil rights, minority groups, mass media, criminology, and sociology of schooling

Hutchinson, David R. Professor
Ph.D., Counselor Education, State University of New York at Buffalo
Specializations: Development of individual and group interpersonal skills, addiction treatment, and dying and grief counseling

Kanat, Leslie H. Professor
Ph.D., Earth Sciences, University of Cambridge, England
Specializations: Structural geology and metamorphic petrology

LaRoque, Perry. Associate Professor
Ph.D., Special Education, University of Wisconsin-Madison
Specializations: Behavioral and Emotional Disabilities

Leslie, Kenneth. Professor
M.F.A., Painting and Printmaking, University of Pennsylvania
Specializations: Painting, drawing, and artist's books

Longtin, Russell. Professor
Ph.D., Acting/Directing, University of Michigan
Specializations: Acting/Directing

Martin, Mary. Assistant Professor
M.A., Art History and Criticism, Webster University
Specializations: 20th century art, African art, legal issues in art

McElvany, Norman D. Professor
M.B.A., University of Nebraska, Lincoln
Specializations: Marketing, small business development and entrepreneurship

McGough, David. Associate Professor
Ph. D., Educational Policy and Administration: Social and Philosophical Foundations of Education, University of Minnesota
Specializations: Secondary education, foundations of education, leadership studies

Miller, John. Professor
M.F.A., Visual Studies Workshop, SUNY at Buffalo
Specializations: Photography, documentary studies, oral history, writing, exhibition design, and planning graphic design

Mireault, Gina C. Professor
Ph.D., Developmental Psychology, University of Vermont
Specializations: Infant humor perception and creation, social referencing, tantrums, parental loss in childhood

Moskowitz, Brad. Professor
M.A., Leadership and Experiential Education, Prescott College
Specialization: Outdoor education, adventure education and wilderness leadership

Pellerin, John. Associate Professor
Ph.D., Purdue University
Specializations: Chemistry, physics

Perham, Andrea. Professor
Ph.D., English Literature, McGill University
Specializations: Modern American poetry, writing across the curriculum, writing assessment

Petricks, Gregory. Assistant Professor
Ph.D., Mathematics, Dartmouth College

Plazek, David. Associate Professor
Ph.D., Political Science????

Plissey, Bethany. Assistant Professor
M.A., Music, Indiana University

Powell, Elizabeth. Assistant Professor
M.F.A., Fiction Writing, Vermont College
Specializations: Poetry, fiction, non-fiction

Ritscher, Regina L. Assistant Professor
Ed.D., Learning and Teaching, Harvard
Graduate School of Education.
Specialization: The role hands-on activities
play in thinking, knowing and meaning-
making

Shaw, Tyrone. Assistant Professor
M.F.A., Writing, Union Institute &
University

Silver, Paul L. Professor
Ph.D., History, University of Pennsylvania
Specializations: Progressive movement and
New Deal; women in American history;
Chinese and Japanese history

Theoret, Julie. Associate Professor
Ph.D., Nonassociative Algebra, University
of Virginia
Specialization: K-12 math education

Towner, Daniel. Professor
Ph.D., American Literature, Ohio
University
Specializations: American literature,
writing, film

Twigg, Sharon. Assistant Professor
Ph.D., Nineteenth Century British
Literature and Culture, University of
Wisconsin - Madison

Uhlendorf, Karen J. Professor
Ed.D., Physical Education Curriculum and
Instruction, with special emphasis in
Outdoor Adventure Education, University
of North Carolina at Greensboro
Specializations: Physical education and
outdoor education

Webber, Eleanor M. Professor
Ph.D., Counseling Psychology, State
University of New York at Buffalo
Specialization: Personality theory
integration, abnormal behavior, political
psychology, social psychology, Jungian
personality typology, interdisciplinary
studies

Welch, Amy. Associate Professor
Ph.D., Sport and Exercise Science,
University of Leeds

White, Jacob. Assistant Professor
Ph.D., Literature and Creative Writing,
University of Houston

Wiseman, Frederick. Professor, Ph.D.,
Geosciences, University of Arizona

Wolff, Maris. Professor
Special Training: Composition and
Improvisation
Specializations: Modern dance, ballet,
historical dance, Renaissance dance and
history, Baroque dance, 19th Century
dance, jazz dance, choreography dance
history

Part-Time Faculty*

Alberi, Sawyer. B.S., U.S. Coast Guard
Academy

Baird, Sandra. M.A., University of
Wisconsin

Baker, William. M.A., Johnson State
College

Bandar, Leila. M.F.A., Boston University

Blueter, DeAnne. M.A., Johnson State
College

Bond, Bethany. M.F.A., Savannah
College of Art & Design

Brighton, Kenneth, Ph.D., Indiana State
University

Capps, Joe. B.M., Berklee College of Music

Cashman, Edward. J.D., American
University

Chase, Victoria. Ph.D., Columbia
University

Cravedi, Stefanie. M.A., Middlebury
College

Delongis-Shively, Danielle. M.S.W.,
Smith College, School for Social Work

Dubuque, Martha. M.A., Johnson State
College

Foster-Weston, Colette. B.S., Johnson
State College

Francoeur, Noble. M.A., North Adams
State College

Kramer, Marjorie. B.F.A., Cooper Union
School of Art and Architecture

Langley, Jacqueline. M.S., Columbia
University

Leader, Andrew. M.A., University of Vermont

May, Amy. M.F.A., Indiana University

McCarthy, Sally. M.A., Johnson State College

Metcalf, Michael. M.A., University of Arkansas at Fayetteville

Molloy, Barbara. M.F.A., Hunter College

Puleio, Mark. B.A., Prescott College

Rosovsky, Judy. B.S., University of Massachusetts at Boston

Salerno, S. Joseph. M.F.A., Indiana University

Shanley, Richard. M.A. and Certificate of Adv. Graduate Studies, University of Vermont

Spivak, Dawnine. M.Ed., University of Massachusetts at Amherst

Supple, Jennifer. M.S. University of Connecticut

Turkle, Ann. Ph.D., Florida State University

Verderber, Gustav W. M.A., Ohio State University

Weiss, Russ. M.A., Johnson State College

West, Cynthia. M.A., Middlebury College

Winkler, Robert. M.S., State University of New York at Plattsburgh

Zolnoski, Victoria. B.F.A., Johnson State College

*(*Partial list, subject to change without notice.)*

Emeritus Faculty

Philip Chiaravalle. Emeritus Professor of Biology, Ph.D., University of Rhode Island

Kathleen "Kit" Cooke. Emeritus Professor of History, M.Litt., Oxford University

John Duffy, Emeritus Professor of Humanities, Ph.D., Syracuse University

Robert A. Ellsworth. Emeritus Professor of Latin American History, M.A., Columbia University (Deceased)

Selma Guttman. Emeritus Professor of English, Ph.D., Columbia University (Deceased)

Robert Hutchinson. Emeritus Professor of Education, Ph.D., University of Connecticut (Deceased)

Walter A. Minaert. Emeritus Professor of Physical Education, Ed.D., Boston University (Deceased)

Margaret Ottum. Emeritus Professor of Environmental and Health Sciences, Ph.D., Oregon State University (Deceased)

Kenneth Raymond. Librarian, Emeritus Professor of History, M.A., University of Vermont (Deceased)

Edward Stefaniak. Emeritus Professor of Science, Ed.D., Boston University School of Education (Deceased)

Albert Swinchoski. Emeritus Professor of Music, Ph.D., University of Kansas (Deceased)

Alice Whiting. Emeritus Professor of Education, M.Ed., Boston University

Staff

Barbara Murphy, President of the College
M.F.A., Warren Wilson College

Daniel Regan, Dean of Academic Affairs
Ph.D., Yale University

David Bergh, Dean of Students
Ed.D., University of Vermont

Sharron Scott, Dean of Administration,
Chief Technology Officer
M.S., University of Vermont

Penny Paradee Howrigan, Associate
Dean of Enrollment Services
B.A., Simmons College

David Cavanagh, Associate Dean for
External Degree Programs
M.A., University of Waterloo

Jo Ann Lamore, Assistant Academic Dean

M.A., Johnson State College

Douglas Eastman, Registrar
B.S., Springfield College

Michele Whitmore, Assistant Dean of
Students
M.A., Johnson State College

Lloyd Adams, Maintenance Master
Technician, Physical Plant

Loralie Adams, Associate Registrar,
Registrar's Office

Tom Adams, Custodian II, Physical Plant

Dianne Allaire, Mailroom Supervisor

Jeffrey Angione, Circulation
Coordinator, Library

Kristilyn Atkinson, Student
Development Coordinator, Upward Bound

Jessica Auperlee, Administrative
Assistant, Public Safety

Lisa Baranyay, Database Manager,
Development and Alumni Relations

Leila Bandar, Coordinator of Arts on
Campus

Amy Beattie, Coordinator of Online
Learning and Services, External Degree
Program

Jeff Bickford, Coordinator of Residential
Life

Saul Blocher, Laboratory Technician,
EPSCOR

Paul Bloomhardt, Inst. Technology
Specialist

Tony Blueter, Director, Upward Bound

Andrea Bourdeau, Staff Assistant,
Admissions

Deborah Bouton, Director of College
Communications

Renee Breault, Head Athletic Trainer,
SHAPE Facility

Raymond Brior, Librarian II

Bonnie Burns, Custodian II, Physical
Plant

Renate Callahan, Assistant to the
Academic Dean, Academic Dean's Office

Kristin Cannon, Coordinator of Student-
Athletic Development and Sport Coach

Emily Colvin, Custodian II, Physical
Plant

David Coolbeth, Maintenance
Technician III, Physical Plant

Stacy Cote, Custodian II, Physical Plant

Lisa Cummings, Director of Financial Aid

Allyson Cunningham, Assistant Director
of Conference and Events Services

Heloisa Dantas-Herder, Executive
Assistant, President's Office

Linda Davis, Senior Accounting
Specialist, Business Office

Lynda Despault, Custodian II, Physical
Plant

Woody Dionne, Director, Physical Plant

Carolyn D'Luz, Staff Assistant, Academic
Support Services

Sandy Duffy, Staff Accountant II,
Business Office

Jo Anne Edwards, Access Services
Librarian, Library

Valerie Edwards, Co-Director, External
Degree Program

Joseph Farara, Faculty Librarian

Barbara Flathers, Assistant to the Dean
of Students

Kelly Ford, Data Communications
Specialist

Thomas Fordman, Senior Desktop
Support Specialist, Information
Technology Services

Pamela Gelineau, Serials/Government
Documents Specialist, Library

Alice Godin, Interlibrary Loan Supervisor,
Library

Kimberly Goodell, Associate Director of
Financial Aid

Diana Gonsalves, Financial Aid Specialist
I, Financial Aid Office

Tammy Goss, Assistant Registrar,
Registrar's Office

Elga Gruner, Assistant Director of
Admissions

Matthew Hall, Security Officer, Public
Safety Office

Sue Haney, Assistant Manager, Bookstore

Bethany Harrington, Admissions
Specialist, Admissions

Peter Haselbacher, Badger Bullet Driver

Cynthia Hennard, Director, Counseling
Services

Jan Herder, Technical Director, Dibden
Center for the Arts

Catherine Higley, Administrative
Assistant, Graduate Office

Ellen Hill, Director of Experiential
Learning

Mary Hogan, Administrative Assistant,
Fine & Performing Arts Department

Jarrold Irwin, Master Maintenance
Technician, Physical Plant

Bahriddin Iskandarov, Desktop
Support Specialist, Information
Technology Services

Edson Jones, Master Maintenance Tech.
III, Physical Plant

Patrick Keith, Physician, Health Services

Lisa Kent, Records Specialist III, Registrar's
Office

Sara Kinerson, Director, Advising and
Career Center

Keith Kirchner, Chemical Hygiene
Officer

Eric Kirk, Manager Publications,
Marketing & Printing Services

Carrie Koniuto, Office Coordinator,
Health Center

Lori Koshowski, Nurse Practitioner,
Health Center

Linda Kramer, Public Services Librarian,
Library

Cindy Kullmann, Administrative
Assistant, Academic Support Services

Michael Laflin, Security Officer, Public
Safety Office

Jeffrey Lamore, Mechanical Systems
Technician II, Physical Plant

Martha Lance, Learning Resource Center
Coordinator, Academic Support Services

Jessica Lane, Records Specialist III,
Registrar's Office

Joan Langlois, Custodian II, Physical
Plant

Nita Lanphear, Staff Assistant, Physical
Plant

Kenneth Lanphear, Master Maintenance
Technician, Physical Plant

Rosanne Lehouillier, Custodian II,
Physical Plant

Elizabeth Lyon, Advising and Career
Center Specialist, Advising and Career
Center

Joye Lyon, Assistant Director of
Admissions, Admissions

Jeff Machia, Vehicle/Equipment
Mechanic II, Physical Plant

Julie Machia, Custodian II, Physical Plant

Karen Madden, Director, Academic
Support Services

Elaine Manning, Custodian II, Physical
Plant

Brian Marcoux, Custodian II, Physical
Plant

Martin McMahon, Mechanical Systems
Technician II, Physical Plant

Ronald Miller, Custodian II, Physical
Plant

Rose Modry, Academic Skills Advisor,
Academic Support Services

Ken Moore, Mechanical System Tech II,
Physical Plant

Zachary Morse, Custodian II, Physical
Plant

Patrick Moulton, Maintenance Tech III,
Physical Plant

James Mount, Security Officer, Public
Safety Office

David E. Muir, Maintenance Supervisor,
Physical Plant

Blagorodna Nedeljovic, College
Counselor, Counseling Center

Emily Neilsen, Coordinator of First-Year
Events

Julie Noyes, Admissions Counselor II

Sandra Noyes, Staff Assistant, Humanities
and Writing/Literature Departments

Michael Osborne, Assistant Athletic
Director, SHAPE Facility

Ron Osbourne, Manager, Bookstore

Rhonda Osgood, Staff Assistant, External
Degree Program

Michael Palagonia, Director, Public
Safety

Lauren Philie, Director of Development
and Alumni Relations

Dennis Richards, Custodian III, Physical
Plant

Patrick Rogers, Associate Director of
Admissions

Susan Rothschild, Human Resource
Coordinator

Deneen Russell, Accounts Receivable
Supervisor, Business Office

Timothy Russo, Senior Financial Aid
Officer

Vicky Sanborn, Staff Assistant,
Behavioral Sciences and Education
Departments

Joanne Shaw, Custodian II, Physical
Plant

Richard Simmons, Learning Specialist,
Academic Support Services

Earl Smith, Security Officer, Public Safety
Office

Dorothy Spoerl, Asst. Chief Technology
Officer, Information Technology Services

Dannielle Spring, Director of
Conference & Events Services

Clyde Stats, Assistant Director and EDP
Advisor, Academic Support Services

Jennifer Stefanski, Coordinator, First-
Year Support

Toby Stewart, Controller, Business Office

Krista Swahn, Director of Student
Activities and Community Services

Wendy Velandier, Director of the SHAPE
Facility and Coordinator of Intramurals &
Recreation

Jamey Ventura, Director of Athletics and
Recreation

Andrea Wadlington, Accounting
Specialist III, Business Office

Margaret Warden, Director of First-Year
Experience

Melissa Weinstein, Web and Digital
Communications Manager, Marketing &
Printing Services

David Whitney, Maintenance Lead,
Physical Plant

Deborah Whitney,
Custodial/Housekeeping Supervisor,
Physical Plant

Brian Wilcox, College Counselor,
Counseling Center

Catherine Wilson, Academic and Career
Advisor, Advising and Career Center

Krystal Woodward, Office Assistant,
Athletics

Heidi Wrighton, Coordinator of Career
Services, Advising and Career Center

Board of Trustees of the Vermont State Colleges

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the State of Vermont (ex officio)

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Chancellor of the Vermont State Colleges

Timothy J. Donovan

Accreditation

Johnson State College is accredited by the
New England Association of Schools and

Colleges, Inc., through its Commission on
Institutions of Higher Education and the
Vermont State Department of Education.

Inquiries regarding the accreditation status
by the New England Association should be
directed to the administrative staff of the
institution. Individuals may also contact:

Commission on Institutions of Higher
Education
New England Association of Schools
and Colleges
209 Burlington Road, Suite 201
Bedford, MA 01730-1433
(781) 271-0022

cihe@neasc.org

Academic Calendar

Fall 2012

August 1	Deadline to apply for December 2012 graduation
August 27	Classes begin
September 7	Deadline for independent study and internship contracts to be submitted to the Academic Dean's Office; Final day to add/drop courses
September 3	Labor Day – classes held
October 5	Fall recess begins after last class
October 6	Residence halls close at 10 a.m.
October 14	Residence halls open at noon
October 15	Classes resume
October 19	Deadline to complete spring 2012 Incomplete grades
October 22	Second-half semester courses begin
November 2	Last day for course withdrawals, and last day to add and drop second-half semester courses
November 12	Registration for spring 2013 begins
November 16	Thanksgiving break begins after last class
November 17	Residence halls close at 10 a.m.
November 25	Residence halls open at noon
November 26	Classes resume
December 14	Last day of classes
December 17-21	Final exams
December 21	Last day of semester
December 22	Residence halls close at 10 a.m.

Spring 2013

January 21	Classes begin
February 1	Deadline for independent study and internship contracts to be submitted to the Academic Dean's Office. Final day to add and drop courses
February 1	Deadline to apply for May 2013 graduation
February 22	Winter recess begins after last class
February 23	Residence halls close at 10 a.m.
March 3	Residence halls open at noon
March 4	Classes resume
March 15	Deadline to complete fall 2012 Incomplete grades
March 18	Second-half semester courses begin
March 29	Last day for course withdrawals and last day to add and drop second-half semester courses
April 1	Registration for summer and fall 2013 begins
April 5	Spring break begins after last class
April 6	Residence halls close at 10 a.m.
April 14	Residence halls open at noon
April 15	Classes resume
May 10	Last day of classes
May 13-17	Final exams
May 17	Last day of semester
May 18	Residence Halls close at 10 a.m.
May 18	Commencement

Index

A

A Message From President Barbara E. Murphy • 1
Academic Advising • 252
Academic and Student Life • 251
Academic Calendar • 271
Academic Computing Center • 252
Academic Degree Programs • 4
Academic Departments • 28
Academic Forgiveness • 23
Academic Honesty • 21
Academic Honors (President's/Dean's List) • 23
Academic Progress Alerts • 22
Academic Regulations and Requirements • 15
Academic Skills Assistance • 254
Academic Standing • 21
Academic Support Services • 252
Accepting the Offer of Admission • 233
Accounting Courses (ACC) • 141
Accreditation • 270
Additional Fees • 245
Adjustments to Financial Aid Awards • 249
Administrative Dismissal • 250
Administrative Support Services • 262
Admission • 231
Admission of English Language Learners from the United States • 236
Advanced Placement Examination Credit • 232
Adventure Education & Wilderness Leadership Concentration • 86
Advising • 254
Allied Health Sciences Courses (AHS) • 141
Anthropology and Sociology Requirements • 31
Anthropology Courses (ANT) • 144
Appeal of Academic Policies • 27
Application Deadlines • 238
Application for a Degree Fee • 245
Application of Financial Aid Awards • 249
Applying Electronically • 231
Applying for Need-Based Aid • 238
Army ROTC • 26
Art Courses (ART) • 145
Art History Courses (ARH) • 150
Art Requirements • 93

Arthur Hall • 261
Assessment of Prior Learning • 24
Associate of Arts in General Studies • 124
Associate of Arts in Technical Theater • 114
Associate of Science in Management • 43
Athletic and Intramural/Recreation • 258
Auditing Courses • 15
Automobile Registration • 246

B

Babcock Nature Preserve • 260
Bachelor of Arts in Anthropology and Sociology • 30
Bachelor of Arts in Art • 92
Bachelor of Arts in Biology Field Naturalist • 77
Bachelor of Arts in Business Management • 39
Bachelor of Arts in Childhood Education • 47
Bachelor of Arts in Communication and Community Media • 130
Bachelor of Arts in English • 133
Bachelor of Arts in History • 121
Bachelor of Arts in Hospitality and Tourism Management • 41
Bachelor of Arts in Liberal Arts • 136
Bachelor of Arts in Music - Classical Studies • 100
Bachelor of Arts in Music - General Studies • 101
Bachelor of Arts in Music - Jazz/Contemporary Studies • 102
Bachelor of Arts in Music and Music Education • 104, 106
Bachelor of Arts in Musical Theater • 110
Bachelor of Arts in Outdoor Education • 85
Bachelor of Arts in Political Science • 123
Bachelor of Arts in Professional Studies • 138
Bachelor of Arts in Psychology • 33
Bachelor of Arts in Theater and Drama • 112
Bachelor of Fine Arts in Creative Writing • 134
Bachelor of Fine Arts in Media Arts • 94
Bachelor of Fine Arts in Studio Arts • 96
Bachelor of Science in Biology • 74

Bachelor of Science in Environmental
 Science/Natural Resources • 79
 Bachelor of Science in Health Sciences • 82
 Bachelor of Science in Integrated
 Environmental Science • 80
 Bachelor of Science in Mathematics • 127
 Bachelor of Science in Wellness and
 Alternative Medicine • 35
 Basic Skills • 16
 Behavioral Science Minors • 38
 Bentley Hall • 260
 Biology • 74
 Field Naturalist Requirements • 78
 Biology Courses (BIO) • 152
 Biology Requirements • 75
 Board of Trustees of the Vermont State
 Colleges • 269
 Books and Supplies • 246
 Business Courses (BUS) • 156
 Business Management Requirements • 40
 Business/Economics Certificates and
 Minors • 44

C

Campus Facilities • 260
 Campus Initiative Fee • 246
 Carter Gymnasium/SHAPE Facility • 260
 Chancellor of the Vermont State Colleges •
 270
 Chemistry Courses (CHE) • 160
 Childhood Education with Elementary
 Education Endorsement Requirements •
 50
 Childhood Education with Elementary
 Education Requirements • 66
 Class Attendance • 16
 Class Membership • 15
 Clubs and Organizations • 257
 Clubs, Organizations, and Athletics • 257
 Code of Conduct • 259
 College Apartments • 256
 College Meal Plan Contract • 256
 College-Level Examination Program • 233
 Communication and Community Media
 Requirements • 131
 Communications Courses (COM) • 160
 Community Service Courses (CSV) • 160
 Computer Information Systems Courses
 (CIS) • 161
 Conference and Events Services (CES) • 262
 Costs • 244
 Counseling Center • 256

Course Add/Drop/Withdrawal • 16
 Course Change Fee • 246
 Course Descriptions • 141
 Course Fee • 246
 Creative Writing Requirements • 134

D

Dance Courses (DAN) • 162
 Deferral of Admission • 233
 Degree Requirements • 7
 Department of Behavioral Sciences • 30
 Department of Business/ Economics • 39
 Department of Education • 46
 Department of Environmental & Health
 Sciences • 74
 Department of Fine & Performing Arts • 92
 Department of Humanities • 121
 Department of Mathematics • 127
 Department of Writing & Literature • 130
 Development and Alumni Relations • 262
 Dewey Hall • 261
 Dibden Center for the Arts • 261
 Directory • 263
 Discontinued Majors • 17
 Discrimination, Harassment, and
 Misconduct • 2
 Dual-Enrollment Consortium Agreement •
 15

E

Economics Courses (ECO) • 165
 EDP General Education Requirements (for
 EDP students) • 12
 EDP Services Fee • 246
 Education Courses (EDU) • 166
 Emeritus Faculty • 266
 English as a Second Language Courses (ESL)
 • 182
 English Courses (ENG) • 172
 English Requirements • 133
 Environmental & Health Sciences Minors •
 88, 90
 Environmental Education Concentration •
 87
 Environmental Science • 79
 Environmental Science Courses (ENV) •
 183
 Environmental Science/Natural Resources
 Requirements • 79
 Exiting the College • 26
 Explanation of Fees • 245
 Extension Courses • 26

External Degree Program • 140
External Degree Program (EDP) Students •
232

F

Family Waiver • 245
Finalize Payment with the Business Office •
248
Financial Aid • 238
Financial Aid Application Procedures and
Deadlines • 238
Financial Aid Eligibility • 238
Financial Aid for Summer College • 239
Fine and Performing Art Minors • 116
First-Year Students • 231
Formally Declaring a Major • 17
French Courses (FRE) • 186
Full-Time Faculty • 263

G

General Education Core Curriculum (for
campus-based students) • 10
General Education Requirements • 10
General Information • 5
Geography Courses (GEO) • 187
Geology Courses (GEY) • 188
Good Neighbor Policy • 234
Grading • 18
Graduation • 20
Graduation Standards • 13

H

Health and Accident Insurance • 246
Health Center • 256
Health Sciences • 82
Health Sciences Requirements • 82
History Courses (HIS) • 188
History Requirements • 122
Home-Schooled Students • 231
Honors Convocation • 23
Hospitality and Tourism Management
Courses (HTM) • 193
Hospitality and Tourism Management
Requirements • 42
Housing Policies and the On-Campus
Residence Requirement • 255
Humanities Courses (HUM) • 196
Humanities Minors • 125

I

Independent Study • 25

Integrated Environmental Science
Requirements • 80
Interdepartmental Minors • 139
Interdepartmental Programs • 136
Interdisciplinary Courses (INT) • 198
International Baccalaureate • 233
International Students • 234, 252
Internships • 24

J

Johnson State College • 1

L

Late Financial Clearance Fee • 246
Learning More about Johnson State College
• 237

M

Management Requirements • 43
Marketing and Printing Services • 262
Martinetti Hall • 261
Mathematics Courses (MAT) • 200
Mathematics Minor • 129
Mathematics Requirements • 128
McClelland Hall • 261
Media Arts Requirements • 94
Minor in Business (non-departmental
majors only) • 45
Mission of the Vermont State Colleges
System • 6
Monthly Payment Plan • 248
Music • 99
Music - Classical Studies Requirements •
100
Music - General Studies Requirements • 101
Music and Music Education Requirements •
102
Music Courses (MUS) • 202
Musical Theater Requirements • 110

N

National Student Exchange • 25
New England Board of Higher Education
(NEBHE) Regional Student/Tuition Break
Program • 233
Non-Traditional Students • 253
Non-Traditional/Adult Students • 232
Notification of Rights Under FERPA for
Post-Secondary Institutions • 259

O

Office of First-Year Experience • 251

Office of Public Safety • 262
Orientation • 251
Orientation Fee • 246
Outdoor Education • 85
Outdoor Education and Recreation Courses
(OER) • 211
Outdoor Education Requirements • 86

P

Part-Time Faculty* • 265
Payment Due Dates • 248
Payment Procedures • 248
Performing Arts • 99
Philosophy Courses (PHI) • 214
Physical Education Courses (PED) • 215
Physical Plant Department • 262
Physics Courses (PHY) • 216
Political Science Courses (POS) • 216
Political Science Requirements • 124
Psychology Courses (PSY) • 219
Psychology Requirements • 33

R

Readmission to Johnson State College • 234
Refund Policy • 249
Refunds for Resignation or Leave of
Absence • 246
Registration • 15
Registration Fee • 247
Requesting a Transcript • 27
Requirements for a Bachelor's Degree • 7
Requirements for a Double Major • 8
Requirements for Academic Minors • 8
Requirements for an Associate's Degree • 7
Requirements for Earning a Second Degree
• 8
Requirements for Post-Baccalaureate
Teaching Endorsement • 8
Residence Halls • 255, 262
Residence Life • 254
Room and Board • 245
Room Deposits • 255

S

Satisfactory Academic Progress Policy (SAP)
• 240
Science Courses (SCI) • 223
Senators Hall • 261
SERVE • 257
Services for Students with Disabilities • 253
Services for TRiO Students • 253
Social Science Courses (SSC) • 223

Sociology Courses (SOC) • 223
Spanish Courses (SPA) • 226
Staff • 266
Stearns Student Center • 261
Student Activity Fee • 247
Student Association and Student Activities
• 257
Student Identification Card Replacement
Fee • 247
Student Media • 258
Student Services • 251
Students' Rights • 259
Studio Arts • 92
Studio Arts Requirements • 96
Study Abroad • 252
Summer Course Offerings • 25

T

Taking Courses as a Non-degree Student •
25
Teacher Education Programs for Secondary
or Unified Arts Teachers • 63
Teaching Endorsement in Art Education
(PK-12) • 98
Teaching Endorsement in Dance (7-12) •
113
Teaching Endorsement in English
Education (7-12) • 135
Teaching Endorsement in Mathematics
Education (7-12) • 128
Teaching Endorsement in Physical
Education (PK-12) • 84
Teaching Endorsement in Science
Education (7-12) • 78
Teaching Endorsement in Social Studies
Education (7-12) • 124
Teaching Endorsement in Theater Arts
Education (PK-12) • 113
The Advising and Career Center • 251
The College
A Brief History • 5
The Johnson State College Mission • 6
The Jump Start Program • 237
The National Student Exchange • 252
The Willey Library and Learning Center
(WLLC) • 260
Theater • 111
Theater and Drama Requirements • 112
Theater Arts Courses (THA) • 227
Transfer of Credit • 23
Transfer Students • 231
Transition Year Program • 254

Tuition • 245
Tuition Adjustments • 249
Tuition and Fees • 244
Tuition Break Program Eligibility • 234
Tutoring • 253
Types of Financial Aid for Undergraduate
Students • 239

U

Upward Bound • 254

V

Vermont State Colleges In-State Residency
Requirements Policy (301) • 247
Veterans' Benefits • 242
Visual Arts Center • 261

W

Wellness and Alternative Medicine
Requirements • 36
Writing & Literature Minors • 135

ACADEMIC CALENDAR

SPRING 2013

Jan. 16	Classes begin
Feb. 17	Winter recess begins after last class
Feb. 18	Residence halls close at 10 a.m.
Feb. 26	Residence halls open at noon
Feb. 27	Classes resume
March 11	Deadline to complete fall 2010 Incomplete grades
April 2	Spring break begins after last class
	Residence halls close at 10 a.m.
April 9	Classes resume
May 4	Last day of classes
May 7	Final exams
May 12	Commencement (145th)

FALL 2013

Aug. 1	Deadline to apply for December 2010 graduation
Aug. 26	Classes begin
Oct. 4	Fall recess begins after last class
Oct. 5	Residence halls close at 10 a.m.
Oct. 13	Residence halls open at 10 a.m.
Oct. 14	Classes resume
Nov. 15	Thanksgiving break begins after last class
Nov. 20	Residence halls close at 10 a.m.
Nov. 24	Residence halls open at 10 a.m.
Nov. 25	Classes resume
Dec. 13	Last day of classes
Dec. 16	Final exams
Dec. 20	Last day of semester



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