

# Johnson State College Undergraduate Catalog 2015-2016

## Catalog Home

The Johnson State College Undergraduate Catalog is the official source of information about JSC undergraduate academic programs, courses, policies and procedures. It should be used as a guide in planning a course of study and meeting graduation requirements. It should not be regarded as a contract between students and Johnson State College, as JSC reserves the right to make changes in course offerings, degree requirements, charges, regulations and procedures as educational and financial considerations require.

This catalog takes effect August 1, 2015, and remains in effect until superseded by a new issue. (To view the JSC *Graduate* Catalog, select that option from the drop-down menu at upper right.)

Course offerings and requirements are continually examined and revised, and not all courses in this catalog are offered every semester. JSC publishes a Course Bulletin each semester listing the courses to be offered that semester, along with times, locations and other pertinent information. Because changes may occur after the Bulletin is published, students are advised to check "Search for Course Sections" on the MyJSC Portal for the most up-to-date information.

The JSC catalog is published annually by the Office of the Academic Dean. The online catalog contains a number of features to assist users, including advanced search options, intuitive navigation and a personal "Favorites" folder where you can store favorite programs and courses.

For earlier versions of either the graduate or undergraduate catalogs that are not available via the drop-down menu at upper right, contact the Office of the Registrar at 802-635-1677.

## Accreditation

Johnson State College is accredited by the New England Association of Schools and Colleges and the Vermont Department of Education. For inquiries regarding NEASC accreditation, you may contact the NEASC Commission on Institutions of Higher Education by email or call 855-886-3272 toll free.

## Equal Opportunity & Non-Discrimination

Johnson State College is committed to equal opportunity and affirmative action. We administer all programs, procedures and practices without regard to age, color, disability, marital status, national or ethnic origin, political affiliation, race, religion, sex, sexual orientation, gender identity, veteran status, or family medical or genetic information. See the College-Wide Policies section of this catalog for additional information about this and other policies related to non-discrimination and other prohibited conduct.

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## History & Mission

# Johnson State 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 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/exercise rooms and a transformed varsity gymnasium. In the summer of 2011, major renovations to Bentley Hall, home to JSC's environmental and health sciences programs, were completed, resulting in 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 fully renovated Visual Arts Center was reopened, featuring rejuvenated studios 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.

## 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.

## The Mission of the Vermont State Colleges

For the benefit of Vermont, the Vermont State Colleges provide affordable, high-quality, student-centered and accessible education, fully integrating professional, liberal arts 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.

## College-Wide Policies

# VSC Policies 311 & 311A: Non-Discrimination & Prevention of Harassment and Related Unprofessional Conduct

The Vermont State Colleges (VSC) and each member college, including Johnson State College, do not discriminate based on race, color, creed, ancestry, ethnicity, national origin, place of birth, sex, sexual orientation, gender identity, disability, age, veteran status, marital status, HIV status or any other status protected by law. Sexual harassment, racial harassment and harassment based on other protected categories also are forms of discrimination and are not tolerated. Further, inappropriate sexual relationships between staff and students are prohibited even if they do not rise to the level of sexual harassment.

This policy of non-discrimination applies to the application processes for admissions and employment, academic and residential programs, employment practices and policies, scholarship and loan programs, and all programs and facilities, including athletics. JSC is an equal opportunity employer.

Sexual misconduct, which includes sexual harassment and sexual violence is a form of sex discrimination and therefore is a violation of VSC Policy 311 as well as federal (Title IX) and state law and the JSC Code of Conduct, which can be found in the JSC Student Handbook.

VSC Policy 311-A, adopted in September 2014, relates to sexual misconduct, domestic violence, dating violence, stalking and related conduct. It calls for prompt and appropriate remedial action to stop the misconduct shall be taken, including student suspension, dismissal or expulsion of students; suspension or termination of employment; and referral for criminal investigation and prosecution under Vermont law.

VSC Policies 311 and 311-A can be read in their entirety by selecting "Student Affairs Policies" in the Policies & Procedures section of the VSC website at [www.vsc.edu](http://www.vsc.edu).

To initiate a formal or informal complaint of discrimination or harassment, or for further information, contact Assistant Academic Dean Jo Ann Lamore, JSC's Policy 311 coordinator, at 802-635-1243 or by email to [JoAnn.Lamore@jsc.edu](mailto:JoAnn.Lamore@jsc.edu). For accommodations in order to apply for admission, please contact the Office of Academic Support Services at 802-635-1264; If accommodations are needed for employment, please contact the Dean of Administration at 802-635-1208.

## 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, including domestic violence, dating violence, sexual assault and stalking, are prohibited by Title IX as well as by state law and by

VSC and JSC policies. The Title IX Campus Coordinator is Dean of Student Life & College Relations David Bergh, who can be reached at 802-635-1200 or David.Bergh@jsc.edu.

## **Family Educational Rights & Privacy Act (FERPA)**

The Family Educational Rights & 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 MyJSC Portal under VSC Public Info and Data (see VSC Policy and Procedures / Student Affairs / Policy 312) and at the Registrar's Office.

More information is available from:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC20202-4605  
Email: FERPA@ed.gov  
Telephone: (202) 260-3887  
Fax: (202) 260-9001

## **Federal Clery Act Compliance**

In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy & Campus Statistics Act [20 USC 1092(f)], JSC's Department of Public Safety prepares and publishes an annual campus security and fire safety report each October 1 for the purpose of disclosing campus crime and fire statistics, security policies and enforcement. This report includes information about the College's alcohol and drug policies, sexual-assault education and prevention programs, and procedures for reporting and handling reports of sexual assaults. The report is available online, or you may request a printed copy from the Office of Public Safety.

The Office of Public Safety is staffed 24 hours a day, 7 days a week, 365 days a year. An officer on duty can be reached anytime by calling 802-635-1205 (or 1205 from a campus phone).

## **Photographs & Videos**

Johnson State College and its representatives occasionally take photographs and record videos for use by the College in print and electronic media. This statement serves as public notice of the College's intent to do so and as a release to the College of permission to use such images and recordings as it deems fit. Students may withdraw their consent to appear in photos or videos created by the College and its representatives by completing a form available from the Office of the Registrar.

## **Academic Policies & Regulations**

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 email 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 Student Financial Services (see Payment Procedures 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](http://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:

<b>Number of Credits Earned</b>	<b>Academic Class</b>
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 Student Financial Services Office 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/Academic Advisor 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 all graduation requirements, including the requirements in the student's major, and monitors the student's progress toward completion of these requirements.

## EDP Students

EDP students may choose from the following majors: business, childhood education (with both elementary education and special education endorsement, also referred to as inclusive elementary education), interdisciplinary studies, professional studies, psychology, and wellness and alternative medicine. 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 in interdisciplinary studies 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 director may recommend administrative dismissal for one semester.

## 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:

<b>Grade</b>	<b>Explanation</b>	<b>Grade Points</b>
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	3.00
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.*

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. 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 Descriptions 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, refer to the previous section on auditing courses.

## **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 (via Web Services on the Portal) 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 6 course credits or a single experience (such as an internship or a Graduation Standard) of completing all 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).

### **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.*

### **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 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.

## 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, then to the President of the College.

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 or the Academic Dean. Failure to comply with any portion of the contract/stipulations may result in immediate dismissal from Johnson State 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 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 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 GEC requirement at another VSC institution counts toward fulfillment of GEC 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](http://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 prerequisite: ENG-1071 College Writing or equivalent. Before enrolling, students should consult the Academic Support Services Office in Dewey Hall at 802-635-1259.

## Internships

Internship placements exist for matriculated students who wish to gain practical experience in a particular field. Internships are individually designed to meet the needs of 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 upper and lower levels, are available for one through 12 credits; each credit hour represents a minimum of 40 work hours (except for HTM internships, which require 80 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 course. 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 studies are defined in a formal contract between the faculty supervisor and the student, and approved by the Academic Dean or his/her designee. 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)

## 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 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 & 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's Office. Non-degree students may enroll in all courses listed in the catalog, 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 catalog 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, VT, 05401.

Email: [uvmrotc@zoo.uvm.edu](mailto:uvmrotc@zoo.uvm.edu). Website: [www.goarmy.com/rotc](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 (see below) 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**

Johnson State College uses Transcripts on Demand by SCRIP-SAFE International as our trusted agent for processing transcript requests as well as delivering official academic transcripts electronically. This is a "green initiative" that provides the fastest delivery time and enables tracking of delivery and receipt. For more information, see <http://www.jsc.edu/offices-non-academic-departments/registrar-office/transcripts/>.

Transcripts for students with past-due bills 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.

# Admission

Johnson State College has a "rolling admissions" policy, which means we do not have an application deadline. We review applications throughout the year and within two or three weeks of receiving the application and supporting credentials an admissions decision will be made. 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 and personal essay.

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).

## 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 to Johnson State College, First-Year students must apply electronically by using the Common Application at [www.commonapp.org](http://www.commonapp.org); a \$40 application fee is also required. If applying online, the application fee can be paid with a credit card or electronic check through the secure Common Application online system.

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 (optional);
- \$40 non-refundable application fee;
- A 300- to 500-word essay;
- One letter of recommendation (preferably from a guidance counselor).

## Home-Schooled Students

To be considered for admission to Johnson State College, Home-Schooled students must apply electronically by using the Common Application at [www.commonapp.org](http://www.commonapp.org); a \$40 application fee is also required. If applying online, the application fee can be paid with a credit card or electronic check through the secure Common Application online system.

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 (optional);
- \$40 non-refundable application fee;
- A 300- to 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 at [www.jsc.edu/apply](http://www.jsc.edu/apply) 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- to 500-word essay;
- One letter of recommendation (preferably from an academic advisor or professor);
- College Official's Report (included in application packet).

## Non-Traditional Students

An applicant who has been away from formal education for a year or more is considered a non-traditional student. Recognizing the diversity of academic and life experiences that such a student brings, the application process is highly individualized. Non-traditional students also must complete an application at [www.jsc.edu/apply](http://www.jsc.edu/apply) and submit the following:

- Official high school transcript or GED test scores;
- \$40 non-refundable application fee (waived for online applications);
- A 300- to 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 at least 60 credit hours (with a C or better) from a previous college(s). 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 in the EDP program can apply for Admission for the fall, spring or 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](http://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;
- Resume (optional)

# Advanced Placement Examination Credit

Johnson State College will grant 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 to receive credit for the corresponding academic course.

## 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 International Baccalaureate (IB) program and will award credit 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 been accepted for the fall semester can reserve a space in the entering class and in the residence halls by submitting a non-refundable \$200 deposit by May 1 with a Candidate Reply Form at [www.jsc.edu/reply](http://www.jsc.edu/reply). 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 send their deposit by December 1 or, if 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 have paid the deposit will receive information regarding the next steps of enrollment process, including housing, class assignments, orientation and student health documentation and insurance.

## New England Award

Johnson State College is a member of the New England Board of Higher Education, which provides for special tuition rates (50 percent over in-state tuition) for students enrolling in academic programs not offered in their home state systems. Participation in this program is based on the student's primary intended program of study as indicated on their application. The discount is contingent upon the student's enrollment in a participating major. Students who do not enroll in the participating major, or who change majors during their college career, will no longer be eligible for the New England Award discount.

Further information can be found at <http://www.nebhe.org/>.

Following is the list of programs eligible for the New England Award discount at JSC as of August 2014. The list of eligible programs of study changes periodically. Check with the Admissions Office for the most current list of New England Award programs.

## Programs Eligible for the New England Award

As of August 2014, out-of-state students in New England who enroll in the following majors at JSC are eligible for the New England Award, which lowers the cost of tuition to 50 percent over the cost of in-state tuition:

A.A.,	<b>Technical Theater:</b> CT, MA, ME, NH, RI
B.A.,	<b>Business, Hospitality &amp; Tourism Management track:</b> RI
B.A.,	<b>Communications &amp; Community Media:</b> ME, NH
B.A.,	<b>Musical Theater:</b> MA
B.A.,	<b>Outdoor Education:</b> CT, MA, ME, RI
B.S.,	<b>Wellness &amp; Alternative Medicine:</b> CT, MA, ME, NH, RI
B.F.A.,	<b>Creative Writing:</b> CT, MA, NH, RI
B.F.A.,	<b>Media Arts:</b> MA, RI
M.F.A.,	<b>Studio Arts:</b> ME, NH, RI

## Good Neighbor Award

If you are a student who is a resident of one of the following counties in New York, New Hampshire or Massachusetts, or any province in Canada, you qualify for a special tuition rate of 50 percent over in-state tuition:

- **Massachusetts:** Berkshire, Franklin, Hampden, Hampshire
- **New Hampshire:** Belknap, Carroll, Cheshire, Coos, Grafton, Sullivan
- **New York:** Clinton, Essex, Franklin, Jefferson, Rensselaer, Saratoga, Schenectady, St. Lawrence, Warren, Washington.

Once enrolled, students receiving the Good Neighbor Award will continue to receive the discounted rate for up to eight semesters as long as they maintain continuous full-time enrollment during that time and remain in good academic standing.

## 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 at [www.jsc.edu/apply](http://www.jsc.edu/apply).

## 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 to Johnson State College, International students must apply electronically by using the Common Application at [www.commonapp.org](http://www.commonapp.org). There is a \$40 application fee, which may be paid by credit card or electronic check through the secure Common Application online system.

In addition to the completed Common Application, international students must submit the following credentials in order to be considered for admission:

## Academic Credentials

- 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; and
- 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. Students are responsible for the credential evaluation and translation fees. A list of approved credential-evaluation services is available at [www.edupass.org](http://www.edupass.org).

## Proof of Proficiency in the English Language

For all students, success at Johnson State College requires proficiency in reading, writing and speaking English. For this reason, international students seeking admission must demonstrate their proficiency by taking the Test of English as a Foreign Language (TOEFL) or by taking the language proficiency test offered through the International English Language Testing System (IELTS). Official TOEFL score or IELTS test scores must be sent directly to Johnson State College from the testing agency; photocopies of test results are not accepted. The TOEFL institutional code for Johnson State College is 3766. For information regarding the submission of IELTS scores, please contact the Admissions Office at [Admissions@jsc.edu](mailto:Admissions@jsc.edu) or 800-635-2356.

Applicants who score between 500 and 549 on the TOEFL paper-based test or 61 and 80 on the Internet-based TOEFL test, or whose IELTS scores are marginal, will need to improve their English proficiency 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 & Career Center.

## Financial Documentation

Johnson State College is required by federal law to verify the financial resources of all international students. 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

International applicants 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, your sponsor (e.g., parents, relatives, businesses or other benefactors) must complete the Foreign Student Certification of Finances and submit supporting documents demonstrating that sufficient funds are available to cover your expenses while studying in the U.S. If your sponsor is in the U.S., the sponsor also must complete INS form I-134 (Affidavit of Support), which is available at [www.uscis.gov](http://www.uscis.gov).

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; and
- Official tax documents.

## Outside Sources of Funding

Johnson State College encourages international students to seek financial assistance through outside sources and sponsors. The following websites provide detailed information on financial aid for foreign students:

- eduPASS: [www.edupass.org](http://www.edupass.org);
- International Education Financial Aid: [www.iefaf.org](http://www.iefaf.org);
- NAFSA: [www.nafsa.org](http://www.nafsa.org).

## Letter of Recommendation

International applicants must submit a letter of recommendation from someone who is not related to the student. A letter from an academic advisor or professor is preferred. The advisor or professor may complete the College Instructor Evaluation form of the Common Application or write a letter.

## Writing Sample & Signature Page

International applicants are to submit a 300- to 500-word essay with their application. The essay might explain the applicant's reason for choosing JSC, or it can address another subject of the applicant's choosing. Finally, applicants must include a page with their signature and printed name 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

Applicants will be notified of our decision within three to four weeks of receipt of their completed application and supporting documentation. Upon acceptance to Johnson State College, a \$300 deposit is required. JSC will issue INS Form I-20 (issued by the U.S. Immigration & Naturalization Services) upon receipt of the deposit. This form allows international students to apply to the U.S. embassy in their country for an F-1 student visa, which is needed to enter the U.S.

## For More Information

More information about obtaining a student visa is available at [www.uscis.gov](http://www.uscis.gov). The U.S. Citizenship & Immigration Services website at [www.uscis.gov](http://www.uscis.gov) provides information about other immigration-related topics as well. The International Student Advisor in the JSC Admissions Office is available to assist as well and can be reached by emailing [Admissions@jsc.edu](mailto:Admissions@jsc.edu) or calling 800-635-2356.

## **Admission of English Language Learners from the U.S.**

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 & Career Center.

## **Learning More about Johnson State College**

In addition to completing a formal application to the College, prospective students are encouraged to schedule a visit to campus at [www.jsc.edu/visit](http://www.jsc.edu/visit). 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](mailto:jscadmissions@jsc.edu) or call us at 800-635-2356.

## **Dual Enrollment Programs for High School Students**

Johnson State College offers two non-residential programs for high school students who demonstrate the abilities and commitment to undertake college level course work. Dual Enrollment options are designed for students who show significant talent in academic area and who desire to challenge themselves on the post-secondary level. Typically, students in these programs will be permitted to register for first or second-year college courses, on a seat-available basis.

## **Jump Start Program**

This program is available to juniors and seniors in high school, at least 16 years of age. Eligible students may take up to two-free courses (8 college credits) between the end of their sophomore year and high school graduation. To be considered for admission for the Jump Start Program, students must be enrolled full-time in high school or an approved home school program and must:

- Complete & Submit the Jump Start Application;
- Submit at least one letter of recommendation from a guidance counselor, principal or teacher;
- Request to have a copy of the student's high school or home school transcript sent to the program coordinator; and
- Provide a copy of the student's SAT or ACT scores if the exam was taken.

## Early College Program

This non-residential program is designed for high schools students at least 16 years of age, who wish to complete their senior year of high school and their first year of college simultaneously. Early College students may earn a maximum of 30 credits over two semesters tuition-free. To be considered for admission in the Early College Program, students must be enrolled full time in high school or in an approved home school program and must:

- Complete the Early College Application, including the personal essay;
- Submit at least one letter of recommendation from the student's guidance counselor or home-school coordinator;
- Request to have a copy of the high school or home school transcript sent to the program coordinator;
- Provide a copy of the student's SAT or ACT scores if the exam was taken;
- Discuss & review the Assurance Form with the student's guidance counselor and high school principal or home school coordinator; and
- Schedule an interview with the Early College Coordinator.

## Costs

### Tuition & Fees, 2015-2016 Academic Year

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 for the credit hours they take.

Students taking more than 18 credits are billed on a cost-per-credit basis for the additional credits.

During the summer, out-of-state residents are charged the in-state tuition rate plus 50 percent.

Vermont residents who are 65 or older as of the first date of classes and 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.

	VERMONT RESIDENT		NON-VERMONT RESIDENT		NEW ENGLAND & GOOD NEIGHBOR AWARD RECIPIENTS	
	<i>Semester</i>	<i>Year</i>	<i>Semester</i>	<i>Year</i>	<i>Semester</i>	<i>Year</i>

Tuition (Full-time undergraduate, 12-18 credits)	\$4,992	\$9,984	\$11,300	\$22,600	\$7,488	\$14,976
Housing (double)	\$2,887	\$5,774	\$2,887	\$ 5,774	\$2,887	\$5,774
Board (full meal plan)	\$1,961	\$3,922	\$1,961	\$ 3,922	\$1,961	\$3,922
Student Activity Fee* (full-time students)	\$131	\$262	\$131	\$262	\$131	\$262
Campus Initiative Fee* (full-time students)	\$386	\$774	\$386	\$774	\$386	\$774
Health Insurance**	\$1,940	\$1,940	\$1,940	\$1,940	\$1,940	\$1,940
Estimated Total (full-time students)	\$12,297	\$22,656	\$18,606	\$35,272	\$14,794	\$27,648
Miscellaneous Expenses (books, transportation, personal needs)	\$1,125	\$2,250	\$1,225	\$2,450	\$ 1,225	\$2,450

\*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 below)

\*\* The health insurance charge of \$1,940 is a yearly rate and is based on full-time enrollment starting in the fall semester. The charge for students who enroll in the spring semester is \$1,203.

## Cost Per Credit Hour (part time or over 18 credits):

Vermont Resident	\$416 per credit
Non-Vermont Resident	\$945 per credit
Tuition Break Program	\$624 per credit

## 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 are defined as:

- Siblings if they are dependents of their parents;
- Parent and children combinations (when such children 24 years of age or younger are dependent of their parents);

- Married spouses or parties to a civil union.

## Room & Board

Students living in the college residence halls are charged per semester for 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 submitting a Meal Plan Change Form, which is available on the MyJSC portal under Web Services under Student Billing & Finances, by the end of the first week of classes each semester.

## Additional Fees

Application for Degree Fee	\$ 92
Automobile Registration Fee	\$ 75 per year
Course Change Fee ( <i>after add/drop period</i> )	\$ 23 per course
Course Fee ( <i>applies to certain courses only</i> )	Varies per course
Late Financial Clearance Fee	\$ 100
Orientation Fee ( <i>new students only</i> ):	
Fall Semester	\$ 300
Spring Semester	\$ 150
Registration Fee ( <i>for non-degree students</i> )	\$ 60 per semester
Student ID Replacement Fee	\$ 35
Transcript Fee	\$ 5 per transcript, plus a \$3 fee per recipient (see more below)

## Explanation of Fees & When They Apply

### Application for Degree

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 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 Public Safety Office. Each year a \$75 fee is required.

## **Books & 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, but it does accept major credit cards. Additionally, during the add/drop period, students who have been given clearance by Student Financial Services may charge books and supplies to their student account. Forms may be obtained at the College Bookstore.

## **Campus Initiative Fee**

This fee supports the development of facilities and other campus needs for JSC students. The fee is \$386 per semester for full-time students. Part-time students taking fewer than 12 credits pay \$32 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 for certain courses. 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 \$199 per semester for full-time enrollment (12 or more credits) and \$17 per credit for part-time enrollment. This fee is charged to EDP students only.

## **Health & 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 on-campus students with the JSC campus, JSC resources and services, and students, faculty and staff.

## Registration Fee

This 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. EDP students are exempt from this fee, which otherwise is \$127/semester for full-time, matriculated undergraduate students and \$11/credit for students enrolled in fewer than 12 credits.

## Student Identification Card Replacement Fee

Each student is issued an identification card free of charge. A \$35 fee is charged for replacement cards.

## Transcript Fee

Johnson State College uses *Transcripts on Demand by Credentials e-Script-Safe* to process transcript requests and deliver academic transcripts electronically. This is a completely secure "green initiative" that provides the fastest delivery time and the ability to track delivery and receipt. The fee for requesting a transcript is \$5 per transcript, plus a \$3 processing fee per recipient charged by eScript-Safe. See details here. (Go to [www.jsc.edu](http://www.jsc.edu) and select the "Quicklinks" icon at top, then select "Transcripts.")

## In-State Residency Requirements (VSC Policy 301)

Vermont State College Policy 301 specifies the requirements that a student must meet in order to be granted resident status for the purpose of admission, tuition and other charges at a Vermont State College. VSC Policy 301 may be read in its entirety here. (Select Policies & Procedures" under "About VSC" at [www.vsc.edu](http://www.vsc.edu), then "Student Affairs Policies.")

## Payment Procedures

### Finalize Payment with the Office of Student Financial Services

All students must finalize payment with Student Financial Services. "Finalize Payment" means that:

- All semester charges and any previously due balance are paid in full or covered by a monthly payment plan sufficient to cover tuition and fees for the semester; AND
- All financial aid (grants, loans and scholarships) is ready to be disbursed, if applicable; AND
- The student has either elected or waived the VSC health insurance.

# Monthly Payment Plan

Students may sign up for a monthly payment plan by accessing Student Services on the MyJSC Portal (<http://MyJSC.jsc.edu>). Students using this plan will be considered to have 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 four, five or six equal installments starting June 1. (Participation in the plan also may start after June 1.) Visit the portal or call Student Financial Services at 802-635-1671 for more information.

# Payment Due Dates

Student bills are posted to the Student Services section of the MyJSC Portal on the 1st and 15th of each month. Payment due dates are published on the student billing site. A late fee applies if payment is not finalized by the payment due date. Students owing money from prior semesters may not 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 is made.

Students can receive supplemental charges during a semester for such items as residence hall charges or parking fines. These charges are listed on student bills and can be viewed on the MyJSC Portal. Payment is due 30 days from the date on the bill.

# Application of Financial Aid Awards

Financial aid that has been reported to Student Financial Services is credited as follows:

- Grant funds authorized by Student Financial Services are credited directly to student accounts.
- Perkins Loans and Federal Direct Loans are credited to student accounts after promissory notes have been signed.
- Students who anticipate receiving financial assistance from sources other than the College are reminded to arrange for payments to be forwarded to Student Financial Services as early as possible. Students are advised to confirm these other sources of financial assistance with Student Financial Services.
- Paychecks are issued to students for work-study and other campus employment once they obtain a job and begin 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 and their aid has been transmitted.

# Refund Policy

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, and course and other fees, any refund will be calculated on a daily pro-rata basis, using the same schedule used to determine the amount of the federal Title IV returns, with the following exceptions:

- 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.
- If a student withdraws after the 60 percent point of the semester, there will be no refund of charges for tuition, fees and room.
- Fees paid to acquire college health insurance are not refundable under any circumstances.

- If a student is suspended or dismissed from on-campus housing, there will be no credit of room charges. However, board (meal) charges will be credited for each full week of suspension/dismissal from on-campus housing.

The pro-rata calculation is the number of calendar days completed divided by the number of total calendar days included for the full semester. For all students, including External Degree Program students, the first day of the semester is the date the classes start as published in the College catalog, regardless of the date of the student's first class.

*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 or repayment as outlined above, a student MUST notify the Dean of Students and the Registrar's Office of his/her withdrawal.*

## Tuition Adjustments

Any adjustments in tuition charges will be based on 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, for classes dropped during the mid-semester add/drop period, or for approved late withdrawals.

The student or parent may appeal the refund policy if he/she believes there are individual circumstances that warrant an exception. Appeals are made 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 govern the return of Title IV funds for students eligible for federal financial aid. The College is guided by those regulations with regard to the return of institutional aid as well. 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/or Leave of Absence Form at that time, any Title IV funds received by that student may be adjusted or canceled, and 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.

The External Degree Program 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 due to the other institution.

## Administrative Dismissal

Students with outstanding overdue balances on their accounts and who have not responded to inquiries from Student Financial Services about 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, do not receive any credit for work done during that semester, and remain liable for the unpaid balance. If the student is administratively dismissed after the first seven days and before the end of the 60 percent point of the semester, he/she will be credited tuition, fees, aid, and

room and board 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 percent point of the semester, there is no adjustment for tuition, fees or room charges.

## Financial Aid

Although the primary responsibility for financing students' education rests with their families, the Office of Student Financial Services 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 Student Financial Services Office for more information on eligibility requirements.

## Financial Aid Application Procedures & 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 the **Johnson State College 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 online by going to the FAFSA website: [www.fafsa.gov](http://www.fafsa.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 online at [www.vsac.org](http://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. Award notifications are sent to new students at the email address listed on the admission application. Awarding usually begins in February.

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 email accounts usually beginning in March.

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 website.

If the JSC Summer Payment/Financial Aid Application form is not received, Student Financial Services has no way of knowing that 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](http://www.fafsa.ed.gov). The following need-based financial aid programs are available to assist a large percentage of Johnson State College students.

Programs	Eligibility	Award Amounts
Federal PELL Grant	Awarded to eligible undergraduates (determined by the federal government based on expected family contribution).	Full-time awards range from a maximum of \$5,775 to \$626 for the 2015-2016 academic year. 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.
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 enrolled at least half time to borrow.	Visit the JSC website for loan eligibility amounts based on completed credits.

Federal Direct Parent PLUS Loan	Long-term loan, interest rate determined July 1 of each year. Enables parents with a good credit history to borrow for educational expenses for their dependent student.	PLUS Pre-Application (available on the JSC Website) 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 \$2,000 (Student is allotted \$1,000 per semester.)
Vermont Student Assistance Corporation (VSAC) and State Incentive Grant Programs	<ul style="list-style-type: none"> <li>• FAFSA required</li> <li>• VSAC Grants are restricted to undergraduates who are permanent residents of Vermont. Complete the VSAC Grant Application at <a href="http://www.VSAC.org">www.VSAC.org</a>.</li> <li>• Non-residents are encouraged to contact their State Higher Education Agency for information on application procedures and deadlines for possible state funding.</li> </ul>	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 Federal Direct Unsubsidized 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 Requirement:** 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 represented by the grades 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: How to Calculate the 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  $30 \text{ credits} \times 67\% = 20 \text{ credits}$ . 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:** In order 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 among associate, bachelor and master degrees.

- A.A. or A.S. 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)
- B.A., B.F.A. and B.S. degrees require 120 credits to meet graduation requirements; the maximum number for financial aid eligibility is 180 credits. (120 credits x 150% = 180 credits)
- M.A. and M.F.A. degree time frames are determined by the program.

**Notification of Aid Suspension:** Students whose aid has been suspended will receive notification mailed to their home address and by email. 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 Student Financial Services.

**Types of Aid Suspended:** All federal aid (Pell Grants, Supplemental Education Opportunity Grants (SEOG), Work-study, 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 are notified only by email, using their JSC email address.* It is the student's responsibility to monitor his/her JSC email account and check for communications regarding financial aid. 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 Day One**

- 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 Office of Student Financial Services first.
- Your grades are important; take your education seriously and get assistance if you are struggling in a class.
- Remember that student loans must be repaid. Do not go into 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.

**In order to be considered for maximum benefit payments, the internship must comply with the following special V.A. criteria in addition to meeting JSC 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.

## Degree Requirements

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

**On campus at JSC**, students can choose among dozens of B.A., B.S. and B.F.A. degree programs, two associate's degree programs, three certificates and 10 teacher-education programs that provide endorsement for a Vermont teaching license - all while taking advantage of the College's many services, programs and activities.

**Off campus, through JSC's External Degree Program**, students throughout Vermont with at least 60 credits can complete a bachelor's degree in one of our undergraduate majors available statewide, earn their teaching endorsement, and/or complete a Certificate of Proficiency in Accounting to earn state licensure and prepare to sit for the national Certified Public Accountant (CPA) exam. Classes are offered online, on weekends in four Vermont communities, and on the JSC campus. Flexible scheduling options and EDP's maximum use of transfer credits make this program a popular option for adult learners.

## 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 Curriculum.
- Completion of bachelor-level 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 Interdisciplinary Studies 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, Creative Audience, all of the Foundational Skills components of the General Education Curriculum (GEC), and six credits each from the Aesthetic, Global and Social & Historical perspectives (see General Education curriculum). Students in all other associate's programs must complete the First-Year Seminar Course, Creative Audience, the Foundational Skills -Written Expression and Foundational Skills-Natural Sciences components of the GEC, one math course from the Foundational Skills-Mathematics component of the GEC, and three credits each from the Aesthetic, Global and Social & Historical perspectives (see General Education curriculum).
- Completion of associate-level 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.
- Achievement of a minimum cumulative grade point average of 2.00.

Note that requirements for double majors also may apply.

## 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.
- Achievement of a minimum cumulative grade point average of 2.00.

Note that requirements for double majors also may apply.

## 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 consists of a minimum of 18 credits in a discipline or field, at least six of which are 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 Academic Programs.)

## Graduation Standards

Johnson State College strives to ensure that all students 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 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 is accepted as fulfilling the standards at any other VSC institution for an equivalent associate's or bachelor's degree.

All students must satisfy the following graduation standards in order to graduate:

- **Writing:** All baccalaureate- and associate-level students must pass ENG 3999, the Writing Proficiency Exam, or ENG 2005 The Self-Sufficient Writer course. The Writing Proficiency Exam is offered every semester on a pass/no pass basis. Students should take the exam when they have accumulated between 15-60 credits to

ensure completion of this standard. Students who fail the exam once may attempt it a second time; those who fail twice must take and pass ENG 2005 The Self-Sufficient Writer .

- **Quantitative Reasoning:** All baccalaureate- and associate-level students must pass the Quantitative Literacy Assessment Exam (LAE) or MAT 1080 course. In addition, all baccalaureate-level students must pass one course designated as "quantitatively enriched." (Courses with the "QE:" prefix are approved as quantitatively enriched.) Note: Unlike MAT-1080, the LAE does not count toward the Foundational Skills: Mathematics component of the General Education Curriculum.
- **Information Literacy:** All baccalaureate- and associate-level students must complete GRS 3000, the Information Literacy Tutorial (TILT) and score 80% or higher on each of the accompanying quizzes. TILT and the quizzes are available to students on the VSC Moodle site after registering for a section of GRS-3000. *It is recommended that students take TILT during their first year at JSC.*
- **Oral Communication:** All baccalaureate- and associate-level students must receive passing scores on the Oral Communication Grading & Evaluation Form. Baccalaureate students must complete *two* oral presentations, each at least five minutes long; associate-level students must complete *one* oral presentation.

Currently enrolled students may obtain comprehensive information about JSC graduation standards by consulting "JSC Graduation Standards," on the MyJSC Portal at <http://MyJSC.jsc.edu>. In addition, JSC occasionally may email students via their JSC email addresses about the required graduation standards and the steps required to satisfy them.

## General Education Requirements

Johnson State College's General Education Curriculum (GEC), a program of integrative learning, addresses the accelerating pace of change in all areas of society at the local, national and global levels. The goals and outcomes of the GEC are designed to equip graduates with the skills to flourish in a world marked by constant innovation and global interdependence.

As the mission statement for the College's GEC states, "In order to help students enrich their lives and become fully engaged citizens of their world, the Johnson State College General Education Program strengthens the foundations of written and oral communication, mathematics and quantitative reasoning, and understanding of the scientific method. It complements the depth of the [student's chosen] major with a breadth of experiences that cross disciplinary boundaries and emphasize connections between the student and the community."

### Essential Learning Outcomes for Students:

1. Broad knowledge of human cultures and the natural and physical world, including social sciences, natural sciences, mathematics, humanities, histories and the arts;
2. Intellectual and practical skills, including effective writing, inquiry, quantitative and information literacy, and teamwork and problem solving;
3. Integrative learning, including the capacity to adapt knowledge, skills and responsibilities to new settings and questions.

(Adapted from *College Learning for the New Global Century*, Association of American Colleges and Universities, 2007)

### There are two General Education programs in place at Johnson State College:

- General Education Curriculum for Campus-Based Students
- General Education Curriculum for EDP Students

## Academic Departments

# Behavioral Sciences

## Faculty / Staff

David Fink, *Professor*

Susan Green, *Professor, Department Co-Chair*

Gina Mireault, *Professor, Department Co-Chair*

Leslie Johnson, *Associate Professor*

Staci Born, *Assistant Professor*

Kaya Tretjak, *Assistant Professor*

Vicky Sanborn, *Administrative Assistant*

Programs in the Behavioral Sciences Department explore the ways humans behave, both as individuals and as groups, and the impact of this behavior on society. Each major provides a different lens through which to view these topics. Anthropology examines cultural differences and similarities; sociology examines the relationships and interactions between humans and social structures; psychology examines individual human behavior and intelligences.

The Wellness & Alternative Medicine major combines aspects of all three of these disciplines with the study of biology, chemistry, anatomy and other sciences to deliver a practical education in a variety of healing and health practices used throughout the world.

*The Behavioral Sciences Department offers courses with the following designators: ANT (anthropology), CSV (community service/volunteer), PSY (psychology), SSC (social science), SOC (sociology) and WAM (wellness & alternative medicine). See full Course Descriptions. The department also offers a Master of Arts program in counseling; refer to the JSC Graduate Catalog for information. (To access the graduate catalog, chose it from the drop-down menu at upper right.)*

## Majors & Concentrations

### Anthropology & Sociology (B.A.)

With integrative study in anthropology and sociology, students investigate and learn to appreciate how diversities and social-structural arrangements among people affect the distribution of power and the ability of people to live meaningful, sustainable lives and co-exist in a fair, socially just world. Anthropology explores the range of cultural and biological differences and similarities among all peoples; topics include evolution, environment, symbolism, values, art, healing, religion and consciousness. Sociology investigates social interaction, the societal forces of inequality and power, and how social structures, economics, politics, education, religion, technology and the media affect the way we behave, interact and view the world.

## Learning Outcomes

Anthropology & Sociology graduates should be able to demonstrate:

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, multicultural knowledge and "people skills" in diversity, global awareness and social justice. Career options include education, personnel management, social service agencies, government positions doing research and training, criminal justice and international intelligence agencies.

## Anthropology & Sociology Curriculum

### Required Core Courses (15 credits)

- ANT-1010 Introduction to Cultural Anthropology 3 credits
- SOC-1010 Introduction to Sociology 3 credits
- ANT-3110 Development of Anthropological Thinking 3 credits **OR**
- SOC-4020 Sociological Theory 3 credits
- ANT-3120 Science, Research Methods & Ethics 3 credits
- ANT-4720 Senior Seminar in Anthropology/Sociology 3 credits

### Electives (18 credits)

Take at least 6 credits from the following:

- ANT-3020 Religion, Culture & Alternate Realities 3 credits
- ANT-3040 Culture Change in the Modern World 3 credits
- ANT-3130 Culture & Personality 3 credits
- ANT-4010 Anthropology of Death 3 credits
- ANT-4020 Multicultural Health, Illness & Healing 3 credits
- ANT-4730 Topical Seminar in Anthropology 1-3 credits

Take at least 6 credits from the following:

- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-2050 Drugs, Herbs & Society 3 credits
- SOC-2140 Sociolinguistics 3 credits
- SOC-2150 Social Solutions 3 credits
- SOC-3020 Environment & Society 3 credits
- SOC-3040 Social Movement, Culture & Activism 3 credits
- SOC-3050 Gender & Society 3 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits
- SOC-3130 Mass Media & Society 3 credits
- SOC-3230 Alternative Medicine, Science & Disease 3 credits
- SOC-4010 Family Violence 3 credits
- SOC-4030 Global Health, Diversity & Policy 3 credits

- SOC-4730 Topical Seminar in Sociology 1-3 credits

Optional: Take no more than 6 credits from the following:

- CSV-1011 Principles in Community Service Learning 2 credits
- CSV-1012 Community Service Learning 1 credits
- CSV-3010 Leadership through Volunteer Service Learning 1 credits
- FRE-1111 French I 3 credits **AND**
- FRE-1111L French I Lab 1 credits
- FRE-3010 Culture & Civilization through Correspondence & Conversation 3 credits
- HIS-2210 Women in U.S. History 3 credits
- HIS-3450 Women in European History 3 credits
- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits
- MUS-3050 The Social History of Rock & Roll 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- PSY-3230 Psychology of Gender 3 credits
- SPA-1011 Spanish I 3 credits **AND**
- SPA-1011L Spanish I 1 credits

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Anthropology & Sociology: Criminal Justice (B.A.)**

This program goes beyond the study of law and crime to explore complex issues of social justice related to crime, punishment and victimization, including race, class, gender and sexuality. Students explore current trends and controversies and gain cross-cultural competencies needed to work successfully with diverse populations. A distinguishing feature of this program is its emphasis on the growing field of restorative justice, a technique that involves working with victims as well as offenders.

**Students graduate with a B.A. in Anthropology & Sociology with a concentration in Criminal Justice.** The Anthropology & Sociology major itself develops in students an understanding of diversities and social structural arrangements among people affect the distribution of power and the ability of people to live meaningful, sustainable lives and co-exist in a fair and socially just world. (Note: Criminal Justice also is offered as a concentration in the B.A. in Political Science.)

The multidisciplinary concentration in criminal justice draws on JSC's rich liberal arts tradition and commitment to high-impact education -- "learning by doing" -- to explore the relationships of crime, law and social justice. It also cross-cultural competency, preparing students to communicate and work with those from a wide range of backgrounds and with disparate life experiences.

Supported by a network of community partner organizations, the program offers internships in the field of criminal justice, particularly in the arenas of restorative justice and victim advocacy as well as in border patrol and other areas of law enforcement. Students complete these internships in their junior or senior year along with a concurrent senior seminar.

A range of disciplines are brought to bear on criminal justice, including anthropology, political science, psychology and sociology. The program prepares student for a careers in law enforcement and criminal investigation, crime analysis, juvenile justice, victim advocacy, restorative justice and community development, social justice and public policy. A criminal justice background also prepares students to pursue careers in law, from working as paralegals and legal assistants to attending law school.

## Learning Outcomes

In addition to meeting the learning outcomes of the B.A. in Anthropology & Sociology, upon completion of the concentration in criminal justice, students should be able to:

1. Critically evaluate key theories about crime and criminal behavior.
2. Critically assess existing criminal justice systems with the aim of improving their condition and function.
3. Identify and assess alternative solutions to problems associated with existing models of crime control.
4. Develop and demonstrate sufficient self-awareness to understand the influence of personal biases and values in interacting with diverse groups.
5. Identify and analyze ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.
6. Understand key issues and approaches in the field of criminal justice, including mental health, substance abuse, youth development, trauma-informed care, and results-based accountability.
7. Demonstrate familiarity with key skill sets in the field of criminal justice, including effective communication and conflict resolution and de-escalation.
8. Apply understandings of research methods and data collection techniques for conducting research in criminal justice.
9. Apply understandings of criminal justice policy and key controversies to field experiences.

## Anthropology & Sociology Curriculum

### Required Core Courses (15 credits)

- ANT-1010 Introduction to Cultural Anthropology 3 credits
- SOC-1010 Introduction to Sociology 3 credits
  
- ANT-3110 Development of Anthropological Thinking 3 credits **OR**
- SOC-4020 Sociological Theory 3 credits
  
- ANT-3120 Science, Research Methods & Ethics 3 credits
- ANT-4720 Senior Seminar in Anthropology/Sociology 3 credits

### Electives (18 credits)

Take at least 6 credits from the following:

- ANT-3020 Religion, Culture & Alternate Realities 3 credits
- ANT-3040 Culture Change in the Modern World 3 credits
- ANT-3130 Culture & Personality 3 credits

- ANT-4010 Anthropology of Death 3 credits
- ANT-4020 Multicultural Health, Illness & Healing 3 credits
- ANT-4730 Topical Seminar in Anthropology 1-3 credits

Take at least 6 credits from the following:

- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-2050 Drugs, Herbs & Society 3 credits
- SOC-2140 Sociolinguistics 3 credits
- SOC-2150 Social Solutions 3 credits
- SOC-3020 Environment & Society 3 credits
- SOC-3040 Social Movement, Culture & Activism 3 credits
- SOC-3050 Gender & Society 3 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits
- SOC-3130 Mass Media & Society 3 credits
- SOC-3230 Alternative Medicine, Science & Disease 3 credits
- SOC-4010 Family Violence 3 credits
- SOC-4030 Global Health, Diversity & Policy 3 credits
- SOC-4730 Topical Seminar in Sociology 1-3 credits

Optional: Take no more than 6 credits from the following:

- CSV-1011 Principles in Community Service Learning 2 credits
- CSV-1012 Community Service Learning 1 credits
- CSV-3010 Leadership through Volunteer Service Learning 1 credits
- FRE-1111 French I 3 credits **AND**
- FRE-1111L French I Lab 1 credits
- FRE-3010 Culture & Civilization through Correspondence & Conversation 3 credits
- HIS-2210 Women in U.S. History 3 credits
- HIS-3450 Women in European History 3 credits
- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits
- MUS-3050 The Social History of Rock & Roll 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- PSY-3230 Psychology of Gender 3 credits
- SPA-1011 Spanish I 3 credits **AND**
- SPA-1011L Spanish I 1 credits

Criminal Justice Curriculum

*Note:* Criminal Justice requirements that meet requirements for the major are also applied toward the major.

## Required Core Courses

- CRJ-1010 Introduction to Criminal Justice 3 credits
- CRJ-1040 Criminal Justice Lecture Series: Careers in the Field 1 credits
- CRJ-4810 Internship in Criminal Justice 1-12 credits  
CRJ-4770 Senior Seminar 1 credit (pending approval)  
*Criminal Justice internships must be arranged the semester prior to the semester in which they occur, and they must be taken concurrently with the Senior Seminar.*
  
- POS-1010 Introduction to Political Science 3 credits **OR**
- POS-1020 American Politics & Government 3 credits
  
- ANT-1010 Introduction to Cultural Anthropology 3 credits **OR**
- SOC-1010 Introduction to Sociology 3 credits
  
- CRJ-4020 Criminal Justice: Who is "Criminal"? 3 credits **OR**
- PSY-3065 Abnormal Behavior 3 credits **OR**
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits **OR**
- SOC-3170 Power, Politics & Inequality 3 credits

## Electives (take 12 credits)

- CRJ-2150 Community & Restorative Justice 3 credits
- CRJ-2230 Introduction to Criminal Law 3 credits
- CRJ-4020 Criminal Justice: Who is "Criminal"? 3 credits
- PSY-4035 Forensic Psychology 3 credits
- PHI-1040 Introduction to Ethics 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-2110 State & Local Government 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3170 U.S. Constitutional Law 3 credits
- POS-3210 Canadian Politics 3 credits
- PSY-3065 Abnormal Behavior 3 credits
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-3050 Gender & Society 3 credits
- SOC-3170 Power, Politics & Inequality 3 credits
- SOC-4010 Family Violence 3 credits
- SSC-1050 FYS: A Call to Action 3 credits

**Important:**

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Psychology (B.A.)

Students in the B.A. in Psychology program explore a wide range of theories concerning human behavior, development, thought, emotion, learning, intelligence, personality, group dynamics and abnormal behavior. Through coursework, fieldwork and research opportunities, students apply the knowledge gained in class to the real world and are encouraged to use what they learn toward understanding themselves and their relationships. Students have the opportunity to work as research assistants during the school year and in the summer. An internship is required. Elective options help students explore career possibilities, such as working with the chronically mentally ill, with children and families, and in the areas of organizational psychology, addictions, art therapy, forensic psychology and more. However, the study of psychology provides excellent preparation for careers not only in psychology, but in any field in which an understanding of human behavior is useful.

## Learning Outcomes

The B.A. in Psychology is designed to produce students who graduate with a strong understanding the field of psychology, how it relates to interpersonal communication and behavior, and the practical application of this knowledge and skill set.

## Psychology Curriculum

### Required Core Courses (31 credits)

- PSY-1010 Introduction to Psychology 3 credits
- PSY-2040 Social Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-2410 Research Methods in Psychology 3 credits
- PSY-2420 Group Process: Theory & Practice 3 credits
- PSY-2810 Internship in Psychology 1-12 credits
- PSY-3010 Theories of Personality 3 credits
- PSY-3065 Abnormal Behavior 3 credits
- PSY-4010 Biological Psychology 3 credits
- PSY-4810 Internship in Psychology 1-12 credits \*
- PSY-4770 Senior Seminar in Psychology 1 credits \*
- MAT-2030 Probability & Statistics 3 credits

### Electives (choose 15 credits):

- PSY-3030 Organizational Psychology 3 credits
- PSY-3230 Psychology of Gender 3 credits
- PSY-3250 Multicultural Psychology 3 credits
- PSY-3330 Psychology of Addictions 3 credits
- PSY-3360 Cognitive & Behavioral Psychology 3 credits
- PSY-4080 Psychology & the Civil War 3 credits
- PSY-4090 Controversial Issues in Psychology 3 credits

- PSY-4125 The Evolution of Psychology 3 credits
- PSY-4760 Topical Seminar in Psychology 3 credits \*\*
- PSY-4810 Internship in Psychology 1-12 credits (3 credits)
- PSY-4910 Independent Study in Psychology 1-12 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- ANT-3130 Culture & Personality 3 credits
- ANT-4010 Anthropology of Death 3 credits
- BIO-3160 Animal Behavior 4 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-4010 Family Violence 3 credits

*\* 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. Students completing the Health & Sport Psychology concentration must complete their internship in an area/setting relevant to health and sport psychology.*

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

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Psychology: Health & Sport Psychology (B.A.)

This program explores how psychology can be used to improve motivation and performance, how physical activity improves mental health and overall well-being, and how stress and other psychological factors affect health and wellness. Students engage in original research projects in collaboration with faculty and have the opportunity to assist with ongoing research into biofeedback as a tool for exercise motivation. An internship in an area/setting relevant to health and sport psychology is required. **Graduates earn a B.A. in Psychology with a concentration in Health & Sport Psychology.**

## Psychology Curriculum

### Required Core Courses (31 credits)

- PSY-1010 Introduction to Psychology 3 credits
- PSY-2040 Social Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-2410 Research Methods in Psychology 3 credits
- PSY-2420 Group Process: Theory & Practice 3 credits
- PSY-2810 Internship in Psychology 1-12 credits
- PSY-3010 Theories of Personality 3 credits
- PSY-3065 Abnormal Behavior 3 credits
- PSY-4010 Biological Psychology 3 credits
- PSY-4810 Internship in Psychology 1-12 credits \*
- PSY-4770 Senior Seminar in Psychology 1 credits \*
- MAT-2030 Probability & Statistics 3 credits

## Electives (choose 15 credits):

- PSY-3030 Organizational Psychology 3 credits
- PSY-3230 Psychology of Gender 3 credits
- PSY-3250 Multicultural Psychology 3 credits
- PSY-3330 Psychology of Addictions 3 credits
- PSY-3360 Cognitive & Behavioral Psychology 3 credits
- PSY-4080 Psychology & the Civil War 3 credits
- PSY-4090 Controversial Issues in Psychology 3 credits
- PSY-4125 The Evolution of Psychology 3 credits
- PSY-4760 Topical Seminar in Psychology 3 credits \*\*
- PSY-4810 Internship in Psychology 1-12 credits (3 credits)
- PSY-4910 Independent Study in Psychology 1-12 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- ANT-3130 Culture & Personality 3 credits
- ANT-4010 Anthropology of Death 3 credits
- BIO-3160 Animal Behavior 4 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-4010 Family Violence 3 credits

*\* 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. Students completing the Health & Sport Psychology concentration must complete their internship in an area/setting relevant to health and sport psychology.*

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

## Health & Sport Psychology Curriculum (15-16 credits)

In addition to the 11 core psychology courses, students completing the concentration in Health & Sport Psychology must complete the following courses, which apply toward the major's electives requirements as well.

- AHS-4025 Health Behavior: Change & Adherence 3 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- AHS-4110 Psychophysiology of Stress 3 credits

## Choose 2 of the following:

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- BIO-3180 Nutrition 3 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

# Wellness & Alternative Medicine (B.S.)

Launched in 2000 and updated in spring 2014 to reflect advances in medical knowledge and contemporary practice, the B.S. degree in Wellness & Alternative Medicine at JSC is based on the scientific protocols set by the National Institutes of Health's National Center for Complementary & Alternative Medicine and Bastyr University's Naturopathic Medical School program in Seattle, Wash.

An interdisciplinary collaboration between JSC's Behavioral Sciences and Environmental & Health Sciences departments, the program employs societal, cultural, biochemical and global frameworks to investigate the history, principles and scientific evidence for the safety and effectiveness of diverse modalities to heal disease and to create wellness. It provides the scientific knowledge and practical skills needed to make informed healthcare decisions and lifestyle choices and to prepare for careers as state-of-the-art healthcare professionals, veterinarians and doctors.

Students study conventional, allopathic medicine in the U.S. as well as alternative medical models from around the world. While completing their degrees, students may elect to co-enroll in certification programs to become massage therapists, yoga instructors, reiki masters and Ayurvedic consultants. Graduates are prepared for initial positions in the wellness and fitness industry, hospital employee-assistance programs, social-assistance programs, the diet and supplements industry and as assistants to alternative medical practitioners. Many graduates go on to graduate and medical schools to become physicians, nurses, chiropractors, naturopathic physicians, Chinese medical doctors, ayurvedic physicians and homeopathic doctors.

The curriculum for this program was reviewed in 2012 by Dr. James S. Gordon, director of the Center for Mind-Body Medicine Program at Georgetown University, former chair of the White House Commission on Complementary & Alternative Medicine and a member of the Advisory Council for the NIH National Center for Complimentary & Alternative Medicine (NCCAM), and in 2004 by Dr. Joseph Jacobs, former director of NCCAM. Their comments and suggestions have guided the curriculum that takes effect in fall 2015.

## Learning Outcomes for Wellness & 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.

### Required Courses (49 credits)

#### Core Courses

- AHS-1010 Contemporary Health Issues 3 credits
- BIO-2011 Human Anatomy & Physiology I 4 credits
- BIO-2012 Human Anatomy & Physiology II 4 credits
- SOC-1040 Integrative Health & Professional Series 1 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits

- SOC-3230 Alternative Medicine, Science & Disease 3 credits
- SOC-4740 Senior Integrative Health Care Seminar 1 credits
- WAM-2030 Wellness Lifestyle & Career Seminar 1 credits
  
- AHS-4810 Internship in Allied Health Science 1-12 credits (Must be at least 1 credit)  
**OR**
- ANT-4810 Internship in Anthropology 1-12 credits (Must be at least 1 credit)  
**OR**
- SOC-4810 Internship in Sociology 1-12 credits (Must be at least 1 credit)  
**OR**
- WAM-4810 Internship in Wellness & Alternative Medicine 1-12 credits (Must be at least 1 credit)

## Alternative Health Systems & Mind-Body Medicine

### Choose 8 credits:

- ANT-3140 Yoga and Ayurveda: Science & Culture 3 credits
- WAM-2010 Native American Healing - The Lakota & Shemanic Traditions 1 credits
- WAM-2020 Chinese Medicine & Acupuncture I 1 credits
- WAM-2040 Introduction to Meditation 1 credits
- WAM-2060 Naturopathic Medicine 1 credits
- WAM-2070 Massage & Bodywork 1 credits
- WAM-2080 Homeopathy I 1 credits
- WAM-2050 Herbs: The Medicine Garden 1 credits
- WAM-3020 Chinese Medicine & Acupuncture II 3 credits
- WAM-3050 Herbalism, Wellness & Healing 3 credits
- WAM-3040 Mindfulness Meditation 3 credits
- WAM-3070 Massage, Science & Wellness 3 credits
- WAM-3080 Homeopathy II 3 credits

## Biology of Life

### Choose one of the following:

- BIO-1210 Introduction to Biology 4 credits
- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits

## Chemistry

### Choose one of the following:

- CHE-1031 General Chemistry I 4 credits
- CHE-1055 General Chemistry, Organic Chemistry & Biochemistry 4 credits

## Drugs, Herbs & Pharmacology

### Choose one of the following:

- SOC-2050 Drugs, Herbs & Society 3 credits
- AHS-3050 Introduction to Pharmacology 3 credits
- WAM-3030 Applied Herbal Pharmacology 3 credits

## Healthcare & Healing Around the World

### Choose one of the following:

- ANT-4020 Multicultural Health, Illness & Healing 3 credits
- SOC-4030 Global Health, Diversity & Policy 3 credits
- WAM-3060 Healing All Wounds: Global Humanitarian Aid and Warzone Medicine 3 credits

## Nutrition: The Biochemistry & Eco-Politics of Food and Diet

### Choose one of the following:

- BIO-3180 Nutrition 3 credits
- SOC-3240 Nutrition, Food & Society 3 credits
- WAM-3025 Epigenetics: Diet, Lifestyle & Environment 3 credits

## Stress: Biopsychological Response & Wellness Lifestyle Choices

### Choose one of the following:

- AHS-4110 Psychophysiology of Stress 3 credits
- AHS-4025 Health Behavior: Change & Adherence 3 credits
- WAM-3010 Living the Good Life 3 credits

## Required & Recommended Electives for Graduate Study in Medicine

Students who intend to pursue graduate study to prepare for clinical medical careers (e.g., physician, nurse practitioner, midwife, physician assistant, nurse, naturopathic doctor, chiropractor, Chinese medical doctor) should take the following courses *and* check with their future post-graduate school to ensure they will meet all undergraduate requirements in order to apply for admission.

### Required Electives

- CHE-1032 General Chemistry II 4 credits
- CHE-3111 Organic Chemistry I 4 credits
- CHE-3112 Organic Chemistry II 4 credits
- PHY-1041 Physics I 4 credits
- PHY-1042 Physics II 4 credits
- PSY-2070 Developmental Psychology 3 credits

### Recommended Electives

- BIO-3130 Cellular Biology: A Molecular Approach 4 credits

- BIO-3140 Microbiology 4 credits
- BIO-3220 Genetics 4 credits
- MAT-1531 Calculus I 4 credits
- MAT-2030 Probability & Statistics 3 credits

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Minors

### **Anthropology & Sociology Minor**

#### Required Courses

- ANT-1010 Introduction to Cultural Anthropology 3 credits
- SOC-1010 Introduction to Sociology 3 credits
- SOC-4020 Sociological Theory 3 credits **OR**
- ANT-3110 Development of Anthropological Thinking 3 credits

#### Electives: 9 credits

- Three ANT/SOC - courses, at least 2 must be at the 3000 or 4000 level

Total: 18 credits

### **Psychology Minor**

#### Required Courses

#### Core Courses

- PSY-1010 Introduction to Psychology 3 credits
- PSY-2040 Social Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-3010 Theories of Personality 3 credits
- PSY-3065 Abnormal Behavior 3 credits

#### Electives

- Nine psychology credits at the 3000 level and above to be chosen at the discretion of the student and advisor.

Total: 24 credits

## Wellness & Alternative Medicine Minor

The minor in Wellness & Alternative Medicine is designed for students in other majors who are interested in receiving credit for and taking courses in health, wellness, and alternative medicine.

### Required Core Courses

- AHS-1010 Contemporary Health Issues 3 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits

### Alternative Health Systems & Mind-Body Medicine

**Choose any 5 credits:**

- ANT-3140 Yoga and Ayurveda: Science & Culture 3 credits
- WAM-2010 Native American Healing - The Lakota & Shamanic Traditions 1 credits
- WAM-2020 Chinese Medicine & Acupuncture I 1 credits
- WAM-2040 Introduction to Meditation 1 credits
- WAM-2050 Herbs: The Medicine Garden 1 credits
- WAM-2060 Naturopathic Medicine 1 credits
- WAM-2080 Homeopathy I 1 credits
- WAM-3020 Chinese Medicine & Acupuncture II 3 credits
- WAM-3040 Mindfulness Meditation 3 credits
- WAM-3050 Herbalism, Wellness & Healing 3 credits
- WAM-3080 Homeopathy II 3 credits

### Healthcare & Healing Around the World

**Choose one of the following:**

- ANT-4020 Multicultural Health, Illness & Healing 3 credits
- SOC-4030 Global Health, Diversity & Policy 3 credits
- WAM-3060 Healing All Wounds: Global Humanitarian Aid and Warzone Medicine 3 credits

### Nutrition: Biochemistry & Eco-Politics Food & Diet

**Choose one of the following:**

- BIO-3180 Nutrition 3 credits
- SOC-3240 Nutrition, Food & Society 3 credits
- WAM-3025 Epigenetics: Diet, Lifestyle & Environment 3 credits

### Stress: Biopsychological Response & Wellness Lifestyle Choices

**Choose one of the following:**

- AHS-4025 Health Behavior: Change & Adherence 3 credits
- AHS-4110 Psychophysiology of Stress 3 credits
- WAM-3010 Living the Good Life 3 credits

Total: 20 credits

## **Business & Economics**

### **Faculty / Staff**

James Black, *Professor*

Todd Comen, *Professor*

Henrique Cezar, *Associate Professor, Department Chair*

Renate Callahan, *Administrative Assistant*

The Business & Economics Department offers five concentrations within the B.A. degree in business: accounting, hospitality and tourism, management, marketing, and sport management. Through coursework and internships with businesses and organizations, students gain skills and knowledge needed to succeed as owners and leaders in business and finance. Coursework and practicums focus on planning, organizational structure, leadership, human resources, marketing and financial management.

Also available is a two-year (A.S.) degree in management; a minor in business and economics; and three certificate programs: accounting, nonprofit management and small business management.

#### **Masters of Business Administration Articulation Agreement between Johnson State College & Clarkson University**

Johnson State College students who plan their undergraduate program carefully are able to earn their Master of Business Administration (M.B.A.) from Clarkson University in Potsdam, New York, in only one year. If JSC students include the courses that serve as a foundation for the M.B.A. 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 M.B.A. from Clarkson in just five years.

#### **Clarkson University Foundation Requirements**

#### **JSC Course Equivalents**

Accounting: Financial & Managerial

ACC 2121 and ACC 2122

Economics: Micro & Macro

ECO 2030 and ECO 2020

Corporate Finance

BUS 3230

Operations/Production Management

BUS 3150

Computer Science: Information Systems

CIS 1410

Statistics & Quantitative Methods

MAT 2030

Law & Society

BUS 3131

## Business & Economics Certificates

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

*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.*

## Majors & Concentrations

### Business: Accounting (B.A.)

Students in this program complete a core of business courses plus 20 credits in accounting and financial reporting. Students gain specialized knowledge in accounting and financial reporting as well as an integrated overview of the economic activities of business entities. An internship is required. **Graduates earn a B.A. in Business with a concentration in Accounting** and are prepared for entry-level positions in public accounting, business, government and nonprofit organizations.

Students who intend to become licensed or certified public accountants (CPAs) in Vermont are advised that they must complete the following *additional* academic requirements as adopted by the state in July 2014: They must complete a total of 150 credit hours (30 more than a typical bachelor's degree), and 42 of those credits must be in accounting-related courses. This may be accomplished by taking summer classes as well as a full course load (18 credits) during the fall and spring semesters or by enrolling in JSC's Certificate of Proficiency in Accounting program following graduation. (Note: In addition to the *academic* requirements, Vermont regulations require one year of accounting work experience in order to gain licensure and sit for the national CPA exam.)

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

## Accounting Concentration

### Required Concentration Courses (20 credits)

- ACC-2230 Federal Taxes 3 credits
- ACC-3025 Cost Management 3 credits
- ACC-3111 Advanced Intermediate Accounting I 4 credits
- ACC-3112 Advanced Intermediate Accounting II 4 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Business: Hospitality & Tourism Management (B.A.)**

Tourism and hospitality is one of the worlds' fastest growing industries. This program includes a core of business courses, with additional courses in hospitality and tourism management. Students complete more than 480 hours of documented

experiential learning over four years, including a mandatory internship. **Graduates earn a B.A. in Business with a concentration in Hospitality & Tourism Management.**

Tourism and hospitality is one of the world's fastest growing industries, employing millions around the globe and providing exciting career opportunities near and far. Business students in this concentration will complete a rigorous internship to complement their learning. Past internships included our local area ski resorts, the Boston Harbor Hotel, the Dunes in South Carolina and the Sheraton Hotel in Oahu, Hawaii.

Students complete both business and HTM courses and select from a broad range of electives to round out their education. Faculty connections and formal partnerships enable JSC to connect students with top resorts, hotels, restaurants and event-management firms for part-time employment during their college years and rewarding careers following graduation.

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits

- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

## HTM Concentration

### Required Concentration Courses (21 credits)

- HTM-1010 Survey of Hospitality & Tourism 3 credits
- HTM-3010 Food & Beverage Management 3 credits
- HTM-3110 Lodging & Resort Operations 3 credits
- HTM-3210 International Travel & Tourism 3 credits \*
- HTM-3230 Facility Planning & Design 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Business: Management (B.A.)

Through internships, case studies and simulations, students apply theory to actual business situations and develop skills in strategic planning, organization, leadership and human resources. The program includes a core of business courses. **Graduates earn a B.A. in Business with a concentration in Management.** This program provides students with the skills and knowledge to run their own business, succeed in an organization of their choosing, or pursue an M.B.A.

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

### Management Concentration Curriculum (18 credits)

- BUS-3150 Production/Operations Management 3 credits
- BUS-3230 Financial Management 3 credits
- BUS-4070 Strategic Decision Making 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)
- CIS-1410 Intermediate Spreadsheets 3 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Business: Marketing (B.A.)

The B.A. in Business with a concentration in Marketing connects business theory and practice with the modern-day realities of lightning-speed advances in technology, social media and "big data" capabilities. Through a required internship, case studies, simulations and real projects completed for local businesses, students develop 21st-century skills in business and marketing. **Graduates earn a B.A. in Business with a concentration in Marketing.**

Students conduct and analyze market research, develop marketing plans and examine how businesses and organizations respond to marketing challenges. In the process, they develop teamworking and presentation skills, the ability to plan in

advance and think strategically, and the knowledge and skills to use social media and the Internet to build both a brand and a base of loyal customers. Supported by a diverse liberal arts curriculum, students gain a solid foundation in communications, critical thinking, problem solving, decision-making and creativity that forms the basis for success in this high-demand field.

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

## Marketing Concentration Curriculum (18 credits)

- BUS-3050 Principles of Sales 3 credits
- BUS-3210 Advertising 3 credits
- BUS-4030 Marketing Research 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)
- CIS-2220 Website Design 3 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Business: Sport Management (B.A.)

This program reflects the fact that sports today is as much about marketing events and refining a brand as it is about working with players and scheduling events - and that strong business skills are essential for successful careers in sport management. Students complete a core of business courses plus specific courses related to the business side of sports and recreation. An internship is required. **Students graduate with a B.A. in Business with a concentration in Sport Management.** Career opportunities range from managing professional teams and arenas to overseeing the marketing and finances of sports teams and organizations.

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

## Sport Management Concentration Curriculum (18 credits)

- AHS-4030 Psychology of Sports & Exercise 3 credits
- BUS-3420 Athletic Facility & Event Management 3 credits
- BUS-3430 Sport & Society 3 credits
- BUS-4320 Sport Promotion & Branding 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Management (A.S.)

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

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits

- CIS-1410 Intermediate Spreadsheets 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

### Electives: 6 credits

- 2 departmental courses from ACC, BUS, CIS, ECO or HTM disciplines.

Total: 38 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Minors

### Business Minor

This minor is available to non-Business majors only. All course choices and sequences should be discussed with an advisor in the Department of Business & Economics.

### Required Courses

- ACC-2121 Financial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- CIS-1410 Intermediate Spreadsheets 3 credits
- ECO-2020 Macroeconomics 3 credits

### Take 2 of the following courses:

- BUS-3050 Principles of Sales 3 credits
- BUS-3060 Consumer Behavior 3 credits
- BUS-3070 Public Relations 3 credits
- BUS-3110 Ski Area Management & Design 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3150 Production/Operations Management 3 credits
- BUS-3210 Advertising 3 credits
- BUS-3230 Financial Management 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-3310 Greening the Business Environment 3 credits
- BUS-3370 Business Organizational Communications 3 credits
- BUS-3390 Career Planning & Management 3 credits
- BUS-3420 Athletic Facility & Event Management 3 credits

- BUS-3430 Sport & Society 3 credits
- BUS-3910 Leadership & Quality 3 credits
- BUS-4030 Marketing Research 3 credits
- BUS-4070 Strategic Decision Making 3 credits
- BUS-4320 Sport Promotion & Branding 3 credits

Total: 25-26 credits

## Certificates

### Certificate of Proficiency in Accounting

JSC's Certificate of Proficiency in Accounting is a flexible and convenient way to earn the additional credits required to meet Vermont licensing standards that took effect July 1, 2014, and sit for the national CPA exam. Classes may be taken on campus, online or, through JSC's External Degree Program, on weekends in Montpelier, Rutland, St. Albans or Winooski.

The program of study is tailored to each student's situation in order to amass the required 150 credit hours, including 42 credits in accounting-related courses. A person with a B.A. degree in Business would still need to accrue the required additional 30 credits, even if he or she already has the 42 credits in accounting-related courses.

A full-time student could complete the certificate in one year: In two semesters if only 30 credits are needed, or in two semesters plus the summer if 42 credits are needed. Students enrolled in the certificate program are eligible for financial aid.

**Students must complete the core business courses and the core accounting courses, at total of 43 credits, in order to earn the certificate of achievement in accounting.**

### Core Business Courses

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3230 Financial Management 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

Total Core Business Courses: 26 credits

### Core Accounting Courses

- ACC-2230 Federal Taxes 3 credits
- ACC-3025 Cost Management 3 credits
- ACC-3111 Advanced Intermediate Accounting I 4 credits
- ACC-3112 Advanced Intermediate Accounting II 4 credits
- ACC-4050 Auditing & Assurance Services 3 credits

Total Core Accounting Courses: 17 credits

## **Nonprofit Management Certificate**

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-1340 Social Entrepreneurship 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2410 Human Resource Management 3 credits
- ACC-2121 Financial Accounting 4 credits
- HTM-3150 Event Management 3 credits
- OER-3020 Program Planning in Outdoor Education 3 credits
- BUS-4180 Leadership & Management of Nonprofit Organizations
- BUS-4810 Internship in Business Management 1-12 credits

### **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 Professor Todd Comen in the Business & Economics Department at 802-635-1209.

## **Small Business Management Certificate**

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

- ACC-2121 Financial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2210 Small Business Management 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-3131 Business Law I 3 credits

Total: 16 credits

## Education

### Faculty/Staff

David McGough, *Professor*

Robert Schulze, *Assistant Professor*

Kathleen Brinegar, *Assistant Professor, Department Chair, Middle & Secondary Education Program Director, Interim Elementary Education Program Director, Licensure Officer*

Vicky Sanborn, *Staff Assistant*

The Education Department has a long and celebrated history of preparing teachers and providing advance study for working professionals. Our professors have the theoretical and practical background to help students become outstanding teachers and influential leaders in their field.

**Working as a teacher in a public school in Vermont requires a Level I Professional Educator's License with an endorsement in a specific discipline at a designated level.** The license is issued by the Vermont Agency of Education to candidates who successfully complete a Teacher Education Program and are recommended by their institution. Educators' licenses issued in Vermont are accepted by more than 40 other states, districts and territories through association with the National Association of State Directors of Teacher Education & Certification.

The JSC Education Department offers several Teacher Education Programs at the undergraduate and graduate levels. The undergraduate programs are:

- Childhood Education (B.A.), which provides licensure endorsement in both K-6 elementary education and K-8 special education. Endorsement areas are **anthropology/sociology, art, biology, English, environmental science, health sciences, history, mathematics, music, political science, psychology** and **theater**.
- Secondary Teacher Endorsement, which prepares graduates to teach **English, mathematics, science** or **social studies** in grades 7-12. Students must earn an accompanying bachelor's degree in their area of endorsement.
- Unified Arts Teacher Licensure Endorsement, which prepares graduates to teach **art, dance, music, physical education** or **theater arts** in grades PreK-12. Students must earn an accompanying bachelor's degree in their area of endorsement.

In addition, a five-year, double major in Music Performance & Music Education (B.A.) is available through the Department of Fine & Performing Arts that provides licensure endorsement to teach music in grades preK-12. JSC also offers an M.A. in Education with several areas of specialization available.

*Note: Acceptance into a Teacher Education Program at JSC requires a separate application.* Being accepted by Johnson State College, declaring a major or beginning a program of study does NOT constitute admission or acceptance into a Teacher Education Program. See the *Teacher Education Program Handbook, available from the Education Department, for complete details.*

# Accreditation

All Teacher Education Programs at JSC are accredited by the Vermont Standards Board of Professional Educators. The accreditation process assures that candidates who are recommended for licensure meet all state standards for the license and the endorsement.

Theoretical Framework & Learning Pursuits

Applying to a Teacher Education Program at JSC

Advancing through a Teacher Education Program at JSC

*The Education Department offers courses with an EDU designator. See full Course Descriptions. The department also offers an M.A. in Education; refer to the JSC Graduate Catalog for information. (To access this catalog, chose it from the drop-down menu at upper right.)*

## Majors & Concentrations

### Childhood Education (B.A.); to teach Elementary & Special Education

The B.A. in Childhood Education prepares students to become K-6 teachers licensed in both Elementary Education and Special Education. With careful planning, a full-time student can complete the degree and earn both licensure endorsements in just four years. Graduates who successfully complete the degree become candidates for a Level I Professional Educator's License issued by the Vermont Agency of Education. This license is required in order to work as a public school teacher in Vermont; it also is recognized and accepted by more than 40 other states, districts and territories.

Through courses and practicum experiences, students learn the theories, research, standards and practices that provide a solid foundation for educators who are passionate about teaching, inclusive and progressive in their practices, modern and up to date in their techniques, and committed to social equity and the delivery of education to diverse learners. 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.

Students who intend to teach in grades K-6 must declare Childhood Education as their academic major and apply to JSC's **Teacher Education Program in Inclusive Elementary Education** after completing their first education course.

*Important:* Declaring a major in Childhood Education is not the same as being accepted into this Teacher Education Program; see Applying to a Teacher Education Program at JSC below.

Most courses must be taken in a specific order; students should check advisement forms, program evaluations and prerequisites for details. 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.

Theoretical Framework & Learning Pursuits

Applying to a Teacher Education Program at JSC

Advancing through a Teacher Education Program at JSC

#### 1. Required Childhood Education Courses

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

Total: 45 credits

## 2. Required Education Courses

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.

- EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education 0 credits
- EDU-TEW2 Teacher Education Workshop 2: Application for Practicum I 0 credits
- EDU-TEW3 Teacher Education Workshop 3: Application for Practicum II 0 credits
- EDU-TEW4 Teacher Education Workshop 4: Application for student teaching 0 credits
- EDU-TEW5 Teacher Education Workshop 5: Application for a Verification Check 0 credits
- EDU-2360 Perspectives on Learning in a Diverse Society 3 credits \*
- EDU-3032 Language, Culture, Literature, & Education 3 credits \*
- EDU-3100 Literacy Intervention, Assessment & Strategies 3 credits \*
- EDU-XXXX Literacy & Media for Children & Youth, 3 credits

Total: 12 credits

## 3. Required Inclusive Education Courses

In addition to the major in Childhood Education and the courses for the ELED Program, complete the courses below for the Inclusive ELED Program, which provides eligibility for an endorsement in Special Education, K-6, in addition to the Elementary Education endorsement. Students must earn a B- or better in all courses marked with an asterisk (\*).

- EDU-3025 Evaluating Characteristics of Diverse Learners 3 credits \*
- EDU-4051 Strategies to Promote Inclusive Practices 3 credits \*
- EDU-4640 Special Education Practices & Procedures 3 credits \*

Total: 9 credits

## 4. Required Liberal Arts & Sciences Background Components

Students must demonstrate competence in the following nine liberal arts and sciences areas. **Through careful selection, courses chosen to meet this requirement also may meet JSC General Education requirements.** Students should consult with their advisor and submit their course plan to the Inclusive Elementary Education Program Director for approval.

1. Composition Jump to this requirement.
2. Quantitative Skills Jump to this requirement.
3. Literature Jump to this requirement.
4. Historical Thinking & Citizenship Jump to this requirement.
5. Artistic Expression Jump to this requirement.
6. Scientific Thinking Jump to this requirement.
7. Diversity Studies Jump to this requirement.
8. Identity Studies Jump to this requirement.
9. Interdisciplinary Studies Jump to this requirement.

## Composition Components (A & B)

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.

- **On-campus students** should complete (A) ENG-1072 Exposition & Analysis and (B) the Writing Proficiency Exam (ENG-3999) or ENG-2005 The Self-Sufficient Writer.
- **EDP students** should complete ENG-1220 Rhetorical Expression, or pass EDP-3999, Challenge Exam for ENG-1220.
  - Composition A: 3 credits
  - Composition B: 3 credits

## Quantitative Skills Components (A & B)

- **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. (Note: MAT-2030 is a prerequisite for EDU-3266, a required core course.)
  - Quantitative Skills A: 3 credits
  - Quantitative Skills B: 3 credits

## Literature Components (A & B)

- **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 (PreK-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-3032 Language, Culture, Literature, & Education, which is a required course in this teacher-education program, or you may take an equivalent course approved by your program director.
  - Literature A: 3 credits

- Literature B: 3 credits

## Historical Thinking & Citizenship Component

Complete coursework that demonstrates you understand historical thinking and citizenship through study of American history, 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.

- Historical Thinking: 3 credits

## Artistic Expression Component

Complete coursework that demonstrates you understand music, drama and the visual arts as expressions of human emotion and culture and as 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-1030, THA-1041 or an equivalent course approved by your program director.

- Artistic Expression: 3 credits

## Scientific Thinking Components (A & B)

- **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.
- **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, BIO-3270 or an equivalent 3- or 4-credit Earth, environmental or atmospheric science course approved by your program director.
  - Scientific Thinking A: 4 credits (must include a formal lab or field study)
  - Scientific Thinking B: 3-4 credits

## 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 The Ecology of Human Experience: Development, Culture & Identity, which is a required course in this major, or you may take an equivalent course approved by your program director.

- Diversity Studies: 3 credits

## 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 in a Diverse Society, which is a required course in this major, or you may take an equivalent course approved by your program director.

- Identity Studies: 3 credits

## Interdisciplinary Studies Component

Complete coursework that demonstrates you understand how academic study can explore themes and concepts across disciplines as well as issues in our lives and in the wider world. For example, take any First-Year Seminar or designated General Education interdisciplinary course or an equivalent course approved by your program director.

- Interdisciplinary Studies: 3 credits

## 5. Required Concentration or Second Major

With the assistance of their advisor and the Inclusive Elementary Education Program Director, students are to select and complete a 30-credit concentration or a second major. Students who choose a second major will have an advisor from the department in which the major is housed. Students must earn an overall GPA of B- or better in the concentration or major.

### Choices for a 30-Credit Concentration

- Anthropology/Sociology Concentration, Childhood Ed.
- Art Concentration, Childhood Ed.
- Biology Concentration, Childhood Ed.
- English Concentration, Childhood Ed.
- Environmental Science Concentration, Childhood Ed.
- Health Sciences Concentration, Childhood Ed.
- History Concentration, Childhood Ed.
- Liberal Arts & Sciences Concentration, Childhood Ed.
- Mathematics Concentration, Childhood Ed.
- Music Concentration, Childhood Ed.
- Political Science Concentration, Childhood Ed.
- Psychology Concentration, Childhood Ed.
- Theater Concentration, Childhood Ed.

### Choices for a Second Major

- Anthropology & Sociology (B.A.)
- Art (B.A.)
- Biology: Field Naturalist (B.A.)
- Biology: General (B.S.)
- Biology: Pre-Medical (B.S.)
- English (B.A.)
- Environmental Science: Environmental Analysis & Assessment (B.S.)
- Environmental Science: Environmental Policy & Advocacy (B.S.)
- General Studies (A.A.)
- Health Sciences: Health & Exercise Science (B.S.)
- Health Sciences: Physical Education (B.S.)
- Health Sciences: Pre-Physical Therapy (B.S.)
- History (B.A.)
- Music: Composition (B.A.)
- Music: Creative Pathways (B.A.)
- Music: Instrumental Performance, Classical (B.A.)
- Music: Instrumental Performance, Jazz/Contemporary (B.A.)
- Music: Sound Engineering (B.A.)

- Music: Vocal Performance, Classical (B.A.)
- Music: Vocal Performance, Jazz/Contemporary (B.A.)
- Political Science (B.A.)
- Psychology (B.A.)
- Theater & Drama (B.A.)

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Teaching Licensure Programs

### Secondary Teacher License Endorsement

Johnson State College offers Secondary Teacher Education Programs that prepare students to teach in their area of endorsement -- **English, mathematics, science** or **social studies** -- to students in grades PreK-12. Graduates who successfully complete one of these programs become candidates for a Level I Professional Educator's License issued by the Vermont Agency of Education. This license is required in order to work as a public school teacher in Vermont; it also is recognized and accepted by more than 40 other states, districts and territories.

All students seeking Secondary Teacher Licensure Endorsement must:

- Successfully complete all Required Teacher Education Core Courses;
- Successfully complete the Required Secondary Education Core Courses ;
- Select one of the four Secondary Education Endorsement Areas and successfully complete an approved major for that endorsement -- including all requirements for the bachelor's degree and the General Education and Graduation Requirements -- with a cumulative 3.0 GPA or better and a 3.0 GPA in the major; and
- Successfully complete the Required Content-Area Courses for their chosen area of endorsement.

**With careful planning, these requirements can be met for most programs within a four-year plan of study.**

Most courses must be taken in a specific order; students should check advisement forms, program evaluations and prerequisites for details. 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.

Theoretical Framework & Learning Pursuits

Applying to a Teacher Education Program at JSC

Advancing through a Teacher Education Program at JSC

## 1. Required Teacher Education Core Courses

- EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education 0 credits
- EDU-TEW2 Teacher Education Workshop 2: Application for Practicum I 0 credits
- EDU-TEW3 Teacher Education Workshop 3: Application for Practicum II 0 credits
- EDU-TEW4 Teacher Education Workshop 4: Application for student teaching 0 credits
- EDU-TEW5 Teacher Education Workshop 5: Application for a Verification Check 0 credits
- EDU-2360 Perspectives on Learning in a Diverse Society 3 credits \*
- EDU-2365 The Ecology of Human Experience: Development, Culture & Identity 3 credits \*
- EDU-2370 The Contemporary School 3 credits \*

- EDU-3311 Foundations of Inclusive Practices 3 credits \*
- EDU-3440 Teaching Toward Democracy 3 credits \*
- EDU-4650 Capstone & Thesis Seminar 3 credits \*

Total: 18 credits

## 2. Required Secondary Education Core Courses

- EDU-3140 Partnering with the Adolescent Learner to Promote Student Engagement 4 credits
- EDU-3360 Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum 3 credits
- EDU-4130 Implementing Content Specific Methods in a Secondary Classroom 4 credits
- EDU-4850 Secondary Education Student Teaching 12 credits

## 3. Required Major for Endorsement Area

In addition to the preceding courses, students must successfully complete all Required Content-Area Courses **AND** a bachelor's degree in a major approved for their area of endorsement, as specified below.

Area of Endorsement	Approved Major(s)
<b>English Education</b> See Required Content-Area Courses for this endorsement below (Section 4).	B.F.A. in Creative Writing or B.A. in English
<b>Mathematics Education</b> See Required Content-Area Courses for this endorsement below (Section 4).	B.S. in Mathematics
<b>Science Education</b> See Required Content-Area Courses for this endorsement below (Section 4).	B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Health & Exercise Science, B.S. in Health Sciences: Physical Education, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy
<b>Social Studies Education</b> See Required Content-Area Courses for this endorsement below (Section 4).	B.A. in History or B.A. in Political Science

## 4. Required Content Courses for Area of Endorsement

In addition to successfully completing an approved *major or 30-credit concentration* for their area of endorsement, students must take the *content-area courses* required for their area of endorsement. Some of these courses may meet requirements for the major as well. With the approval of the Secondary Education Program Director, appropriate course substitutions may be permitted.

## English Education: Required Content-Area Courses

- EDU-3032 Language, Culture, Literature, & Education 3 credits
- EDU-3100 Literacy Intervention, Assessment & Strategies 3 credits
- ENG-1310 Introduction to Literature 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3565 Shakespeare 3 credits
- ENG-4150 Literary Criticism & Theory 3 credits

### Take 3 of the following courses:

- ENG-2172 World Literature II 3 credits
- ENG-2171 World Literature I 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

### Take 1 of the following courses

- ENG-2101 Creative Writing 3 credits
- ENG-3120 Poetry Workshop 3 credits
- ENG-3130 Fiction Workshop 3 credits
- ENG-4110 The Form & Theory of Fiction 3 credits
- ENG-4120 The Form & Theory of Poetry 3 credits

### Take 1 of the following courses:

- ENG-3140 The Creative Essay 3 credits
- ENG-4130 The Form & Theory of Nonfiction 3 credits

### Take 2 of the following literature courses:

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits
- ENG-3395 Satire in Literature 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits

- ENG-3530 The American Novel 3 credits
- ENG-3565 Shakespeare 3 credits
- ENG-3580 African American Literature 3 credits
- ENG-4720 Seminar in Literature 3 credits

## Mathematics Education: Required Content-Area Courses

In addition to successfully completing B.S. in Mathematics, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Secondary Education Program Director, appropriate course substitutions may be permitted.

- MAT-1531 Calculus I 4 credits
- MAT-2020 Mathematical Reasoning 3 credits
- MAT-2030 Probability & Statistics 3 credits
- MAT-2532 Calculus II 4 credits
- MAT-3210 Linear Algebra 3 credits
- MAT-3240 Probability Theory with Statistics 3 credits
- MAT-4130 Abstract Algebra 3 credits
- MAT-4140 Geometry 3 credits

## Science Education: Required Content-Area Courses

In addition to successfully completing one of the approved majors for this endorsement (the B.F.A. in Creative Writing, B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Health & Exercise Science, B.S. in Health Sciences: Physical Education, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment or B.S. in Environmental Science: Policy & Advocacy, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Secondary Education Program Director, appropriate course substitutions may be permitted.

- CHE-1031 General Chemistry I 4 credits
- ENV-1050 Introduction to Earth Science 4 credits
- PHY-1041 Physics I 4 credits

Take 1 of the following courses:

- BIO-1210 Introduction to Biology 4 credits
- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits

Take 1 of the following courses:

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-2340 Fundamentals of Ecology 4 credits
- BIO-3260 Limnology 4 credits
- ENV-3130 Environmental Geology 4 credits

## Social Studies Education: Required Content-Area Courses

In addition to successfully completing either the B.A. in History or the B.A. in Political Science, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Secondary Education Program Director, appropriate course substitutions may be permitted.

- HIS-1111 World History I 3 credits
- HIS-1112 World History II 3 credits
- HIS-1211 American History I 3 credits
- HIS-1212 American History II 3 credits

Take 1 of the following courses:

- POS-1010 Introduction to Political Science 3 credits
- POS-1020 American Politics & Government 3 credits

Take 2 of the following courses:

- ANT-1010 Introduction to Cultural Anthropology 3 credits
- GEO-1010 Introduction to Geography 3 credits
- HUM-3125 Religions of the World 3 credits
- POS-1030 Comparative Government 3 credits
- POS-2040 International Relations 3 credits
- POS-3230 Third World Politics 3 credits

Take 2 of the following courses:

- HIS-3420 French Revolution 3 credits
- INT-3210 The Holocaust: An Interdisciplinary Approach 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits

Take 1 of the following courses:

- ECO-1020 Introduction to Economics 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits
- POS-2050 International Economics & Politics 3 credits

**Important:**

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

**Unified Arts Teacher License Endorsement**

Johnson State College offers Unified Arts Teacher Education Programs that prepare students to teach in their area of endorsement -- **art, dance, music, physical education** or **theater arts** -- to students in grades PreK-12. Graduates who successfully complete one of these programs become candidates for a Level I Professional Educator's License issued by the Vermont Agency of Education. This license is required in order to work as a public school teacher in Vermont; it also is recognized and accepted by more than 40 other states, districts and territories.

All students seeking Unified Arts teaching licensure must:

- Successfully complete all Required Teacher Education Core Courses;
- Successfully complete the Required Unified Arts Education Core Courses;
- Select one of the five Unified Arts Endorsement Areas and successfully complete an approved major for that endorsement -- including all requirements for the bachelor's degree and the General Education and Graduation Requirements -- with a cumulative 3.0 GPA or better and a 3.0 GPA in the major; and
- Successfully complete the Required Content-Area Courses for their chosen area of endorsement.

**With careful planning, these requirements can be met for most programs within a four-year plan of study.**

Most courses must be taken in a specific order; students should check advisement forms, program evaluations and prerequisites for details. 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.

Theoretical Framework & Learning Pursuits

Applying to a Teacher Education Program at JSC

Advancing through a Teacher Education Program at JSC

## 1. Required Teacher Education Core Courses

- EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education 0 credits
- EDU-TEW2 Teacher Education Workshop 2: Application for Practicum I 0 credits
- EDU-TEW3 Teacher Education Workshop 3: Application for Practicum II 0 credits
- EDU-TEW4 Teacher Education Workshop 4: Application for student teaching 0 credits
- EDU-TEW5 Teacher Education Workshop 5: Application for a Verification Check 0 credits
- EDU-2360 Perspectives on Learning in a Diverse Society 3 credits \*
- EDU-2365 The Ecology of Human Experience: Development, Culture & Identity 3 credits \*
- EDU-2370 The Contemporary School 3 credits \*
- EDU-3311 Foundations of Inclusive Practices 3 credits \*
- EDU-3440 Teaching Toward Democracy 3 credits \*
- EDU-4650 Capstone & Thesis Seminar 3 credits \*

Total: 18 credits

## 2. Required Unified Arts Core Courses

- EDU-3112 Instructional Dynamics for the Elementary Educator: Curriculum, Instruction & Assessment for Integrated, Engaging & Creative Learners; Part III: Unified Arts for Diverse Learners 3 credits
- EDU-4310 The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts 3 credits

## 3. Required Major for Unified Arts Endorsement Area

In addition to the preceding courses, students must successfully complete all Required Content-Area Courses **AND** a bachelor's degree in a major approved for their area of endorsement, as specified below.

Area of Endorsement	Approved Major(s)
<b>Art Education</b>	B.A. in Art or B.F.A. in Studio Arts
<b>Dance Education</b>	<i>Major arranged in consultation with the Unified Arts Education Coordinator</i>
<b>Music Education</b>	B.A. in Music Performance & Music Education
<b>Physical Education</b>	B.S. in Health Sciences: Physical Education
<b>Theater Arts Education</b>	B.A. in Theater & Drama

## 4. Required Content Courses for Endorsement Area

In addition to successfully completing an approved *major* for their area of endorsement, students must take the *content-area courses* required for their area of endorsement. Some of these courses may meet requirements for the major as well. With the approval of the Unified Arts Program Director, appropriate course substitutions may be permitted.

### Art Education: Required Content-Area Courses

In addition to successfully completing either the B.A. in Art or the B.F.A. in Studio Arts, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits
- ART-1140 Design I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits
- ART-3032 Advanced Drawing 3 credits
- ART-3120 Elementary Art Education Methods 3 credits
- ART-3140 Secondary Art Education Methods 3 credits
- EDU-4812 Art Student Teaching 12 credits

#### Additional requirement for B.A. in Art majors:

- ARH-4720 Seminar in Contemporary Art Issues 3 credits

#### Additional requirement for B.F.A. in Studio Arts majors:

- ART-4730 B.F.A. Seminar 3 credits

## Dance Education: Required Content-Area Courses

Students seeking this endorsement consult with the Unified Arts Education Program Director to select an appropriate major. They also must take the following content-area courses, some of which may meet requirements for the major as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- DAN-1010 Fundamentals of Dance 3 credits
- DAN-2040 Beginning Tap Dance 2 credits
- DAN-3020 Intermediate Ballet: Technique & History 3 credits
- DAN-3030 Improvisation/Composition: Intermediate/Advanced Level 4 credits
- DAN-3032 Body Awareness II 3 credits
- DAN-3112 Intermediate Modern Dance: Technique & History 3 credits
- DAN-3130 Jazz Dance 3 credits
- DAN-3180 Folk Dance II 3 credits
- DAN-4130 Advanced Ballet/Modern Dance: Technique & History 3 credits
- EDU-4850 Secondary Education Student Teaching 12 credits

Take 1 of the following courses:

- DAN-3010 The Renaissance Spirit 3 credits
- DAN-3210 The Emperor Ain't Naked: A History of Western European Fashion & Social Dance from the Mid- 14th Century to the Early 20th Century 3 credits

## Physical Education: Required Content-Area Courses

In addition to successfully completing the B.S. in Health Sciences: Physical Education, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- DAN-1010 Fundamentals of Dance 3 credits
- OER-2140 Ropes Course Leadership 2 credits
- PED-1150 Foundations of Physical Education 3 credits
- PED-2040 Team Sports 2 credits
- PED-2110 Individual, Dual & Lifetime Activities 2 credits
- PED-3120 Measurement & Evaluation 3 credits
- PED-3070 Methods of Teaching Elementary Physical Education 4 credits
- PED-3140 Methods of Teaching Secondary School Physical Education 4 credits
- EDU-4835 Physical Education Student Teaching 12 credits

## Music Education: Required Content-Area Courses

In addition to successfully completing the B.A. in Music Performance & Music Education, students must choose a concentration and take the following content-area courses. Some of these courses may meet requirements for the major

as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1120 Applied Music Lessons 0.5 credits (2 credits) (in violin, viola, cello)
- MUS-1231 Music Theory I 3 credits
- MUS-1232 Music Theory II 3 credits
- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits)
- MUS-2361 Instrumental Techniques I 3 credits
- MUS-2362 Instrumental Techniques II 3 credits
- MUS-3031 History of Western Music I 3 credits
- MUS-3032 History of Western Music II 3 credits
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-3160 Elementary School Music Methods 3 credits
- MUS-3210 Secondary School Music Methods 3 credits
- MUS-3330 Worlds of Music 3 credits
- MUS-3401 Conducting I 3 credits
- MUS-3402 Conducting II 3 credits
- MUS-4720 Senior Recital 2 credits
- EDU-4830 Music Student Teaching 12 credits

### Applied Music Lessons: 12 credits

(12 credits in one area: vocal, instrumental or music composition)

- MUS-1120 Applied Music Lessons 0.5 credits
- MUS-1120L Applied Music Lesson Lab 0 credits
- MUS-3240 Applied Music Lessons 1 credits
- MUS-4030 Applied Music Lessons 1.5 credits

### Additional requirements for the Classical concentration:

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2313 Music Theory III 3 credits
- MUS-2314 Music Theory IV 3 credits

### Additional requirements for the Jazz/Contemporary concentration:

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits

- MUS-3040 Jazz in America 3 credits

## Theater Arts: Required Content-Area Courses

In addition to successfully completing the B.A. in Theater & Drama, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- THA-1040 Interpreting Contemporary Dramatic Literature 3 credits
- THA-1041 Introduction to Theater Arts 3 credits
- THA-1111 Stagecraft 3 credits
- THA-2030 Costume History & Design 3 credits
- THA-2035 Costume Construction & Stage Makeup 3 credits
- THA-2040 Performance & Production Lab 0 or 3 credits
- THA-2121 Acting I 3 credits
- THA-2121L Acting I Lab 1 credits
- THA-2122 Acting II 3 credits
- THA-3010 Shakespeare: On the Stage & On the Page 3 credits
- THA-3030 Children's Theater 3 credits
- THA-3110 Dramatic Literature: Classical/Modern 3 credits
- THA-3123 Acting III 3 credits
- THA-3130 Introduction to Scene Design & Stage Lighting 3 credits
- THA-3140 Theater History 3 credits
- THA-3150 Introduction to Stage Management 3 credits
- THA-3210 Introduction to Directing 4 credits
- THA-4720 Senior Project in Theater 3 credits
- EDU-4850 Secondary Education Student Teaching 12 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Environmental & Health Sciences

### Faculty/Staff

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

The Environmental & Health Sciences Department offers a range of focus areas that prepare students for careers in such fields as medicine and medical research, the natural sciences, environmental policy, health and physical education, outdoor education, and resource management. Research and learning opportunities are on par with those at leading academic and research institutions, with students working alongside professors in laboratory and the field, co-authoring papers and presenting at professional conferences. All programs in this department focus on teamwork and high-impact experiential learning.

*The Department of Environmental & 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.*

## Majors & Concentrations

### Biology: Field Naturalist (B.A.)

The B.A. in Biology: Field Naturalist is designed for students who want to pursue careers in environmental education or research positions for state or federal environmental conservation agencies, private conservation organizations, consulting firms and environmental education institutions. Field naturalists have a broad knowledge of ecology, organismal biology, field geology, environmental chemistry, conservation biology and wildlife management.

## Learning Outcomes

The B.A. in Biology: Field Naturalist is designed 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.

## Required Core Courses

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

- ENV-2050 The Natural History of Vermont 3 credits \*

## Electives (choose at least 4 courses):

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

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

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

## Total: 55-67 credits

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

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

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Biology: General (B.S.)**

This program focuses on the core sub-disciplines of biology, including molecular and cellular biology, organismal biology, ecology and evolution. Students explore the world in the field and in laboratory, working side by side with professors and peers conducting research and benefiting from advanced learning opportunities typically reserved for graduate-level students. **Students graduate with a B.S. in Biology concentrating in General Biology.** Graduates who also

successfully complete the required education courses for secondary licensure become candidates for a license to teach science in grades 7-12.

## Biology Programs at JSC

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 sub-disciplines 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 artificial stream laboratory, a cellular and molecular laboratory, and extensive herbarium and vertebrate museum collections.

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

The B.S. in Biology is designed for students who desire a comprehensive training in the life sciences leading to areas in education, research or medicine. As noted above, graduates who also complete the required education courses for secondary licensure become candidates for a license to teach science in grades 7-12.

## Learning Outcomes

- 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.
- Students will design and carry out a research study that incorporates the major steps in the scientific method of investigation.
- Students will communicate effectively both in scientific writing and oral presentations.
- Students will learn and apply ethical guidelines.

## Biology Curriculum (42 credits)

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits \*+
  
- BIO-4810 Internship in Biology 1-12 credits **OR**
- BIO-4920 Senior Thesis 3 credits
  
- CHE-1031 General Chemistry I 4 credits \*
- CHE-1032 General Chemistry II 4 credits \*
- CHE-3111 Organic Chemistry I 4 credits \*
- CHE-3112 Organic Chemistry II 4 credits \*
- ENV-2210 Current Topics in Science 1 credits
- MAT-1531 Calculus I 4 credits \*
- PHY-1041 Physics I 4 credits \*
- PHY-1042 Physics II 4 credits \*

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

## General Biology Concentration Curriculum

- BIO-2340 Fundamentals of Ecology 4 credits
- BIO-3220 Genetics 4 credits

Electives (choose at least 1 from each set):

### Set 1: Mathematics

- MAT-2030 Probability & Statistics 3 credits
- MAT-2532 Calculus II 4 credits

### Set 2: Cell/Molecular Biology

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

### Set 3: Organismal Biology

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

### Set 4: Ecology/Evolution

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

**Total: 65-66 credits**

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

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

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Biology: Pre-Medical (B.S.)

This program prepares students for a variety of positions in medicine, science and research as well as admission to medical school. In addition to core biology courses and labs (including physics, calculus, and general and organic chemistry), students take upper-level electives in anatomy and physiology, pharmacology, nutrition, genetics, microbiology, kinesiology and related topics. **Students graduate with a B.S. in Biology with a concentration in Pre-Medical Biology.** Graduates who successfully complete the required education courses for secondary licensure become candidates for a license to teach science in grades 7-12.

## Biology Programs at JSC

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 sub-disciplines 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 artificial stream laboratory, a cellular and molecular laboratory, and extensive herbarium and vertebrate museum collections.

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

The B.S. in Biology is designed for students who desire a comprehensive training in the life sciences leading to areas in education, research or medicine. As noted above, graduates who also complete the required education courses for secondary licensure become candidates for a license to teach science in grades 7-12.

## Learning Outcomes

- 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.
- Students will design and carry out a research study that incorporates the major steps in the scientific method of investigation.
- Students will communicate effectively both in scientific writing and oral presentations.
- Students will learn and apply ethical guidelines.

## Biology Curriculum (42 credits)

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits \*+

- BIO-4810 Internship in Biology 1-12 credits **OR**
- BIO-4920 Senior Thesis 3 credits

- CHE-1031 General Chemistry I 4 credits \*
- CHE-1032 General Chemistry II 4 credits \*
- CHE-3111 Organic Chemistry I 4 credits \*
- CHE-3112 Organic Chemistry II 4 credits \*
- ENV-2210 Current Topics in Science 1 credits
- MAT-1531 Calculus I 4 credits \*
- PHY-1041 Physics I 4 credits \*
- PHY-1042 Physics II 4 credits \*

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

## Pre-Medical Concentration Curriculum

Take at least 16 credits from the following:

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

## Additional Recommended Courses (15 credits)

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

- PSY-1010 Introduction to Psychology 3 credits
- PSY-3330 Psychology of Addictions 3 credits
- PSY-4010 Biological Psychology 3 credits
- SOC-1010 Introduction to Sociology 3 credits
- SOC-3060 Sexuality & Intimacy 3 credits

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Environmental Science: Environmental Analysis & Assessment (B.S.)

This research-based concentration of the B.S. in Environmental Science focuses more heavily on laboratory and field courses and prepares students for more technically orientated positions in the environmental field and for graduate programs in the sciences. Students conduct research in the field and in the laboratory and have the opportunity to present with faculty mentors at science events and professional conferences. **Students graduate with a B.S. in Environmental Science with a concentration in Environmental Analysis & Assessment.**

## Learning Outcomes

The B.S. in Environmental Science concentrating in Environmental Analysis & Assessment seeks to produce graduates who can:

- 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 science.
- Articulate, in oral, written and graphical form, assessments of environmental problems.

## Environmental Science Programs at JSC

Environmental science is an interdisciplinary field that provides an integrative and quantitative approach to the exploration of the biological, physical and societal aspects that govern the natural environment. The science faculty conduct research and provide instruction in ecology, meteorology, biology, chemistry, physics and geoscience. Lectures, laboratory work, fieldwork, internships and faculty-mentored student research prepare students for careers in private businesses, nonprofit organizations and government as well as graduate study. The fundamentals of science frame discussions of public policy and social action. All students are strongly encouraged to complete an internship in their area of interest. Graduates who successfully complete the required education courses for secondary licensure in addition to degree requirements become candidates for a license to teach science in grades 7-12.

Students in this major must complete the Environmental Sciences Core Curriculum as well as the requirements for one of the two concentrations: Environmental Analysis & Assessment or Environmental Policy & Advocacy.

## Environmental Science Core Courses (29 credits)

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits
- BIO-2340 Fundamentals of Ecology 4 credits
- CHE-1031 General Chemistry I 4 credits
- CHE-1032 General Chemistry II 4 credits
- ENV-1050 Introduction to Earth Science 4 credits
- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-2210 Current Topics in Science 1 credits (1 of 2)
- ENV-2210 Current Topics in Science 1 credit (2 of 2)

## Environmental Analysis & Assessment Concentration

### Required Concentration Courses

- ENV-3310 Applications in GIS 4 credits
- ENV-4720 Senior Thesis 3 credits **OR**
- ENV-4810 Internship in Environmental Science 1-12 credits (3 credits)
  
- GEY-3120 Field Geology 4 credits
- PHY-1041 Physics I 4 credits

### Electives (choose 3 of the following):

- BIO-3280 Environmental Toxicology 4 credits
- CHE-3111 Organic Chemistry I 4 credits
- CHE-3112 Organic Chemistry II 4 credits
  
- ENV-2910 Independent Study in Environmental Science 1-12 credits (3 credits) **OR**
- ENV-4910 Independent Study in Environmental Science 1-12 credits (3 credits)
  
- ENV-3130 Environmental Geology 4 credits
- ENV-3240 Fundamentals of Soil Science 4 credits
- ENV-3250 Meteorology & Climatology 4 credits
- ENV-3260 Global Climate Change 3 credits
- ENV-3400 Advanced GIS: Spatial Modeling 4 credits
- GEY-3110 Hydrogeology 4 credits
- PHY-1042 Physics II 4 credits

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-

Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Environmental Science: Environmental Policy & Advocacy (B.S.)

The Environmental Policy & Advocacy concentration of the B.S. in Environmental Science is designed to create tomorrow's leaders in the development of public policy and the management of natural resources. Through coursework, research and a recommended internship, students develop analytical skills and explore current topics in energy, ecology, climatology, water resources and more. **Students graduate with a B.S. in Environmental Science with a concentration in Environmental Policy & Advocacy.**

## Learning Outcomes

The B.S. in Environmental Science concentrating in Environmental Analysis & Assessment seeks to produce graduates who can:

- 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 science knowledge.
- Articulate in oral, written and graphical form assessments of environmental problems.

## Environmental Science Programs at JSC

Environmental science is an interdisciplinary field that provides an integrative and quantitative approach to the exploration of the biological, physical and societal aspects that govern the natural environment. The science faculty conduct research and provide instruction in ecology, meteorology, biology, chemistry, physics and geoscience. Lectures, laboratory work, fieldwork, internships and faculty-mentored student research prepare students for careers in private businesses, nonprofit organizations and government as well as graduate study. The fundamentals of science frame discussions of public policy and social action. All students are strongly encouraged to complete an internship in their area of interest. Graduates who successfully complete the required education courses for secondary licensure in addition to degree requirements become candidates for a license to teach science in grades 7-12.

Students in this major must complete the Environmental Sciences Core Curriculum as well as the requirements for one of the two concentrations: Environmental Analysis & Assessment or Environmental Policy & Advocacy.

## Environmental Science Core Courses (29 credits)

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits
- BIO-2340 Fundamentals of Ecology 4 credits
- CHE-1031 General Chemistry I 4 credits
- CHE-1032 General Chemistry II 4 credits
- ENV-1050 Introduction to Earth Science 4 credits
- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-2210 Current Topics in Science 1 credits (1 of 2)
- ENV-2210 Current Topics in Science 1 credit (2 of 2)

## Environmental Policy & Advocacy Concentration

### Required Concentration Courses

- ECO-2020 Macroeconomics 3 credits
- ENV-3030 Water Resources 3 credits
- ENV-3040 Energy & Mineral Resources 3 credits
- ENV-3250 Meteorology & Climatology 4 credits
- ENV-4730 Senior Seminar 3 credits **OR**
- ENV-4720 Senior Thesis 3 credits
- POS-1020 American Politics & Government 3 credits **OR**
- POS-1010 Introduction to Political Science 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits

### Electives (choose 2 of the following):

- ENV-2910 Independent Study in Environmental Science 1-12 credits (3 credits) **OR**
- ENV-4910 Independent Study in Environmental Science 1-12 credits (3 credits)
- ENV-3010 Land Use Planning 3 credits
- ENV-3020 Environmental Law 3 credits
- ENV-3130 Environmental Geology 4 credits
- ENV-3150 Toxic & Solid Waste Management 3 credits
- ENV-3230 National Parks & Wilderness Management 3 credits
- ENV-3260 Global Climate Change 3 credits
- ENV-3310 Applications in GIS 4 credits
- ENV-3400 Advanced GIS: Spatial Modeling 4 credits
- ENV-4810 Internship in Environmental Science 1-12 credits (3 credits)
- GEY-3120 Field Geology 4 credits

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-

Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Health Sciences: Health & Exercise Science (B.S.)

Students in this program study the human body and learn how exercise, nutrition and psychosocial health behaviors influence health and wellness. Through coursework, research and a required internship, students study the sciences related to movement, exercise and contemporary health issues, and they assess and design programs to address risk factors, health and fitness in different populations. **Graduates earn a B.S. in Health Sciences with a concentration in Health & Exercise Science.** Graduates who successfully complete the education curriculum for secondary licensure become candidates for a license to teach science in grades 7-12.

In addition to the learning outcomes for all Health Sciences majors noted below, there are two additional outcomes for students in this concentration:

- Students will possess the knowledge and skills necessary for careers in clinical/medical settings, personal training, strength and conditioning, corporate health/wellness, community health education and health/wellness consulting.
- Students will be well-prepared for graduate programs in kinesiology, exercise science, public health, athletic training and related disciplines.

## Health Sciences Programs at JSC

Students majoring in Health Sciences at JSC choose one of three concentrations: Health & Exercise Science, Physical Education with or without licensure, and Pre-Physical Therapy. Students graduate with a B.S. in Health Sciences with a concentration in one of these specialties. Graduates who successfully complete the appropriate education curriculum also become candidates for a license to teach science (grades 7-12) or physical education (grades PreK-12).

The major is designed for students wishing to pursue careers in health, fitness, physical education and the allied health fields. It trains students in the basic sciences, including biology, chemistry, anatomy and physiology; assessment of health status; the disease process; health and fitness; and cardiac and pulmonary assessment and rehabilitation. Graduates are prepared for a variety of career options as well as graduate study (which is required for students pursuing careers as physical therapists, chiropractics, physician assistants and similar fields). In addition, with the current increases in lifestyle-related disease and the growing elderly population, graduates will be poised to take advantage of new prospects in the health field.

## Learning Outcomes

In addition to the outcomes identified within each concentration, the B.S. in Health Sciences 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 homeostasis of the body and mind and how they respond to these challenges.

- Apply knowledge related to physical activity, nutrition and other lifestyle behaviors to prevent and control diseases in diverse populations.
- 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 factors in healthy and diseased populations.
- Possess in-depth understanding of the scientific methods and the ability to accurately interpret and apply scientific findings related to the human body, health and disease.
- Demonstrate an ability to apply theoretical knowledge, research skills, use of technology and professionally appropriate and ethical behaviors in workplace settings.

## Required Core Courses (24 credits)

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- BIO-2011 Human Anatomy & Physiology I 4 credits
- BIO-2012 Human Anatomy & Physiology II 4 credits
- PSY-1010 Introduction to Psychology 3 credits

## Health & Exercise Science Concentration

### Required Concentration Courses

- AHS-1XXX First Aid/CPR/AED (under development) 1 credits
- AHS-2130 Strength & Conditioning 3 credits
- AHS-2XXX Health Sciences Seminar (under development) 1 credits
- AHS-4060 Cardiopulmonary Assessment, Rehabilitation & Training 4 credits
- AHS-4110 Psychophysiology of Stress 3 credits
- AHS-4810 Internship in Allied Health Science 1-12 credits (3 credits) **OR**
- AHS-4911 Senior Research 3 credits
- BIO-1210 Introduction to Biology 4 credits \* **OR**
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits \*
- BIO-3180 Nutrition 3 credits
- CHE-1031 General Chemistry I 4 credits \*
- ENV-2210 Current Topics in Science 1 credits (Students must complete 2 semesters @ 1 credit each.)

\*Fulfills GEC-FD-NS

### Electives (take 6 to 8 credits):

- AHS-1080 Lifetime Fitness 1 credits
- AHS-3043 Care & Prevention of Athletic Injuries 4 credits
- AHS-3050 Introduction to Pharmacology 3 credits
- AHS-4025 Health Behavior: Change & Adherence 3 credits
- BIO-3125 Biological Chemistry 4 credits (offered every 3 years)

- BIO-3130 Cellular Biology: A Molecular Approach 4 credits (offered every 3 years)
- BIO-3140 Microbiology 4 credits (offered every 3 years)
- CHE-1032 General Chemistry II 4 credits
- CHE-3111 Organic Chemistry I 4 credits
- PHY-1041 Physics I 4 credits \*
- PHY-1042 Physics II 4 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-3065 Abnormal Behavior 3 credits

\*Fulfills GEC-FD-NS

## Medical School Admission Requirements

Students who intend to apply to medical school after completing their B.S. in Health Sciences at JSC should take these standard prerequisite courses as well:

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits
- CHE-1031 General Chemistry I 4 credits
- CHE-1032 General Chemistry II 4 credits
- CHE-3111 Organic Chemistry I 4 credits
- CHE-3112 Organic Chemistry II 4 credits
- PHY-1041 Physics I 4 credits
- PHY-1042 Physics II 4 credits

*Some medical schools also require or recommend the following:*

- BIO-3125 Biological Chemistry 4 credits
- BIO-3220 Genetics 4 credits
- MAT-1531 Calculus I 4 credits

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Health Sciences: Physical Education (B.S.)

The Physical Education concentration in the B.S. in Health Sciences is a rigorous program that provides a strong foundation in the health sciences and meets or exceeds all national standards for PE teachers. An internship and/or field placements are required. Students have the option of earning the degree without teaching endorsement, in which case they can pursue career opportunities in physical activity and recreation programs, including fitness centers and corporate

wellness programs. **Graduates earn a B.S. in Health Sciences with a concentration in Physical Education.** Graduates who successfully complete the education curriculum for the unified arts become candidates for a license to teach physical education in grades PreK-12.

In addition to the learning outcomes for all Health Sciences majors (see below), there are two additional outcomes for students in this concentration:

- Graduates will have the knowledge and skills to develop and deliver standards-based curriculum units and lessons for PreK-12 physical education, as well as assess and evaluate student learning, instruction and the curriculum itself.
- Graduates will have the knowledge and skills to establish an effective learning environment that is engaging, inclusive and recognizes cultural and learning diversity.

## Health Sciences Programs at JSC

Students majoring in Health Sciences at JSC choose one of three concentrations: Health & Exercise Science, Physical Education with or without licensure, and Pre-Physical Therapy. Students graduate with a B.S. in Health Sciences with a concentration in one of these specialties. Graduates who successfully complete the appropriate education curriculum also become candidates for a license to teach science (grades 7-12) or physical education (grades PreK-12).

The major is designed for students wishing to pursue careers in health, fitness, physical education and the allied health fields. It trains students in the basic sciences, including biology, chemistry, anatomy and physiology; assessment of health status; the disease process; health and fitness; and cardiac and pulmonary assessment and rehabilitation. Graduates are prepared for a variety of career options as well as graduate study (which is required for students pursuing careers as physical therapists, chiropractors, physician assistants and similar fields). In addition, with the current increases in lifestyle-related disease and the growing elderly population, graduates will be poised to take advantage of new prospects in the health field.

## Learning Outcomes

In addition to the outcomes identified within each concentration, the B.S. in Health Sciences 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 homeostasis of the body and mind and how they respond to these challenges.
- Apply knowledge related to physical activity, nutrition and other lifestyle behaviors to prevent and control diseases in diverse populations.
- 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 factors in healthy and diseased populations.
- Possess in-depth understanding of the scientific methods and the ability to accurately interpret and apply scientific findings related to the human body, health and disease.
- Demonstrate an ability to apply theoretical knowledge, research skills, use of technology and professionally appropriate and ethical behaviors in workplace settings.

## Required Core Courses (24 credits)

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits

- BIO-2011 Human Anatomy & Physiology I 4 credits
- BIO-2012 Human Anatomy & Physiology II 4 credits
- PSY-1010 Introduction to Psychology 3 credits

## Physical Education Concentration

### Required Concentration Courses (22 credits)

- AHS-2040 Advanced First Aid & Emergency Care 4 credits
- AHS-2130 Strength & Conditioning 3 credits
- DAN-1010 Fundamentals of Dance 3 credits
- OER-2140 Ropes Course Leadership 2 credits
- PED-1150 Foundations of Physical Education 3 credits
- PED-2040 Team Sports 2 credits
- PED-2110 Individual, Dual & Lifetime Activities 2 credits
- PED-3120 Measurement & Evaluation 3 credits

### Electives (choose 1 of the following):

- AHS-3043 Care & Prevention of Athletic Injuries 4 credits
- AHS-4025 Health Behavior: Change & Adherence 3 credits
- AHS-4110 Psychophysiology of Stress 3 credits
- BIO-3180 Nutrition 3 credits
- OER-3010 Learning in the Outdoors 4 credits

## Physical Education Teaching Endorsement

Students pursuing teacher licensure in physical education must complete all preceding requirements plus the following:

- PED-3070 Methods of Teaching Elementary Physical Education 4 credits
- PED-3140 Methods of Teaching Secondary School Physical Education 4 credits
- EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education 0 credits
- EDU-TEW2 Teacher Education Workshop 2: Application for Practicum I 0 credits
- EDU-TEW3 Teacher Education Workshop 3: Application for Practicum II 0 credits
- EDU-TEW4 Teacher Education Workshop 4: Application for student teaching 0 credits
- EDU-TEW5 Teacher Education Workshop 5: Application for a Verification Check 0 credits
- EDU-2360 Perspectives on Learning in a Diverse Society 3 credits
- EDU-2365 The Ecology of Human Experience: Development, Culture & Identity 3 credits
- EDU-2370 The Contemporary School 3 credits
- EDU-3112 Instructional Dynamics for the Elementary Educator: Curriculum, Instruction & Assessment for Integrated, Engaging & Creative Learners; Part III: Unified Arts for Diverse Learners 3 credits
- EDU-3311 Foundations of Inclusive Practices 3 credits

In addition, students pursuing teaching licensure must complete all unified arts endorsement-specific requirements referenced in the Education Department section of this catalog.

- EDU-3440 Teaching Toward Democracy 3 credits

- EDU-4310 The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts 3 credits
- EDU-4650 Capstone & Thesis Seminar 3 credits
- EDU-4835 Physical Education Student Teaching 12 credits

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Health Sciences: Pre-Physical Therapy (B.S.)

Pre-Physical Therapy is a rigorous, science-packed concentration that prepares graduates for admission to doctorate of physical therapy (D.P.T.) programs and paves the way for chiropractic and physician-assistant graduate study. Courses include chemistry, physics, anatomy, physiology, biology, psychology and statistics. An internship under the supervision of a physical therapist, chiropractor or physician assistant is required. **Graduates earn a B.S. in Health Sciences with a concentration in Pre-Physical Therapy.** Graduates who successfully complete the education curriculum for secondary licensure become candidates for a license to teach science in grades 7-12.

In addition to the learning outcomes for all Health Sciences majors (see below), there is an additional outcome for students in this concentration:

- Students will have the knowledge and skills for entry into graduate programs in physical therapy, chiropractic medicine, physician's assistant and related allied health disciplines.

## Health Sciences Programs at JSC

Students majoring in Health Sciences at JSC choose one of three concentrations: Health & Exercise Science, Physical Education with or without licensure, and Pre-Physical Therapy. Students graduate with a B.S. in Health Sciences with a concentration in one of these specialties. Graduates who successfully complete the appropriate education curriculum also become candidates for a license to teach science (grades 7-12) or physical education (grades PreK-12).

The major is designed for students wishing to pursue careers in health, fitness, physical education and the allied health fields. It trains students in the basic sciences, including biology, chemistry, anatomy and physiology; assessment of health status; the disease process; health and fitness; and cardiac and pulmonary assessment and rehabilitation. Graduates are prepared for a variety of career options as well as graduate study (which is required for students pursuing careers as physical therapists, chiropractics, physician assistants and similar fields). In addition, with the current increases in lifestyle-related disease and the growing elderly population, graduates will be poised to take advantage of new prospects in the health field.

## Learning Outcomes

In addition to the outcomes identified within each concentration, the B.S. in Health Sciences 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 homeostasis of the body and mind and how they respond to these challenges.
- Apply knowledge related to physical activity, nutrition and other lifestyle behaviors to prevent and control diseases in diverse populations.

- 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 factors in healthy and diseased populations.
- Possess in-depth understanding of the scientific methods and the ability to accurately interpret and apply scientific findings related to the human body, health and disease.
- Demonstrate an ability to apply theoretical knowledge, research skills, use of technology and professionally appropriate and ethical behaviors in workplace settings.

## Required Core Courses (24 credits)

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- BIO-2011 Human Anatomy & Physiology I 4 credits
- BIO-2012 Human Anatomy & Physiology II 4 credits
- PSY-1010 Introduction to Psychology 3 credits

## Pre-Physical Therapy Concentration

### Required Concentration Courses

- AHS-2XXX Health Sciences Seminar (under development) 3 credits
- AHS-4060 Cardiopulmonary Assessment, Rehabilitation & Training 4 credits
- AHS-4810 Internship in Allied Health Science 1-12 credits (3 credits) **OR**
- AHS-4911 Senior Research 3 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits \*
- CHE-1031 General Chemistry I 4 credits \*
- CHE-1032 General Chemistry II 4 credits
- ENV-2210 Current Topics in Science 1 credits
- MAT-2030 Probability & Statistics 3 credits \*
- PHY-1041 Physics I 4 credits \*
- PHY-1042 Physics II 4 credits

*\*Fulfills GEC-FD-NS*

### Electives (choose 6-8 credits):

*Note:* At least 3 credits must be either an AHS-designated course or BIO 3180.

- AHS-2130 Strength & Conditioning 3 credits
- AHS-3043 Care & Prevention of Athletic Injuries 4 credits
- AHS-3050 Introduction to Pharmacology 3 credits
- AHS-4025 Health Behavior: Change & Adherence 3 credits
- AHS-4110 Psychophysiology of Stress 3 credits
- BIO-3125 Biological Chemistry 4 credits
- BIO-3130 Cellular Biology: A Molecular Approach 4 credits

- BIO-3140 Microbiology 4 credits
- BIO-3180 Nutrition 3 credits
- CHE-3111 Organic Chemistry I 4 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-3065 Abnormal Behavior 3 credits

## Graduate Study Advisory

Some graduate programs may have admission requirements as noted below that are not required in this program of study and therefore should be taken as electives. **Discuss your academic and career goals with your advisor and identify your electives early in the program.**

- **Doctor of Physical Therapy (DPT) programs sometimes require the following additional prerequisites:**
  - One additional psychology course (PSY-2070 or PSY-3065 recommended)
  - One additional 4-credit introductory biology course (take BIO-1212 *and* BIO-1210 **or** BIO-1212)
- **Doctor of Chiropractic programs often require the following additional prerequisite:**
  - CHE-3111 Organic Chemistry I
- **Physician's Assistant (PA) graduate programs often require the following prerequisites:**
  - Two semesters of 4-credit advanced biology courses (3000- or 4000-level); students interested in graduate PA programs should replace PHY-1041 Physics I and PHY-1042 Physics II with these courses.

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Outdoor Education: Adventure Education & Wilderness Leadership (B.A.)

This program provides technical training in outdoor techniques and leadership in combination with cross-disciplinary study in education, psychology and biology and environmental science. Students master the skills and knowledge to safely lead groups wherever adventure calls, become adept at group process and have the opportunity to gain certification as a Wilderness First Responder. Students 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. **Graduates earn a B.A. in Outdoor Education with a concentration in Adventure Education & Wilderness Leadership.**

Graduates will be prepared for work in the fast-growing field of educational and recreational outdoor programs. Employers 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 also may pursue advanced degrees in outdoor education, outdoor recreation or outdoor therapeutic recreation.

## Outdoor Education Programs at JSC

Students in the Outdoor Education major choose one of two concentrations -- Adventure Education & Wilderness Leadership or Environmental Education -- and graduate with a B.A. in Outdoor Education. The major provides technical training in outdoor pursuits/adventure leadership and environmental education in combination with cross-disciplinary study in education, psychology and biology. It is a highly experiential program that prepares students for a career or graduate study in outdoor education, outdoor recreation and environmental education. An internship is required.

Prior to the required internship, students must complete OER-3010 with a grade of C- or better, 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.

## Learning Outcomes

The B.A. in Outdoor Education 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.

## Required Core Courses

- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-2050 The Natural History of Vermont 3 credits **OR**
- BIO-2130 Natural History of the Yellowstone Plateau 3 credits
- OER-1000 Introduction to Outdoor Education 4 credits
- OER-3010 Learning in the Outdoors 4 credits \*
- OER-3020 Program Planning in Outdoor Education 3 credits
- OER-4900 Research in Outdoor Education 3 credits
- PSY-1010 Introduction to Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- OER-4810 Internship in Outdoor Education 6-12 credits (6-12 credits)

\* A grade of C- is required in OER 3010.

## Adventure Education & Wilderness Concentration

### Required Concentration Courses

- OER-1061 Backpacking 1 credits
- OER-2062 Advanced Backpacking 2 credits
- OER-2050 Rock Climbing Instructor 2 credits **OR**
- OER-1165 Coastal Kayak Guide Training 2 credits **OR**
- Other approved instructor certification course
- OER-2060 Wilderness First Responder 4 credits **OR**
- Proof of equivalent or higher level certification
- OER-2140 Ropes Course Leadership 2 credits
- OER-3070 Adventure Education Theory & Practice 3 credits
- OER-4030 Wilderness Leadership Techniques 4 credits
- PSY-2420 Group Process: Theory & Practice 3 credits

### Outdoor Education Skills Courses (choose 4 for 2-7 credits):

- OER-1030 Outdoor Education Activities 0.5 credits (Fly-fishing)
- OER-1030 Outdoor Education Activities 0.5 credits (Cross-Country Skiing)
- OER-1030 Outdoor Education Activities 0.5 credits (Snowshoeing)
- OER-1030 Outdoor Education Activities 0.5 credits (Introduction to River Kayaking)
- OER-1131 Rock Climbing I 1 credits
- OER-2080 Advanced Rock Craft 2 credits
- OER-1170 Ice Climbing 1 credits
- OER-1070 Orienteering 1 credits
- OER-1161 Whitewater Kayaking 1 credits
- OER-1162 Coastal Kayaking 1 credits
- OER-3150 Winter Expedition 3 credits
- OER-4810 Teaching Assistantship for OER Skills Course
- Activity-based Special Topics Course

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Outdoor Education: Environmental Education (B.A.)

This program is for students pursuing careers helping children and adults learn about and explore their environment, understand what they can do to take care of it, and apply what they learn to global environmental issues. It program provides technical training in outdoor techniques and leadership in combination with cross-disciplinary study in education, psychology, biology and environmental science. **Graduates earn a B.A. in Outdoor Education with a concentration in Environmental Education.**

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.

## Outdoor Education Programs at JSC

Students in the Outdoor Education major choose one of two concentrations -- Adventure Education & Wilderness Leadership or Environmental Education -- and graduate with a B.A. in Outdoor Education. The major provides technical training in outdoor pursuits/adventure leadership and environmental education in combination with cross-disciplinary study in education, psychology and biology. It is a highly experiential program that prepares students for a career or graduate study in outdoor education, outdoor recreation and environmental education. An internship is required.

Prior to the required internship, students must complete OER-3010 with a grade of C- or better, 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.

## Learning Outcomes

The B.A. in Outdoor Education 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.

## Required Core Courses

- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-2050 The Natural History of Vermont 3 credits **OR**
- BIO-2130 Natural History of the Yellowstone Plateau 3 credits
- OER-1000 Introduction to Outdoor Education 4 credits
- OER-3010 Learning in the Outdoors 4 credits \*
- OER-3020 Program Planning in Outdoor Education 3 credits
- OER-4900 Research in Outdoor Education 3 credits
- PSY-1010 Introduction to Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- OER-4810 Internship in Outdoor Education 6-12 credits (6-12 credits)

\* A grade of C- is required in OER 3010.

## Environmental Education Concentration

### Required Concentration Courses

- BIO-1210 Introduction to Biology 4 credits **OR**
- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits

- BIO-2340 Fundamentals of Ecology 4 credits
- ENV-1050 Introduction to Earth Science 4 credits
- ENV-3220 Environmental Interpretation 3 credits
- ENV-3230 National Parks & Wilderness Management 3 credits
- ENV-4010 Global Environmental Issues 3 credits

### Natural Science Field Course (choose 1):

- BIO-2145 Plant Biology 4 credits
- BIO-3110 Field Ornithology 3 credits
- BIO-3310 Wildlife Field Methods 4 credits
- GEY-3120 Field Geology 4 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Minors

### Adventure Education Minor

Minimum of one OER Skills Course .5-3 credits

Choice of:

- OER-1030 Outdoor Education Activities 0.5 credits (Snowshoeing)
- OER-1030 Outdoor Education Activities 0.5 credits (Cross-Country Skiing)
- OER-1030 Outdoor Education Activities 0.5 credits (Intro to River Kayaking)
- OER-1030 Outdoor Education Activities 0.5 credits (Fly-fishing)
- OER-1050 Hiking & Camping 1 credits
- OER-1131 Rock Climbing I 1 credits
- OER-1060 Ropes Course 1 credits
- OER-1070 Orienteering 1 credits
- OER-1161 Whitewater Kayaking 1 credits
- OER-1162 Coastal Kayaking 1 credits
- OER-1170 Ice Climbing 1 credits
- OER-2080 Advanced Rock Craft 2 credits
- Wilderness Canoe Training
- OER-3150 Winter Expedition 3 credits

### One Instructor-Level OER (2 credits)

Choice of:

- OER-2050 Rock Climbing Instructor 2 credits
- OER-2140 Ropes Course Leadership 2 credits
- OER-1165 Coastal Kayak Guide Training 2 credits
- Other approved instructor certification course 2 credits

## Additional Required Courses

- OER-1000 Introduction to Outdoor Education 4 credits
- OER-1061 Backpacking 1 credits
- OER-2060 Wilderness First Responder 4 credits
- OER-2062 Advanced Backpacking 2 credits
- OER-3070 Adventure Education Theory & Practice 3 credits
- OER-4030 Wilderness Leadership Techniques 4 credits

Total: 20.5-23 credits

## Biology Minor

### Required Courses

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits
- 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. 16 credits

Total: 24 credits

## Chemistry Minor

### Required Courses

- CHE-1031 General Chemistry I 4 credits
- CHE-1032 General Chemistry II 4 credits
- CHE-XXXX Two additional upper-level CHE courses 8 credits
- ENV-1110 Introduction to Environmental Problems 3 credits

Total: 19 credits

*A chemistry minor is not permitted for students who are seeking a B.S. degree in biology.*

## Environmental Education Minor

### Required Courses

- ENV-1050 Introduction to Earth Science 4 credits
- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-3220 Environmental Interpretation 3 credits
- ENV-4010 Global Environmental Issues 3 credits
- ENV-XXXX One additional upper-level ENV course 3 credits
- OER-3010 Learning in the Outdoors 4 credits

Total: 20 credits

## Environmental Science Minor

The minor in environmental science provides sufficient background knowledge for students to comprehend the fundamentals of the science that frames the discussion for policy decisions and social action. The minor is appropriate for students who choose to major in business, economics, political science, biology, outdoor education or other majors offered at Johnson State College.

### Required Courses

- ENV-1050 Introduction to Earth Science 4 credits
- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-3030 Water Resources 3 credits
- ENV-3040 Energy & Mineral Resources 3 credits
- ENV-XXXX Two additional upper-level ENV courses 6 credits

Total: 19 credits

## 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, 15-week online courses, accelerated weekend and online courses in a 7-week format, courses on campus at Johnson State, and courses at other colleges.

**The following degree programs are available statewide through the External Degree Program. Additional programs are available to students who can attend classes on the JSC campus.**

- B.A. in Business
- B.A. in Childhood Education (with Elementary and Special Education endorsement)
- B.A. in Interdisciplinary Studies
- B.A. in Professional Studies
- B.A. in Psychology
- B.S. in Wellness & Alternative Medicine

Two of the majors, the B.A. in Business and the 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 of the courses for the B.A. in Interdisciplinary Studies and the B.A. in Psychology are available online as well.

**For information on specific requirements, please refer to the departmental and General Education Curriculum sections of this catalog.**

## Fine & Performing Arts

### Faculty/Staff

Steve Blair, *Professor, Department*

*Chair (performing arts)*

Kenneth Leslie, *Professor*

John Miller, *Professor*

Maris Wolff, *Professor*

Mary Martin, *Associate Professor, Department Co-Chair (fine arts)*

Sean Clute, *Assistant Professor*

Bethany Plissey, *Assistant Professor*

Michael Zembrowski, *Assistant Professor*

Isaac Eddy, *Visiting Assistant Professor*

Timothy Saeed, *Assistant Professor*

Kacy Hope, *Administrative Assistant*

The Department of Fine & Performing Arts offers a variety of programs taught by talented, accomplished professionals. Fine arts programs are headquartered in the Visual Arts Center (fully renovated in 2012); performing arts programs are housed in the Dibden Center for the Arts.

Fine arts students work in a variety of disciplines, including drawing, painting, sculpture, printmaking, photography, digital media, ceramics and woodworking; art history courses provide a critical and historical perspective for assessing their work. Students in the B.F.A. programs must complete at least three semesters of studio work and present an exhibition and gallery talk during their final year of study.

Performing Arts students master their crafts under practicing professionals and have numerous opportunities to perform throughout the year in JSC productions and ensembles. An audition is required for all students considering a major in music and/or musical theater; students must submit a recorded audition (or a link to an online recording of their work) with supporting materials in addition to the standard college application for admissions. (See [jsc.edu/Auditions](http://jsc.edu/Auditions) for details.) This process is specifically for music and musical theater majors and will not preclude a student from admission into Johnson State College.

In addition, all music, music education and musical theater majors must pass the keyboard proficiency exam specific to their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries, and students may sign up for the exam two weeks prior to that date. Students should contact their academic advisor for more information.

# Proficiencies, Juries & Praxis Exam Schedule

Students must complete 6 to 10 credits, depending on their area of concentration, in one primary voice or instrument. This is the instrument utilized for juries and the senior recital.

<b>First Year</b>	Jury in spring only
<b>Second Year</b>	Jury in both fall and spring  Piano proficiency exam at end of spring semester as part of keyboard courses  Music education majors should take the Praxis exam as soon as they have finished the JSC math requirements (spring of year 2 is recommended)
<b>Third Year</b>	Jury in both fall and spring
<b>Prior to Student Teaching (music education majors)</b>	All course requirements, recitals, the pre-student teaching portfolio and the Praxis Core exam must be completed. In addition, students must have a total GPA of a 3.00 or higher or have received certification of academic competence from the Academic Dean.

*The Department of Fine & Performing Arts offers courses with the following designators: ARH (art history), ART (studio arts and art education), DAN (dance), MUS (music), and THA (theater arts). See full Course Descriptions. The department also offers a Master of Fine Arts Program in Studio Arts; refer to the JSC Graduate Catalog for information. (To access this catalog, chose it from the drop-down menu at upper right.)*

## Majors & Concentrations

### Art (B.A.)

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

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits
- ART-1140 Design I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits

Subtotal: 21 credits

### Introductory Studio Electives

(Select two courses)

- ART-1231 Ceramics I 3 credits
- ART-2150 Jewelry & Metalsmithing 3 credits
- ART-2301 Photography I 3 credits
- ART-2410 Introduction to Printmaking 3 credits

Subtotal: 6 credits

### Advanced Art History & Studio\* Electives

(Select five courses, including at least one from ARH and one from ART)

- ARH-3015 Greek & Roman Art 3 credits
- ARH-3020 Art of the Renaissance 3 credits
- ARH-3060 Twentieth Century Art 3 credits
- ARH-3110 The Spiritual in Non-Western Art 3 credits
- ARH-3120 Art Criticism 3 credits
- ARH-3130 The History of Photography 3 credits
- ARH-3140 African Art 3 credits
- ARH-3150 Art of the Human Body 3 credits
- ARH-3210 Women in Art 3 credits
- ART-3031 Life Drawing 3 credits
- ART-3032 Advanced Drawing 3 credits
- ART-3040 Landscape Painting 3 credits
- ART-3222 Ceramics II 3 credits
- ART-3314 Advanced Printmaking 3 credits

- ART-3320 Monoprints 3 credits
- ART-4007 Graphic Novels 3 credits
- ART-4020 Advanced Digital Media 3 credits
- ART-4040 Advanced Photography 3 credits
- ART-4050 Advanced Painting 3 credits
- ART-4060 Advanced Digital: Graphic Design 3 credits
- ART-4070 Advanced Digital: Web Design for Artists 3 credits
- ART-4110 Visual Art & Performance 3 credits
- ART-4130 Advanced Sculpture 3 credits
- ARH-4710 Special Topics in Art History 3 credits
- ART-4710 Special Topics in Art 3 credits

Subtotal: 15 credits

\*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 credits

Total: 45 credits

## Art Education (PreK-12) Teaching Endorsement

Students pursuing a license to teach art in grades PreK-12 must complete either the B.A. in Art or the B.F.A. in Studio Arts as well as specific teacher-education coursework and requirements. Please refer to the Unified Arts Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Media Arts (B.F.A.)

The B.F.A. in Media Arts offers opportunities to explore the expanding world of media and expression. Emphases include creative inquiry, collaboration and adaptation to emerging technologies. Courses include image processing, animation, video and new media. The program 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 are required to create a B.F.A. thesis exhibition for public display. Once admitted into the B.F.A. program via their B.F.A. review, students must achieve grades of B- or higher in all ART and ARH courses.

This program includes lectures, lab hours, collaborative projects and public presentations. Students are 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. Once admitted into the B.F.A. program

via their B.F.A. review, students must achieve grades of B- or higher in all ART and ARH courses. All majors must participate in the monthly B.F.A. critiques held in the Visual Arts Center Gallery.

Each candidate for the B.F.A. 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 the chosen area of concentration.

## Learning Outcomes

### 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

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits
- ART-2301 Photography I 3 credits

Subtotal: 21 credits

### Advanced Art History Electives

(Select two courses)

- ARH-3015 Greek & Roman Art 3 credits
- ARH-3020 Art of the Renaissance 3 credits
- ARH-3060 Twentieth Century Art 3 credits
- ARH-3110 The Spiritual in Non-Western Art 3 credits
- ARH-3120 Art Criticism 3 credits
- ARH-3130 The History of Photography 3 credits
- ARH-3140 African Art 3 credits
- ARH-3150 Art of the Human Body 3 credits
- ARH-3210 Women in Art 3 credits
- ARH-4710 Special Topics in Art History 3 credits

Subtotal: 6 credits

## Advanced Non-Media Studio Electives

(Select 2 different courses)

- ART-3031 Life Drawing 3 credits
- ART-3032 Advanced Drawing 3 credits
- ART-3040 Landscape Painting 3 credits
- ART-3222 Ceramics II 3 credits
- ART-3314 Advanced Printmaking 3 credits
- ART-3320 Monoprints 3 credits
- ART-4007 Graphic Novels 3 credits
- ART-4040 Advanced Photography 3 credits
- ART-4050 Advanced Painting 3 credits
- ART-4110 Visual Art & Performance 3 credits
- ART-4130 Advanced Sculpture 3 credits
- ART-4710 Special Topics in Non-Media Studio Arts 3 credits

Subtotal: 6 credits

## Advanced Media Electives

(Select 5 different courses)

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

Subtotal: 15 credits

## Extended Media Experience

(Select one ART-4110 Visual Art & Performance course)

- ART-4810 Internship in Art 1-12 credits (3 credits)
- ENV-3310 Applications in GIS 4 credits
- MUS-2160 Introduction to Technology in Music 2 credits

Subtotal: 3 credits

## Required Capstone Courses

- ARH-4720 Seminar in Contemporary Art Issues 3 credits
- ART-4120 B.F.A. Project & Exhibit 3 credits
- ART-4730 B.F.A. Seminar 3 credits

Subtotal: 9 credits

Total: 60 credits

- *Grades for ART-4120 B.F.A. Project & Exhibit 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.*

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music Performance & Music Education (B.A.)

The B.A. in Music Performance & Music Education is a five-year double major that leads to endorsement for state licensure to teach all specializations in music in grades PreK-12. This program guides students through licensure procedures from the beginning of their college education through the completion of the student teaching internship and includes requirements in instrumental, choral and general music methods. The hallmark of the program is the comprehensive nature of the degree supported by strong curricular sequencing of the course work.

## Mission Statement & 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.

## 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 (PreK-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 (PreK-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 purpose 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.
8. Develop skills in critical and creative thinking and apply these to music education as evidenced in the successful completion of the licensure portfolio.

## Music Performance & Music Education Requirements

### 1. Music Performance Core Requirements

*Choose either the Classical or Jazz Performance track (53-54 credits).*

#### Classical Performance Track

##### Required Courses

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1231 Music Theory I 3 credits  
*The above courses should be taken concurrently.*
  
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1232 Music Theory II 3 credits  
*The above courses should be taken concurrently.*
  
- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2023 Ear Training III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently.*
  
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently.*

Subtotal for Classical Track: 20 credits

#### Jazz Performance Track

##### Required Courses

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1231 Music Theory I 3 credits  
*The above courses should be taken concurrently.*
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1232 Music Theory II 3 credits  
*The above courses should be taken concurrently.*
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits
- MUS-2023 Ear Training III 1 credits
- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits  
*The above courses should be taken concurrently.*
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits  
*The above courses should be taken concurrently.*

Subtotal for Jazz Track: 20 credits

### Additional Requirements:

In addition to completing either the classical or jazz track above, students in the Music Performance & Music Education major must also complete the additional music performance requirements listed below, as well as the required history courses, music education tools courses, instrumental courses, choral courses, general music education courses that follow, and the licensure-specific course listed in the Education Department section of this catalog:

### Additional Music Performance Requirements (21 credits)

- MUS-1120 Applied Music Lessons 0.5 credits (12 credits)(12 credits in one primary voice or instrument)  
\*
- MUS-3240 Applied Music Lessons 1 credits (12 credits)(12 credits in one primary voice or instrument) \*
- MUS-4030 Applied Music Lessons 1.5 credits (12 credits)(12 credits in one primary voice or instrument)  
\*
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) (Must register every semester for 0, 0.5 or 1 credit) \*\*
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-4720 Senior Recital 2 credits

### Required History Courses (9 credits)

- MUS-3031 History of Western Music I 3 credits
- MUS-3032 History of Western Music II 3 credits
- MUS-3330 Worlds of Music 3 credits (classical track) **OR**
- MUS-2040 Foreign Language Diction 2 credits (3 credits) (jazz track)

Plus a minimum of 8 additional music credits from the following list of courses:

- MUS-1120 Applied Music Lessons 0.5 credits in Guitar for 1 or more credits \*
- MUS-3240 Applied Music Lessons 1 credits (1 credits) in Guitar for 1 or more credits \*
- MUS-4720 Senior Recital 2 credits (1 credits) in Guitar for 1 or more credits \*
- MUS-2040 Foreign Language Diction 2 credits
- MUS-2120 String Instrument Teaching Methods 2 credits
- MUS-3040 Jazz in America 3 credits (classical track) **OR**
- MUS-3330 Worlds of Music 3 credits (jazz track)
- Approved additional courses in Composition or Arranging/Orchestration
- Approved additional music courses chosen in consultation with an academic advisor

**Note:**

*\*Music majors are automatically enrolled in an MUS-1120L Applied Music Lesson Lab 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, 0.5 or 1 credit every semester that they are registered as a music major.*

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

### Required instrumental courses (10 credits)

- MUS-2361 Instrumental Techniques I 3 credits
- MUS-2362 Instrumental Techniques II 3 credits
- MUS-3240 Applied Music Lessons 1 credits
- MUS-3310 Band Methods 2 credits

### Required choral courses (7 credits)

- MUS-3060 Vocal Pedagogy 2 credits
- MUS-3080 Choral Literature 2 credits
- MUS-3270 Choral Music Methods 3 credits

### Required general music education courses (8 credits)

- MUS-2250 Introduction to Music Education 2 credits
- MUS-3160 Elementary School Music Methods 3 credits

- MUS-3120 Secondary School Music Methods 3 credits

### 3. Music Education Teaching Endorsement Requirements (36 credits)

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 Core Requirements (20 credits)

- First-Year Seminar, 3 credits
- Creative Audience, 1 credit
- Foundation Skills: Written Expression, 6 credits
- Foundation Skills: Mathematics, 6 credits
- Foundation Skills: Natural Science, 4 credits  
(Perspective and QE credits are embedded in Music and Education courses.)

Total Credits without General Education Core: 130 credits

Total Credits with General Education Core: 150 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Composition (B.A.)

Music students in the Composition concentration explore "the language of music" -- how melody, harmony and rhythm come together to make a piece of music pleasing to the ear -- and compose their own music. Through classes in ear training, students learn to write down chords and melodies they hear and to analyze the structure of musical pieces.

**Students graduate with a B.A. in Music with a concentration in Composition.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations

include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits
- The above courses should be taken concurrently.
- MUS-2023 Ear Training III 1 credits
  - MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
  - MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
  - MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
  - MUS-3032 History of Western Music II 3 credits

- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Composition Concentration

### Required Concentration Courses

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

### Additional Requirements

- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever one not taken as part of the core requirements)
- MUS-3240 Applied Music Lessons 1 credits  
(in composition for 4 semesters at 1 cr. each semester for a total of 4 credits)
- MUS-4720 Senior Recital 2 credits (in composition)

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Creative Pathways (B.A.)

Creative Pathways is the "design-your-own-program" concentration of the B.A. in Music at JSC. Students in this concentration work with music faculty to faculty to design a program in a special area of interest not offered at JSC, such as conducting. The program involves taking music lessons and spending long hours practicing and rehearsing. A senior internship or capstone experience is required. **Students graduate with a B.A. in Music with a concentration in their area of focus.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits
- The above courses should be taken concurrently.

- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Creative Pathways Concentration

### Required Concentration Courses

Complete 1 of the following sets of courses:

#### Set 1: Jazz/Contemporary

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

#### Set 2: Classical

- MUS-2313 Music Theory III 3 credits
- MUS-2053 Keyboard Harmony III 1 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2314 Music Theory IV 3 credits
- MUS-2054 Keyboard Harmony IV 1 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

## Additional Requirements (22 credits)

- MUS-XXXX, Music electives under the guidance of an advisor (9 credits)
- MUS-4810 Internship in Music 1-12 credits (2 credits)

Choose 1 of the following:

- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever not taken as the core requirement)
  
- MUS-3040 Jazz in America 3 credits
- MUS-3330 Worlds of Music 3 credits
- MUS-3050 The Social History of Rock & Roll 3 credits
- MUS-3220 History of Blues 3 credits
- MUS-3230 Survey of American Musical Theater 3 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Instrumental Performance, Classical (B.A.)

Students in this program graduate with a **B.A. in Music with a concentration in Classical Instrumental Performance.**

### Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits
- The above courses should be taken concurrently.
- MUS-2023 Ear Training III 1 credits
  - MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
  - MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
  - MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
  - MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in*

*secondary ensembles, which are encouraged of all music majors.*

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

## Instrumental Performance, Classical Concentration

### Required Concentration Courses (18 credits)

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
  
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*
  
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever one not taken as part of the core)
  
- MUS-3240 Applied Music Lessons 1 credits (2 credits) (in primary instrument and for 2 credits above core requirement)
- MUS-3000/4000 Music Elective at the 3000/4000 level 3 credits (under the guidance of an advisor)
- MUS-4720 Senior Recital 2 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Music: Instrumental Performance, Jazz/Contemporary (B.A.)**

Students in this program graduate with a **B.A. in Music with a concentration in Jazz/Contemporary Instrumental Performance.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal

Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1231 Music Theory I 3 credits  
The above courses should be taken concurrently.
  
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1232 Music Theory II 3 credits  
The above courses should be taken concurrently.
  
- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
  
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
  
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits

- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Instrumental Performance, Jazz/Contemporary Concentration

### Required Concentration Courses (18 credits)

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*
- MUS-3040 Jazz in America 3 credits
- MUS-3240 Applied Music Lessons 1 credits (2 credits) (in primary instrument and for 2 credits above core requirement)
- MUS-3000/4000 Music elective at the 3000/4000 level 3 credits (under the guidance of an advisor)
- MUS-4720 Senior Recital 2 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Sound Engineering (B.A.)

Students in this concentration focus on the "science of sound" using state-of-the-art equipment in Dibden Center for the Arts, JSC's digital recording studio and the college's music technology lab. A senior internship or capstone experience is required. **Students graduate with a B.A. in Music with a concentration in Sound Engineering.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits
- The above courses should be taken concurrently.

- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Sound Engineering Concentration

### Required Concentration Courses

Complete one of the following sets of courses:

#### Set 1: Jazz/Contemporary

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

#### Set 2: Classical

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

## Additional Required Courses (22 credits)

- MUS-2231 Studio Recording I 3 credits
- MUS-3272 Studio Recording II 3 credits
- MUS-4020 Final Production in Studio Recording 2 credits
- MUS-4810 Internship in Music 1-12 credits

Choose 1 of the following:

- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever not taken as the core requirement)
  
- MUS-3040 Jazz in America 3 credits
- MUS-3050 The Social History of Rock & Roll 3 credits
- MUS-3220 History of Blues 3 credits
- MUS-3330 Worlds of Music 3 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Vocal Performance, Classical (B.A.)

Students in this program graduate with a **B.A. in Music with a concentration in Classical Vocal Performance.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1231 Music Theory I 3 credits  
The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1232 Music Theory II 3 credits  
The above courses should be taken concurrently.
- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in*

*secondary ensembles, which are encouraged of all music majors.*

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

## Vocal Performance, Classical Concentration

### Required Concentration Courses (19 credits)

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*
- MUS-2040 Foreign Language Diction 2 credits
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever not taken as the core requirement)
- MUS-3060 Vocal Pedagogy 2 credits
- MUS-3240 Applied Music Lessons 1 credits (2 credits) (for 2 credits above core requirement)
- MUS-4720 Senior Recital 2 credits

### Recommended Electives

- DAN-1010 Fundamentals of Dance 3 credits
- DAN-2131 Ballet 3 credits
- FRE-1111 French I 3 credits
- FRE-1111L French I Lab 1 credits
- FRE-1112 French II 3 credits
- FRE-1112L French II Lab 1 credits
- MUS-3230 Survey of American Musical Theater 3 credits
- MUS-3260 Music Theater Workshop 3 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

# Music: Vocal Performance, Jazz/Contemporary (B.A.)

Students in this program graduate with a **B.A. in Music with a concentration in Jazz/Contemporary Vocal Performance**.

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits

The above courses should be taken concurrently.

- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
  
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
  
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits
  
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
  
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Vocal Performance, Jazz/Contemporary Concentration

### Required Concentration Courses (19 credits)

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits  
*The above courses should be taken concurrently with MUS 2023 MUS-2023 Ear Training III*
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits  
*The above courses should be taken concurrently with MUS 2024 MUS-2024 Ear Training IV.*
- MUS-3040 Jazz in America 3 credits
- MUS-3060 Vocal Pedagogy 2 credits
- MUS-3240 Applied Music Lessons 1 credits  
(take for 2 credits above the core requirement)
- MUS-XXXX Music Elective 2 credits (chosen under guidance of advisor)
- MUS-4720 Senior Recital 2 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Musical Theater (B.A.)

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

#### Theater Requirements (19 credits)

- THA-1041 Introduction to Theater Arts 3 credits
- THA-2035 Costume Construction & Stage Makeup 3 credits
  
- THA-2121 Acting I 3 credits **AND**
- THA-2121L Acting I Lab 1 credits \*
  
- THA-2122 Acting II 3 credits
- THA-3123 Acting III 3 credits
- THA-4730 Seminar in Professional Preparation for the Actor 3 credits

Subtotal: 19 credits

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

#### Music Requirements (15 credits)

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits

- MUS-1120 Applied Music Lessons 0.5 credits **AND/OR**
- MUS-3240 Applied Music Lessons 1 credits (For a total of 8 credits) \*\*
- MUS-1120L Applied Music Lesson Lab 0 credits (Required for every semester of applied study; 8 semesters of enrollment required, more will be accrued if the student has subsequent semesters of applied study in voice.) \*\*
- MUS-1231 Music Theory I 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (Four semesters of choral ensemble at .5 credits/semester for a total of 2 credits)

Subtotal: 15 credits

\*\*Music majors are automatically enrolled in an MUS-1120L Applied Music Lesson Lab 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 Music Theater Production 0 or 3 credits (6 credits) (take two times at 3 credits each)
- MUS-4010 Music Theater Production 0 or 3 credits (6 credits) (take two times at 3 credits each)
- MUS-3230 Survey of American Musical Theater 3 credits
- MUS-3260 Music Theater Workshop 3 credits (6 credits) (take two times at 3 credits each)

Subtotal: 15 credits

### 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 credits
- DAN-1020 Fundamentals of Jazz Dance 3 credits
- DAN-1111 Modern Dance 3 credits
- DAN-2040 Beginning Tap Dance 2 credits
- DAN-2131 Ballet 3 credits
- DAN-3020 Intermediate Ballet: Technique & History 3 credits
- DAN-3112 Intermediate Modern Dance: Technique & History 3 credits
- DAN-3130 Jazz Dance 3 credits
- DAN-4130 Advanced Ballet/Modern Dance: Technique & History 3 credits

Subtotal: 6 credits

Total: 55 credits

- Students who do not pass the MUS-1231 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 MUS-1231 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.

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Studio Arts (B.F.A.)

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. Once admitted into the BFA program via their BFA review, students must achieve grades of B- or higher in all ART and ARH courses.

## 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

- ARH-2010 Survey of Western Traditions in Art 3 credits

- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits
- ART-1140 Design I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits

Subtotal: 21 credits

## Introductory Studio Electives

(Select two courses)

- ART-1231 Ceramics I 3 credits
- ART-2150 Jewelry & Metalsmithing 3 credits
- ART-2301 Photography I 3 credits
- ART-2410 Introduction to Printmaking 3 credits

Subtotal: 6 credits

## Advanced Art History Electives

(Select two courses)

- ARH-3015 Greek & Roman Art 3 credits
- ARH-3020 Art of the Renaissance 3 credits
- ARH-3060 Twentieth Century Art 3 credits
- ARH-3110 The Spiritual in Non-Western Art 3 credits
- ARH-3120 Art Criticism 3 credits
- ARH-3130 The History of Photography 3 credits
- ARH-3140 African Art 3 credits
- ARH-3150 Art of the Human Body 3 credits
- ARH-3210 Women in Art 3 credits
- ARH-4710 Special Topics in Art History 3 credits

Subtotal: 6 credits

## Advanced Studio Electives

(Select 6 courses)

(All advanced studio courses may be repeated for credit. See below.)

- ART-3031 Life Drawing 3 credits
- ART-3032 Advanced Drawing 3 credits
- ART-3040 Landscape Painting 3 credits
- ART-3222 Ceramics II 3 credits
- ART-3314 Advanced Printmaking 3 credits

- ART-3320 Monoprints 3 credits
- ART-4007 Graphic Novels 3 credits
- ART-4020 Advanced Digital Media 3 credits
- ART-4040 Advanced Photography 3 credits
- ART-4050 Advanced Painting 3 credits
- ART-4060 Advanced Digital: Graphic Design 3 credits
- ART-4070 Advanced Digital: Web Design for Artists 3 credits
- ART-4110 Visual Art & Performance 3 credits
- ART-4130 Advanced Sculpture 3 credits
- ART-4710 Special Topics in Art 3 credits

Subtotal: 18 credits

### Required Capstone Courses:

- ART-4120 B.F.A. Project & Exhibit 3 credits
- ARH-4720 Seminar in Contemporary Art Issues 3 credits
- ART-4730 B.F.A. Seminar 3 credits

Subtotal: 9 credits

Total: 60 credits

- *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 of B- or higher in all ART and ARH courses.*

## Art Education (PreK-12) Teaching Endorsement

Students pursuing a license to teach art in grades PreK-12 must complete either the B.A. in Art or the B.F.A. in Studio Arts as well as specific teacher-education coursework and requirements. Please refer to the Unified Arts Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Technical Theater (A.A.)

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 storyboard 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: Dibden, 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**

- THA-1041 Introduction to Theater Arts 3 credits
- THA-1111 Stagecraft 3 credits
- THA-2020 Theater Lab 3 credits (12 credits) (4 times; 2 upper-level, 2 lower-level)
- THA-2810 Internship in Theater 1-12 credits (6 credits)
- THA-3130 Introduction to Scene Design & Stage Lighting 3 credits

### **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 3 of the following courses)

- THA-1040 Interpreting Contemporary Dramatic Literature 3 credits
- THA-2030 Costume History & Design 3 credits
- THA-2035 Costume Construction & Stage Makeup 3 credits
  
- THA-2121 Acting I 3 credits **AND**
- THA-2121L Acting I Lab 1 credits \*

## Business Management

- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2410 Human Resource Management 3 credits

## Computer Information Systems

- CIS-2220 Website Design 3 credits
- CIS-3040 Database 3 credits

## Music & Audio Technology

- MUS-2160 Introduction to Technology in Music 2 credits (3 credits)
- MUS-2231 Studio Recording I 3 credits
- MUS-3272 Studio Recording II 3 credits

## Fine & Studio Arts

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

Total: 43 credits

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

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Theater & Drama (B.A.)

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 & 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 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 & Drama Requirements

### Required Courses

- THA-1040 Interpreting Contemporary Dramatic Literature 3 credits
- THA-1041 Introduction to Theater Arts 3 credits
- THA-2121 Acting I 3 credits
- THA-2121L Acting I Lab 1 credits \*

Subtotal: 10 credits

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

### Historical & Literary Studies

- THA-2030 Costume History & Design 3 credits
- THA-3010 Shakespeare: On the Stage & On the Page 3 credits
- THA-3110 Dramatic Literature: Classical/Modern 3 credits
- THA-3140 Theater History 3 credits

Subtotal: 12 credits

### Production & Performance Skills

- THA-1111 Stagecraft 3 credits
- THA-2122 Acting II 3 credits
- THA-3210 Introduction to Directing 4 credits

Subtotal: 10 credits

### Elective

(select 1 course from the following)

- DAN-2030 Improvisation/Composition: Intermediate/Advanced Level 4 credits
- DAN-3030 Improvisation/Composition: Intermediate/Advanced Level 4 credits
- DAN-3010 The Renaissance Spirit 3 credits
- THA-2035 Costume Construction & Stage Makeup 3 credits
- THA-3030 Children's Theater 3 credits
- THA-3040 Improvisation for Actors 3 credits
- THA-3123 Acting III 3 credits

Subtotal: 3-4 credits

### Laboratory Experiences

- THA-2040 Performance & Production Lab 0 or 3 credits **OR**
- THA-4010 Performance & Production Lab 0 or 3 credits

Subtotal: 3 credits

### Capstone Courses

- THA-4720 Senior Project in Theater 3 credits \*\*
- THA-4730 Seminar in Professional Preparation for the Actor 3 credits

Subtotal: 6 credits

Total: 44-45 credits

*\*\* 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.*

## Theater Arts Education (PreK-12) Teaching Endorsement

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.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Minors

### Art History Minor

## Required Courses

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits

Subtotal: 6 credits

## Introductory Studio Electives (select two courses):

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

Subtotal: 6 credits

## Advanced Art History Electives (select three courses):

- ARH-3015 Greek & Roman Art 3 credits
- ARH-3020 Art of the Renaissance 3 credits
- ARH-3060 Twentieth Century Art 3 credits
- ARH-3110 The Spiritual in Non-Western Art 3 credits
- ARH-3120 Art Criticism 3 credits
- ARH-3130 The History of Photography 3 credits
- ARH-3140 African Art 3 credits
- ARH-3150 Art of the Human Body 3 credits
- ARH-3210 Women in Art 3 credits
- ARH-4710 Special Topics in Art History 3 credits
- ARH-4720 Seminar in Contemporary Art Issues 3 credits

Subtotal: 9 credits

Total: 21 credits

## **Arts Management Minor for Fine & Performing Arts Majors**

### Required Courses

- ACC-2121 Financial Accounting 4 credits

- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2410 Human Resource Management 3 credits
- CIS-1410 Intermediate Spreadsheets 3 credits
  
- ECO-1020 Introduction to Economics 3 credits **OR**
- ECO-2020 Macroeconomics 3 credits **OR**
- ECO-2030 Microeconomics 3 credits

Total: 23 credits

## 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

**The dance minor consists of a minimum of 24 credits selected from the following courses:**

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

Total: 24 credits

## 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

- MUS-1015 Meet the Masters 3 credits
- MUS-1051 Keyboard Harmony I 1 credits

- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1231 Music Theory I 3 credits
- MUS-1232 Music Theory II 3 credits
- Select any two additional MUS courses, at least one of which is at the 3000 level 6 credits

Select any combination:

(4 credits total)

- MUS-1120 Applied Music Lessons 0.5 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (1 credits)
- MUS-3240 Applied Music Lessons 1 credits

Total: 23 credits

## 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

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits

### Introductory Studio Electives:

(select four courses)

- ART-1231 Ceramics I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2150 Jewelry & Metalsmithing 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits
- ART-2301 Photography I 3 credits
- ART-2410 Introduction to Printmaking 3 credits

Subtotal: 12 credits

Total: 21 credits

**Note:** Upper-level studio courses may be substituted for up to 2 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

- THA-1041 Introduction to Theater Arts 3 credits
- THA-1111 Stagecraft 3 credits
- THA-3140 Theater History 3 credits

Select three courses from the following:

- THA-2121 Acting I 3 credits **AND**
- THA-2121L Acting I Lab 1 credits \*
  
- THA-2122 Acting II 3 credits
- THA-3030 Children's Theater 3 credits
- THA-3123 Acting III 3 credits
- THA-3130 Introduction to Scene Design & Stage Lighting 3 credits
- THA-3210 Introduction to Directing 4 credits (3 credits)

Select one course from the following:

(Complete THA 3140 before taking these courses):

- THA-3010 Shakespeare: On the Stage & On the Page 3 credits
- THA-3110 Dramatic Literature: Classical/Modern 3 credits

Total: 21-22 credits

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

# Humanities

## Faculty/Staff

N.E. Bou-Nacklie, *Professor*  
William Doyle, *Professor*  
Paul Silver, *Professor, Department Chair*  
Sharon Cline, *Associate Professor*  
David Plazek, *Associate Professor*  
Sandra Noyes, *Staff Assistant*

The Department of Humanities offers programs designed to provide a deep understanding of human culture, traditions and languages while developing the critical thinking skills necessary for any career or graduate pursuit. History graduates are well-suited for careers in teaching, public service, museum work, historical preservation and the law, while political

science graduates leave prepared for positions of responsibility in public and civic organizations. Students seeking a broad education and a solid foundation for future study at the bachelor or professional level may choose to major in the two-year General Studies program.

*The Department of Humanities offers courses with the following designators: FRE (French), GEO (Geography), HIS (history), HUM (humanities), INT (interdisciplinary), PHI (philosophy), POS (political science) and SPA (Spanish). See full Course Descriptions.*

## **Majors & Concentrations**

### **General Studies (A.A.)**

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.

### **History (B.A.)**

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.

#### **Required Courses**

##### **Category I**

- HIS-1111 World History I 3 credits
- HIS-1112 World History II 3 credits
- HIS-1211 American History I 3 credits
- HIS-1212 American History II 3 credits
- HIS-4730 Seminar in Historical Communication 3 credits
- HIS-4740 Seminar in Historical Investigation 3 credits

Subtotal: 18 credits

## 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 credits
- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HIS-3510 Chinese History & Culture 3 credits
- HIS-3520 Japanese History & Culture 3 credits
- HIS-4010 History of the Middle East 3 credits
- HUM-3110 Native American History & Culture 3 credits
- HUM-3120 The Abenaki & Their Neighbors 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits

### Category III

- HIS-3020 Greek & Roman History 3 credits
- HIS-3050 Community in America 3 credits (offered through the JSC External Degree Program)
- HIS-3060 Church & State in America 3 credits (offered through the JSC External Degree Program)
- HIS-3080 Colonial America: History & Life 3 credits
- HIS-3090 Modern German History 3 credits
- HIS-3141 History of the United States in the 20th Century I 3 credits
- HIS-3142 History of the United States in the 20th Century II 3 credits
- HIS-3160 Vermont's Coastal Regions 3 credits (offered through the JSC External Degree Program)
- HIS-3165 Vermont History 3 credits
- HIS-3270 Renaissance & Reformation 3 credits
- HIS-3311 Europe in the 19th Century 3 credits
- HIS-3312 Europe in the 20th Century 3 credits
- HIS-3350 Struggle for Democracy 3 credits (offered through the JSC External Degree Program)
- HIS-3352 English History Since 1714 3 credits
- HIS-3355 The European Enlightenment 3 credits
- HIS-3370 Nationalism & Rebellion in Irish History 3 credits (offered through the JSC External Degree Program)
- HIS-3420 French Revolution 3 credits
- HIS-3430 History of the Soviet Union 3 credits

- HIS-3450 Women in European History 3 credits
- INT-3210 The Holocaust: An Interdisciplinary Approach 3 credits
- POS-3060 Vermont Politics 3 credits
- POS-4010 American Foreign Policy 3 credits

Subtotal: 24 credits

Total: 42 credits

## Secondary Teaching License in Social Studies

Students pursuing licensure endorsement to teach Social Studies in grades 7-12 must successfully complete either the B.A. in History or the B.A. in Political Science, as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Political Science (B.A.)

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 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

Graduates will:

1. Be able 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 Curriculum

Political science faculty strongly recommend a semester-long internship with such agencies or organizations as the Vermont General Assembly or Legislative Council, state and federal agencies, newspapers and wire services, U.S.

Congress, international organizations, law offices, legal aid programs, public-interest groups, public affairs foundations, election campaigns, etc. Such experiences often lead directly to career opportunities in these fields. Internships enable students to meet many decision-makers and are particularly valuable when integrated with seminars in political science.

## Required Core Courses

- POS-1010 Introduction to Political Science 3 credits
- POS-1020 American Politics & Government 3 credits
- POS-2050 International Economics & Politics 3 credits
- POS-2110 State & Local Government 3 credits
  
- POS-3010 Survey of Western Political Thought 3 credits **OR**
- POS-3025 Research Design & Analysis 3 credits
  
- POS-4730 Senior Seminar in Political Science 3 credits

## Electives

Choose 2 of the following:

- POS-1030 Comparative Government 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-2010 Observation of the Legislative Process 3 credits
- POS-2040 International Relations 3 credits
- POS-2810 Internship in Political Science 1-12 credits

Choose 5 of the following:

- POS-3030 Contemporary Political Theory: Race, Class & Gender 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits
- POS-3060 Vermont Politics 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3130 Church & State Separation: The First Amendment to the U.S. Constitution 3 credits
- POS-3150 Campaigns & Elections 3 credits
- POS-3160 Modern Politics through Drama & Fiction 3 credits
- POS-3170 U.S. Constitutional Law 3 credits
- POS-3180 Politics in Film 3 credits
- POS-3210 Canadian Politics 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- POS-3230 Third World Politics 3 credits
- POS-3270 Revolutions, Transformed Economics & Social Change 3 credits
- POS-4010 American Foreign Policy 3 credits
- POS-4020 International Relations 3 credits
- POS-4810 Internship in Political Science 1-12 credits
  - HIS-2410 Latin American History & Culture, 3 credits (CSC course)
- HIS-3165 Vermont History 3 credits

- HIS-3312 Europe in the 20th Century 3 credits
- HIS-3351 English History to 1714 3 credits
- HIS-4010 History of the Middle East 3 credits

## Secondary Teaching License in Social Studies

Students pursuing licensure endorsement to teach Social Studies in grades 7-12 must successfully complete either the B.A. in History or the B.A. in Political Science, as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Political Science: Criminal Justice (B.A.)

This program goes beyond the study of law and crime to explore complex issues of social justice related to crime, punishment and victimization, including race, class, gender and sexuality. Students explore current trends and controversies and gain cross-cultural competencies needed to work successfully with diverse populations. A distinguishing feature of this program is its emphasis on the growing field of restorative justice, a technique that involves working with victims as well as offenders.

**Students graduate with a B.A. in Political Science with a concentration in Criminal Justice.** The Political Science major itself develops in students an understanding of diversities and social structural arrangements among people affect the distribution of power and the ability of people to live meaningful, sustainable lives and co-exist in a fair and socially just world. (Note: Criminal Justice also is offered as a concentration in the B.A. in Anthropology & Sociology.)

The multidisciplinary concentration in criminal justice draws on JSC's rich liberal arts tradition and commitment to high-impact education -- "learning by doing" -- to explore the relationships of crime, law and social justice. It also cross-cultural competency, preparing students to communicate and work with those from a wide range of backgrounds and with disparate life experiences.

Supported by a network of community partner organizations, the program offers internships in the field of criminal justice, particularly in the arenas of restorative justice and victim advocacy as well as in border patrol and other areas of law enforcement. Students complete these internships in their junior or senior year along with a concurrent senior seminar.

A range of disciplines are brought to bear on criminal justice, including anthropology, political science, psychology and sociology. The program prepares student for a careers in law enforcement and criminal investigation, crime analysis, juvenile justice, victim advocacy, restorative justice and community development, social justice and public policy. A criminal justice background also prepares students to pursue careers in law, from working as paralegals and legal assistants to attending law school.

## Learning Outcomes

In addition to meeting the learning outcomes of the B.A. in Political Science, upon successful completion of the concentration in criminal justice, students should be able to:

1. Critically evaluate key theories about crime and criminal behavior.
2. Critically assess existing criminal justice systems with the aim of improving their condition and function.
3. Identify and assess alternative solutions to problems associated with existing models of crime control.

4. Develop and demonstrate sufficient self-awareness to understand the influence of personal biases and values in interacting with diverse groups.
5. Identify and analyze ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.
6. Understand key issues and approaches in the field of criminal justice, including mental health, substance abuse, youth development, trauma-informed care, and results-based accountability.
7. Demonstrate familiarity with key skill sets in the field of criminal justice, including effective communication and conflict resolution and de-escalation.
8. Apply understandings of research methods and data collection techniques for conducting research in criminal justice.
9. Apply understandings of criminal justice policy and key controversies to field experiences.

## Political Science Curriculum

Political science faculty strongly recommend a semester-long internship with such agencies or organizations as the Vermont General Assembly or Legislative Council, state and federal agencies, newspapers and wire services, U.S. Congress, international organizations, law offices, legal aid programs, public-interest groups, public affairs foundations, election campaigns, etc. Such experiences often lead directly to career opportunities in these fields. Internships enable students to meet many decision-makers and are particularly valuable when integrated with seminars in political science.

## Required Core Courses

- POS-1010 Introduction to Political Science 3 credits
- POS-1020 American Politics & Government 3 credits
- POS-2050 International Economics & Politics 3 credits
- POS-2110 State & Local Government 3 credits
  
- POS-3010 Survey of Western Political Thought 3 credits **OR**
- POS-3025 Research Design & Analysis 3 credits
  
- POS-4730 Senior Seminar in Political Science 3 credits

## Electives

Choose 2 of the following:

- POS-1030 Comparative Government 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-2010 Observation of the Legislative Process 3 credits
- POS-2040 International Relations 3 credits
- POS-2810 Internship in Political Science 1-12 credits

Choose 5 of the following:

- POS-3030 Contemporary Political Theory: Race, Class & Gender 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits
- POS-3060 Vermont Politics 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits

- POS-3130 Church & State Separation: The First Amendment to the U.S. Constitution 3 credits
- POS-3150 Campaigns & Elections 3 credits
- POS-3160 Modern Politics through Drama & Fiction 3 credits
- POS-3170 U.S. Constitutional Law 3 credits
- POS-3180 Politics in Film 3 credits
- POS-3210 Canadian Politics 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- POS-3230 Third World Politics 3 credits
- POS-3270 Revolutions, Transformed Economics & Social Change 3 credits
- POS-4010 American Foreign Policy 3 credits
- POS-4020 International Relations 3 credits
- POS-4810 Internship in Political Science 1-12 credits
  - HIS-2410 Latin American History & Culture, 3 credits (CSC course)
- HIS-3165 Vermont History 3 credits
- HIS-3312 Europe in the 20th Century 3 credits
- HIS-3351 English History to 1714 3 credits
- HIS-4010 History of the Middle East 3 credits

## Criminal Justice Curriculum

*Note:* Criminal Justice requirements that meet requirements for the major are also applied toward the major.

### Required Core Courses

- CRJ-1010 Introduction to Criminal Justice 3 credits
- CRJ-1040 Criminal Justice Lecture Series: Careers in the Field 1 credits
- CRJ-4810 Internship in Criminal Justice 1-12 credits  
CRJ-4770 Senior Seminar 1 credit (pending approval)  
*Criminal Justice internships must be arranged the semester prior to the semester in which they occur, and they must be taken concurrently with the Senior Seminar.*
- POS-1010 Introduction to Political Science 3 credits **OR**
- POS-1020 American Politics & Government 3 credits
- ANT-1010 Introduction to Cultural Anthropology 3 credits **OR**
- SOC-1010 Introduction to Sociology 3 credits
- CRJ-4020 Criminal Justice: Who is "Criminal"? 3 credits **OR**
- PSY-3065 Abnormal Behavior 3 credits **OR**
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits **OR**
- SOC-3170 Power, Politics & Inequality 3 credits

### Electives (take 12 credits)

- CRJ-2150 Community & Restorative Justice 3 credits

- CRJ-2230 Introduction to Criminal Law 3 credits
- CRJ-4020 Criminal Justice: Who is "Criminal"? 3 credits
- PSY-4035 Forensic Psychology 3 credits
- PHI-1040 Introduction to Ethics 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-2110 State & Local Government 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3170 U.S. Constitutional Law 3 credits
- POS-3210 Canadian Politics 3 credits
- PSY-3065 Abnormal Behavior 3 credits
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-3050 Gender & Society 3 credits
- SOC-3170 Power, Politics & Inequality 3 credits
- SOC-4010 Family Violence 3 credits
- SSC-1050 FYS: A Call to Action 3 credits

## Secondary Teaching License in Social Studies

Students pursuing licensure endorsement to teach Social Studies in grades 7-12 must successfully complete either the B.A. in History or the B.A. in Political Science, as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## 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 FRE-4910 Independent Study in French or FRE-3010 Culture & Civilization through Correspondence & Conversation.

### Global Studies Minor

The global studies minor is designed to address the demands brought on by the processes of globalization for students pursuing careers and/or graduate study in business, education, history, politics, public service and many other fields.

### Required Courses

- HIS-1112 World History II 3 credits

- POS-1010 Introduction to Political Science 3 credits **OR**
- POS-1020 American Politics & Government 3 credits
- POS-1030 Comparative Government 3 credits **OR**
- POS-2040 International Relations 3 credits

Subtotal: 9 credits

Choose 1 non-western course from the following courses:

- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HIS-3510 Chinese History & Culture 3 credits
- HIS-3520 Japanese History & Culture 3 credits
- HIS-4010 History of the Middle East 3 credits
- HUM-3125 Religions of the World 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits
- POS-3230 Third World Politics 3 credits

Subtotal: 3 credits

Electives:

**Select a minimum of 9 credits from the following courses:**

- FRE-1111 French I 3 credits **AND**
- FRE-1111L French I Lab 1 credits
- FRE-1112 French II 3 credits **AND**
- FRE-1112L French II Lab 1 credits
- FRE-2011 French III 3 credits **AND**
- FRE-2011L French III Lab 1 credits
- FRE-2012 French IV 3 credits **AND**
- FRE-2012L French IV Lab 1 credits
- FRE-3010 Culture & Civilization through Correspondence & Conversation 3 credits
- HIS-3020 Greek & Roman History 3 credits
- HIS-3040 Ancient Civilizations of the New World 3 credits
- HIS-3090 Modern German History 3 credits
- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HIS-3270 Renaissance & Reformation 3 credits
- HIS-3311 Europe in the 19th Century 3 credits
- HIS-3312 Europe in the 20th Century 3 credits
- HIS-3350 Struggle for Democracy 3 credits
- HIS-3352 English History Since 1714 3 credits
- HIS-3355 The European Enlightenment 3 credits

- HIS-3370 Nationalism & Rebellion in Irish History 3 credits
- HIS-3400 Modern French History 3 credits
- HIS-3420 French Revolution 3 credits
- HIS-3430 History of the Soviet Union 3 credits
- HIS-3450 Women in European History 3 credits
- HIS-3510 Chinese History & Culture 3 credits
- HIS-3520 Japanese History & Culture 3 credits
- HIS-4010 History of the Middle East 3 credits
- HUM-3125 Religions of the World 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits
- POS-1030 Comparative Government 3 credits (if not taken as a required course above)
- POS-2040 International Relations 3 credits
- POS-2050 International Economics & Politics 3 credits
- POS-3010 Survey of Western Political Thought 3 credits
- POS-3030 Contemporary Political Theory: Race, Class & Gender 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3180 Politics in Film 3 credits
- POS-3210 Canadian Politics 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- POS-3230 Third World Politics 3 credits
- POS-3270 Revolutions, Transformed Economics & Social Change 3 credits
- POS-4010 American Foreign Policy 3 credits
- POS-4020 International Relations 3 credits
  
- SPA-1011 Spanish I 3 credits **AND**
- SPA-1011L Spanish I 1 credits
  
- SPA-1012 Spanish II 3 credits **AND**
- SPA-1012L Spanish II 1 credits
  
- SPA-2011 Spanish III 3 credits **AND**
- SPA-2011L Spanish III 1 credits
  
- SPA-2012 Spanish IV 3 credits **AND**
- SPA-2012L Spanish IV 1 credits

Subtotal: 9 credits

Total: 21 credits

## 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

- HIS-1111 World History I 3 credits
- HIS-1112 World History II 3 credits
- HIS-1211 American History I 3 credits
- HIS-1212 American History II 3 credits

## Electives

- HIS- Upper-level European History 3 credits
- HIS- Upper-level American History 3 credits
- HIS- Upper-level history: Africa, Asia, Latin America or the Middle East 3 credits

Total: 21 credits

## Political Science Minor

### Required Courses

- POS-1010 Introduction to Political Science 3 credits
- POS-1020 American Politics & Government 3 credits
- POS-2050 International Economics & Politics 3 credits
- POS-2110 State & Local Government 3 credits
- POS-3010 Survey of Western Political Thought 3 credits **OR**
- POS-3040 The Politics of Gender 3 credits

### Electives

- POS-3000/4000 (2 courses) 6 Credits

Total: 21 credits

## Pre-Law Minor

### Required Courses

- PHI-1040 Introduction to Ethics 3 credits
- POS-1020 American Politics & Government 3 credits **OR**
- POS-1010 Introduction to Political Science 3 credits
- POS-2050 International Economics & Politics 3 credits **OR**
- POS-3010 Survey of Western Political Thought 3 credits

- POS-2110 State & Local Government 3 credits
- POS-3170 U.S. Constitutional Law 3 credits

## Electives

- HUM-3000/4000 (2 courses) 6 credits

Total: 21 credits

## Spanish Minor

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.

## Interdepartmental Programs

### Interdisciplinary Studies Committee

Kathleen Brinegar, *Assistant Professor, Education*

David Cavanagh, *External Degree Program*

Lisa Cline, *Associate Professor, Humanities*

Clyde Stats, *Fine and Performing Arts Faculty, Assistant Director of Academic Support Services*

Julie Theoret, *Professor, Mathematics*

Sharon Twigg, *Associate Professor, Writing & Literature*

### EDP Academic Review Board

Amy Beattie, *Coordinator of Online Learning and Services*

James Black, *Professor of Business & Economics*

David Cavanagh, *External Degree Program*

Marianne DiMascio, *EDP Advisor*

Valerie Edwards, *Director of External Degree Program*

Lisa Kent, *Access Services Librarian*

*Majoring in Interdisciplinary Studies gives students the opportunity to design an individualized program that provides a strong foundation for any number of careers and graduate pursuits. With their advisor's assistance and support, students design a program that incorporates three areas of study that they want to pursue. Students explore connections within and among disciplines and cultures and learn how leaders in various fields have applied their knowledge and creativity to pressing social, political and scientific problems.*

## Majors & Concentrations

# Interdisciplinary Studies (B.A.)

The Interdisciplinary Studies major offers students the opportunity and challenge to create their own individually designed interdisciplinary programs. It gives 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 tried to understand experience and use their learning to address problems and engage fully with life.

## Learning Outcomes for Interdisciplinary Studies Majors

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; career exploration assignment.

## Requirements

**Students must successfully complete a total of 42 credits, at least 21 of which must be upper-division, as follows:**

- 18 credits in a primary area of study;
- 12 credits in a secondary, supporting area of study;
- 9 credits in a tertiary area of study; and
- 3-credit capstone course: INT-4610 Senior Seminar in Interdisciplinary Studies
- An extended classroom experience, which may be credit or non-credit bearing, must be at least 20 hours in length. It can 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 Interdisciplinary Studies major must be taken in the semester(s) after the Plan of Study has been approved.
- Education majors seeking licensure who are using Interdisciplinary Studies as their second major will need to choose their primary and secondary areas of study 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.
- 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 Interdisciplinary Studies degree.

## Becoming an Interdisciplinary Studies Major

A student interested in becoming an Interdisciplinary Studies major on campus will first contact the Advising & Career Center and be assigned an advisor on the Interdisciplinary Studies Committee (ISC). 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 areas of study. Members of the ISC, 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 an Interdisciplinary Studies major. The advisor and/or other members of the ISC or EDP staff will continue to work with the student during her/his progress toward a degree.

## Teaching Endorsement in Dance (P7-12)

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.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Professional Studies (B.A.)

The B.A. in Professional Studies is available to students who are completing their bachelor's degree through JSC's community-based External Degree Program (EDP). This major allows adult learners to custom design a plan of study around a particular career interest while weaving together the threads of their prior learning into a coherent degree program. Upon declaring an area of special emphasis, students work with their advisor to develop a degree plan that meets their objectives as well as the College's 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 general education program.
- 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.

- Completion of at least 30 credits in a focus area of study, including INT 4950 , Senior Seminar in Professional Studies.
- Completion of at least 15 upper-level credits (3000- or 4000-level) within the 30-credit focus area.

*Note: It is not possible to complete 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

### Students will:

- Plan a coherent, individualized program of study with a clear focus and in keeping with their personal goals.
- Demonstrate bachelor's-level knowledge in one or more fields of interest.
- Demonstrate connections between theoretical learning and practical experience in relation to the field of interest.
- Demonstrate an ability to reflect upon and synthesize key aspects of the learning experience in the program.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## 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

- POS-3040 The Politics of Gender 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits

### Electives

(Select 4 courses):

- ENG-2510 Women & Literature 3 credits
- HIS-2210 Women in U.S. History 3 credits
- HIS-3450 Women in European History 3 credits
- POS-3030 Contemporary Political Theory: Race, Class & Gender 3 credits
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-3170 Power, Politics & Inequality 3 credits

Total: 18 credits

## Mathematics

### Faculty/Staff

Julie Theoret, *Professor, Department Chair*  
Christopher Aubuchon, *Associate Professor*  
Gregory Petrics, *Assistant Professor*  
Karen Jones, *Administrative Assistant*

The Department of Mathematics offers academically challenging programs along with the personal attention and instruction to help help students succeed. Faculty understand the power and the promise of mathematics, and they strive to instill that same sense of awe and enthusiasm in their students. We are living today in what some consider the golden age of mathematics, as the pace of advancements in math parallels the explosive growth in other sciences. Using data, statistics, modeling and analytics, it's possible to unlock many of life's secrets and solve real-word problems.

Faculty provide a context for the "numbers" by teaching the relationships between math and other disciplines, such as history, philosophy and music. Courses focus on class participation and challenge students to think creatively while developing strong critical-thinking and analytical skills.

Mathematics is one of western civilizations' oldest and richest disciplines, and mathematics literacy and competence is an essential skill to have in a global society. The B.S. in mathematics provides a solid foundation for a variety of careers in business, science and related fields. Students interested in a high school teaching career may pursue secondary mathematics teaching licensure through this program.

*The Department of Mathematics offers courses with the following designator: MAT (mathematics). See full Course Descriptions.*

### Majors & Concentrations

#### Mathematics (B.S.)

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 & 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

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

- MAT-1531 Calculus I 4 credits
- MAT-2020 Mathematical Reasoning 3 credits
- MAT-2030 Probability & Statistics 3 credits
- MAT-2532 Calculus II 4 credits
- MAT-3210 Linear Algebra 3 credits

- PHY-1041 Physics I 4 credits **OR**
- CIS-2271 Java Programming 3 credits
- INT-3150 Gödel, Escher, Bach: An Eternal Golden Braid 3 credits

### Elective Courses (take at least 15 credits)

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

### Capstone Requirement:

- MAT-4930 Senior Project in Mathematics 3 credits

Total: 41-42 credits

*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 either PHY 1041, Physics I, or CIS 2271, Java Programming, and are also required to take INT 3150, Gödel, Escher, Bach: An Eternal Golden Braid. It is also recommended that students take a course in economics.*

*\* MAT-3240, MAT-4130 and MAT-4140 are all required for Secondary Teaching Endorsement in Mathematics Education.*

## Secondary Teaching License in Mathematics

Students pursuing licensure endorsement to teach mathematics in grades 7-12 must successfully complete either the B.S. in Mathematics as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Minors

### Mathematics Minor

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

### Required Courses

- MAT-1531 Calculus I 4 credits
- MAT-2020 Mathematical Reasoning 3 credits
- MAT-2030 Probability & Statistics 3 credits
- MAT-2532 Calculus II 4 credits
- MAT-3210 Linear Algebra 3 credits

## Elective

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

Total: 20-21 credits

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

## Writing/Literature

### Faculty/Staff

Daniel Towner, *Professor*  
 Tyrone Shaw, *Associate Professor*  
 Sharon Twigg, *Associate Professor, Department Chair*  
 Elizabeth Powell, *Associate Professor*  
 Jensen Beach, *Assistant Professor*  
 Sandra Noyes, *Staff Assistant*

Programs in the Writing & Literature Department stress the interdependence between literature and writing, between art and craft. Students learn to write and read with sensitivity and precision, to appreciate literature and literary theory, and to produce work in a variety of genres. Creative writing majors specialize in poetry, fiction or the creative essay and sharpen their skills in small writing-workshop courses. English students explore literature and language from critical, aesthetic, historical, linguistic and national perspectives. And communications and community media majors acquire both the practical skills and theoretical knowledge essential to print, web and photo journalism as well as business writing and media relations.

In addition, all our students gain practical experience by working on one of our two literary journals, *Green Mountains Review* and *Pamplousse*, or our biweekly, student-produced newspaper, *Basement Medicine*. Guest speakers and readings by internationally recognized authors and journalists round out this rich and diverse program.

*The Writing & Literature Department offers courses with the following designators: ENG (English). See complete Course Descriptions.*

## Majors & Concentrations

### Communications & Community Media: Photojournalism (B.A.)

The Photojournalism concentration of the B.A. in Communications & Community Media prepares students for careers in photojournalism. Beginning with a background in basic journalistic practices and digital media, students 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 a focus on the ethical concerns of mass media in general and this visual medium in particular. **Graduates earn a B.A. in Communications & Community Media with a concentration in Photojournalism.**

## Communications & Community Media Programs at JSC

This interdisciplinary program consists of three concentrations -- Print and Web Community Journalism, Photojournalism and Public Relations -- that share 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. Students must successfully complete the requirements for one or more of the three concentrations in addition to the core Communications & Community Media curriculum.

## Learning Outcomes

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.

## Required Core Courses (24 credits)

- ENG-2051 Introduction to Newswriting 3 credits
- ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-3020 Feature Writing 3 credits
- ENG-4010 Issues in Journalism 3 credits
- SOC-3130 Mass Media & Society 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- CIS-2220 Website Design 3 credits
- ART-4025 Advanced Digital Media: Documentary & Social Media 3 credits

## Photojournalism Concentration

### Required Concentration Courses (24 credits)

- ENG-1260 Introduction to Photojournalism 3 credits
- ENG-3022 Advanced Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ART-2301 Photography I 3 credits
- ART-2430 Introduction to Video Production 3 credits
- ART-4020 Advanced Digital Media 3 credits
- ART-4040 Advanced Photography 3 credits
- ART-4140 Advanced Photojournalism 3 credits

- ART-4810 Internship in Art 1-12 credits (3 credits)

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

# Communications & Community Media: Print & Web Community Journalism (B.A.)

The Print & Web Community Journalism concentration in the B.A. in Communications & Community Media 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 prepare students to employ the best journalistic practices and to write in a variety of styles, including hard news, 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. **Students graduate with a B.A. in Communications & Community Media with a concentration in Print & Web Community Journalism.**

## Communications & Community Media Programs at JSC

This interdisciplinary program consists of three concentrations -- Print and Web Community Journalism, Photojournalism and Public Relations -- that share 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. Students must successfully complete the requirements for one or more of the three concentrations in addition to the core Communications & Community Media curriculum.

## Learning Outcomes

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.

## Required Core Courses (24 credits)

- ENG-2051 Introduction to Newswriting 3 credits
- ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-3020 Feature Writing 3 credits
- ENG-4010 Issues in Journalism 3 credits
- SOC-3130 Mass Media & Society 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- CIS-2220 Website Design 3 credits

- ART-4025 Advanced Digital Media: Documentary & Social Media 3 credits

## Print & Web Community Journalism Concentration

### Required Concentration Courses (24 credits)

- ENG-3022 Advanced Newspaper Publishing: Writing, Editing, Layout & Design 3 credits (take at least two times for a total of 6 credits)
- ENG-4130 The Form & Theory of Nonfiction 3 credits
- ENG-4160 Investigative Journalism 3 credits
- HIS-1212 American History II 3 credits **OR**
- POS-1020 American Politics & Government 3 credits
- ENG-4810 Internship 1-12 credits (3 credits required)

### Choose 2 of the following:

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Communications & Community Media: Public Relations (B.A.)

The Public Relations concentration in the B.A. in Communications & Community Media 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. **Students graduate with a B.A. in Communications & Community Media with a concentration in Public Relations.**

## Communications & Community Media Programs at JSC

This interdisciplinary program consists of three concentrations -- Print and Web Community Journalism, Photojournalism and Public Relations -- that share 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. Students must

successfully complete the requirements for one or more of the three concentrations in addition to the core Communications & Community Media curriculum.

## Learning Outcomes

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.

## Required Core Courses (24 credits)

- ENG-2051 Introduction to Newswriting 3 credits
- ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-3020 Feature Writing 3 credits
- ENG-4010 Issues in Journalism 3 credits
- SOC-3130 Mass Media & Society 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- CIS-2220 Website Design 3 credits
- ART-4025 Advanced Digital Media: Documentary & Social Media 3 credits

## Public Relations Concentration

### Required Concentration Courses (24 credits)

- BUS-1340 Social Entrepreneurship 3 credits
- ECO-2020 Macroeconomics 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-3070 Public Relations 3 credits
- BUS-3210 Advertising 3 credits
- BUS-3370 Business Organizational Communications 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits) (minimum of 240 hours)

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Creative Writing (B.F.A.)

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 B.F.A. 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; and
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.

### Required Courses

#### Core Courses

- ENG-1310 Introduction to Literature 3 credits
- ENG-2031 Editing & Publishing: The Literary Magazine 3 credits
- ENG-3032 Advanced Editing & Publishing: The Literary Magazine 3 credits

#### Writing Workshops Part I

- ENG-2101 Creative Writing 3 credits

#### Writing Workshops Part II (Take 3 courses)

Complete 9 credits from at least two different genres; students may repeat one genre.

- ENG-3120 Poetry Workshop 3 credits
- ENG-3130 Fiction Workshop 3 credits
- ENG-3140 The Creative Essay 3 credits

#### Lower-level Literature Survey Courses (Take 3 courses)

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

#### Upper-level Literature Survey Courses (Take 3 courses)

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits
- ENG-3395 Satire in Literature 3 credits
- ENG-3405 Literary Journalism 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits
- ENG-3530 The American Novel 3 credits
- ENG-3565 Shakespeare 3 credits
- ENG-3580 African American Literature 3 credits
- ENG-3680 Linguistics & Language History 3 credits
- ENG-4510 Literary Research Tutorial 3 credits
- ENG-4720 Seminar in Literature 3 credits

### Upper-level Coursework (Take 2 courses)

- ENG-4110 The Form & Theory of Fiction 3 credits
- ENG-4120 The Form & Theory of Poetry 3 credits
- ENG-4130 The Form & Theory of Nonfiction 3 credits
- ENG-4150 Literary Criticism & Theory 3 credits

### Thesis

- ENG-4920 Senior Thesis 3 credits  
(creative project in genre of specialization)

Total: 48 credits

## Secondary Teaching License in English

Students pursuing licensure endorsement to teach English in grades 7-12 must successfully complete either the B.A. in English or the B.F.A. in Creative Writing as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## English (B.A.)

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.

## Required Courses

### Introductory Core Courses

- ENG-1310 Introduction to Literature 3 credits

### Introductory Survey Courses (choose 3 courses)

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

### Writing Courses (choose 2 courses)

- ENG-2051 Introduction to Newswriting 3 credits
- ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-2101 Creative Writing 3 credits
- ENG-3020 Feature Writing 3 credits
- ENG-3022 Advanced Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-3120 Poetry Workshop 3 credits
- ENG-3130 Fiction Workshop 3 credits
- ENG-3140 The Creative Essay 3 credits

### Upper-level Specialty Courses in Literature, Language and Criticism

- ENG-3565 Shakespeare 3 credits
- ENG-4150 Literary Criticism & Theory 3 credits
- ENG-4510 Literary Research Tutorial 3 credits

### Additional Upper-level Specialty Courses in Literature, Language & Criticism (choose 4 courses)

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits
- ENG-3395 Satire in Literature 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits
- ENG-3530 The American Novel 3 credits
- ENG-3580 African American Literature 3 credits
- ENG-3680 Linguistics & Language History 3 credits
- ENG-4720 Seminar in Literature 3 credits

### Optional Thesis

- ENG-4920 Senior Thesis 3 credits

Total: 39 credits (42 with thesis)

## Secondary Teaching License in English

Students pursuing licensure endorsement to teach English in grades 7-12 must successfully complete either the B.A. in English or the B.F.A. in Creative Writing as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Minors

### Creative Writing Minor

#### Required Courses

## Introductory-level Creative Writing Course

- ENG-2101 Creative Writing 3 credits

## Lower-level Literature Survey Courses (take 3 courses)

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

## Form & Theory Course (take 1 course)

- ENG-4110 The Form & Theory of Fiction 3 credits
- ENG-4120 The Form & Theory of Poetry 3 credits
- ENG-4130 The Form & Theory of Nonfiction 3 credits

## Upper-level Literature Courses (take 1 course)

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits
- ENG-3395 Satire in Literature 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits
- ENG-3530 The American Novel 3 credits
- ENG-3565 Shakespeare 3 credits
- ENG-3580 African American Literature 3 credits
- ENG-3680 Linguistics & Language History 3 credits
- ENG-4720 Seminar in Literature 3 credits

## Upper-level Writing Workshops (take 2 courses)

- ENG-3120 Poetry Workshop 3 credits
- ENG-3130 Fiction Workshop 3 credits
- ENG-3140 The Creative Essay 3 credits

Total: 24 credits

## **Literature Minor**

### Required Courses

#### Introductory Survey Courses (take 4 courses)

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits

#### Specialty Courses in Particular Genres, Periods, Themes or Authors (take 3 courses)

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits
- ENG-3395 Satire in Literature 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits
- ENG-3530 The American Novel 3 credits
- ENG-3565 Shakespeare 3 credits
- ENG-3580 African American Literature 3 credits
- ENG-3680 Linguistics & Language History 3 credits
- ENG-4720 Seminar in Literature 3 credits

Total: 21 credits

## **Academic Programs**

### **Majors & Concentrations**

### **Anthropology & Sociology (B.A.)**

With integrative study in anthropology and sociology, students investigate and learn to appreciate how diversities and social-structural arrangements among people affect the distribution of power and the ability of people to live meaningful, sustainable lives and co-exist in a fair, socially just world. Anthropology explores the range of cultural and biological differences and similarities among all peoples; topics include evolution, environment, symbolism, values, art, healing, religion and consciousness. Sociology investigates social interaction, the societal forces of inequality and power, and how social structures, economics, politics, education, religion, technology and the media affect the way we behave, interact and view the world.

## Learning Outcomes

Anthropology & Sociology graduates should be able to demonstrate:

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, multicultural knowledge and "people skills" in diversity, global awareness and social justice. Career options include education, personnel management, social service agencies, government positions doing research and training, criminal justice and international intelligence agencies.

## Anthropology & Sociology Curriculum

### Required Core Courses (15 credits)

- ANT-1010 Introduction to Cultural Anthropology 3 credits
- SOC-1010 Introduction to Sociology 3 credits
  
- ANT-3110 Development of Anthropological Thinking 3 credits **OR**
- SOC-4020 Sociological Theory 3 credits
  
- ANT-3120 Science, Research Methods & Ethics 3 credits
- ANT-4720 Senior Seminar in Anthropology/Sociology 3 credits

### Electives (18 credits)

Take at least 6 credits from the following:

- ANT-3020 Religion, Culture & Alternate Realities 3 credits
- ANT-3040 Culture Change in the Modern World 3 credits
- ANT-3130 Culture & Personality 3 credits
- ANT-4010 Anthropology of Death 3 credits
- ANT-4020 Multicultural Health, Illness & Healing 3 credits
- ANT-4730 Topical Seminar in Anthropology 1-3 credits

Take at least 6 credits from the following:

- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-2050 Drugs, Herbs & Society 3 credits
- SOC-2140 Sociolinguistics 3 credits
- SOC-2150 Social Solutions 3 credits
- SOC-3020 Environment & Society 3 credits
- SOC-3040 Social Movement, Culture & Activism 3 credits
- SOC-3050 Gender & Society 3 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits
- SOC-3130 Mass Media & Society 3 credits
- SOC-3230 Alternative Medicine, Science & Disease 3 credits
- SOC-4010 Family Violence 3 credits
- SOC-4030 Global Health, Diversity & Policy 3 credits
- SOC-4730 Topical Seminar in Sociology 1-3 credits

Optional: Take no more than 6 credits from the following:

- CSV-1011 Principles in Community Service Learning 2 credits
- CSV-1012 Community Service Learning 1 credits
- CSV-3010 Leadership through Volunteer Service Learning 1 credits
  
- FRE-1111 French I 3 credits **AND**
- FRE-1111L French I Lab 1 credits
  
- FRE-3010 Culture & Civilization through Correspondence & Conversation 3 credits
- HIS-2210 Women in U.S. History 3 credits
- HIS-3450 Women in European History 3 credits
- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits
- MUS-3050 The Social History of Rock & Roll 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- PSY-3230 Psychology of Gender 3 credits
  
- SPA-1011 Spanish I 3 credits **AND**
- SPA-1011L Spanish I 1 credits

**Important:**

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

# Anthropology & Sociology: Criminal Justice (B.A.)

This program goes beyond the study of law and crime to explore complex issues of social justice related to crime, punishment and victimization, including race, class, gender and sexuality. Students explore current trends and controversies and gain cross-cultural competencies needed to work successfully with diverse populations. A distinguishing feature of this program is its emphasis on the growing field of restorative justice, a technique that involves working with victims as well as offenders.

**Students graduate with a B.A. in Anthropology & Sociology with a concentration in Criminal Justice.** The Anthropology & Sociology major itself develops in students an understanding of diversities and social structural arrangements among people affect the distribution of power and the ability of people to live meaningful, sustainable lives and co-exist in a fair and socially just world. (Note: Criminal Justice also is offered as a concentration in the B.A. in Political Science.)

The multidisciplinary concentration in criminal justice draws on JSC's rich liberal arts tradition and commitment to high-impact education -- "learning by doing" -- to explore the relationships of crime, law and social justice. It also cross-cultural competency, preparing students to communicate and work with those from a wide range of backgrounds and with disparate life experiences.

Supported by a network of community partner organizations, the program offers internships in the field of criminal justice, particularly in the arenas of restorative justice and victim advocacy as well as in border patrol and other areas of law enforcement. Students complete these internships in their junior or senior year along with a concurrent senior seminar.

A range of disciplines are brought to bear on criminal justice, including anthropology, political science, psychology and sociology. The program prepares student for a careers in law enforcement and criminal investigation, crime analysis, juvenile justice, victim advocacy, restorative justice and community development, social justice and public policy. A criminal justice background also prepares students to pursue careers in law, from working as paralegals and legal assistants to attending law school.

## Learning Outcomes

In addition to meeting the learning outcomes of the B.A. in Anthropology & Sociology, upon completion of the concentration in criminal justice, students should be able to:

1. Critically evaluate key theories about crime and criminal behavior.
2. Critically assess existing criminal justice systems with the aim of improving their condition and function.
3. Identify and assess alternative solutions to problems associated with existing models of crime control.
4. Develop and demonstrate sufficient self-awareness to understand the influence of personal biases and values in interacting with diverse groups.
5. Identify and analyze ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.
6. Understand key issues and approaches in the field of criminal justice, including mental health, substance abuse, youth development, trauma-informed care, and results-based accountability.
7. Demonstrate familiarity with key skill sets in the field of criminal justice, including effective communication and conflict resolution and de-escalation.
8. Apply understandings of research methods and data collection techniques for conducting research in criminal justice.
9. Apply understandings of criminal justice policy and key controversies to field experiences.

## Anthropology & Sociology Curriculum

### Required Core Courses (15 credits)

- ANT-1010 Introduction to Cultural Anthropology 3 credits
- SOC-1010 Introduction to Sociology 3 credits
- ANT-3110 Development of Anthropological Thinking 3 credits **OR**
- SOC-4020 Sociological Theory 3 credits
- ANT-3120 Science, Research Methods & Ethics 3 credits
- ANT-4720 Senior Seminar in Anthropology/Sociology 3 credits

## Electives (18 credits)

Take at least 6 credits from the following:

- ANT-3020 Religion, Culture & Alternate Realities 3 credits
- ANT-3040 Culture Change in the Modern World 3 credits
- ANT-3130 Culture & Personality 3 credits
- ANT-4010 Anthropology of Death 3 credits
- ANT-4020 Multicultural Health, Illness & Healing 3 credits
- ANT-4730 Topical Seminar in Anthropology 1-3 credits

Take at least 6 credits from the following:

- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-2050 Drugs, Herbs & Society 3 credits
- SOC-2140 Sociolinguistics 3 credits
- SOC-2150 Social Solutions 3 credits
- SOC-3020 Environment & Society 3 credits
- SOC-3040 Social Movement, Culture & Activism 3 credits
- SOC-3050 Gender & Society 3 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits
- SOC-3130 Mass Media & Society 3 credits
- SOC-3230 Alternative Medicine, Science & Disease 3 credits
- SOC-4010 Family Violence 3 credits
- SOC-4030 Global Health, Diversity & Policy 3 credits
- SOC-4730 Topical Seminar in Sociology 1-3 credits

Optional: Take no more than 6 credits from the following:

- CSV-1011 Principles in Community Service Learning 2 credits
- CSV-1012 Community Service Learning 1 credits
- CSV-3010 Leadership through Volunteer Service Learning 1 credits
- FRE-1111 French I 3 credits **AND**
- FRE-1111L French I Lab 1 credits
- FRE-3010 Culture & Civilization through Correspondence & Conversation 3 credits

- HIS-2210 Women in U.S. History 3 credits
- HIS-3450 Women in European History 3 credits
- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits
- MUS-3050 The Social History of Rock & Roll 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- PSY-3230 Psychology of Gender 3 credits
  
- SPA-1011 Spanish I 3 credits **AND**
- SPA-1011L Spanish I 1 credits

## Criminal Justice Curriculum

*Note:* Criminal Justice requirements that meet requirements for the major are also applied toward the major.

### Required Core Courses

- CRJ-1010 Introduction to Criminal Justice 3 credits
- CRJ-1040 Criminal Justice Lecture Series: Careers in the Field 1 credits
- CRJ-4810 Internship in Criminal Justice 1-12 credits  
CRJ-4770 Senior Seminar 1 credit (pending approval)  
*Criminal Justice internships must be arranged the semester prior to the semester in which they occur, and they must be taken concurrently with the Senior Seminar.*
  
- POS-1010 Introduction to Political Science 3 credits **OR**
- POS-1020 American Politics & Government 3 credits
  
- ANT-1010 Introduction to Cultural Anthropology 3 credits **OR**
- SOC-1010 Introduction to Sociology 3 credits
  
- CRJ-4020 Criminal Justice: Who is "Criminal"? 3 credits **OR**
- PSY-3065 Abnormal Behavior 3 credits **OR**
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits **OR**
- SOC-3170 Power, Politics & Inequality 3 credits

### Electives (take 12 credits)

- CRJ-2150 Community & Restorative Justice 3 credits
- CRJ-2230 Introduction to Criminal Law 3 credits
- CRJ-4020 Criminal Justice: Who is "Criminal"? 3 credits
- PSY-4035 Forensic Psychology 3 credits

- PHI-1040 Introduction to Ethics 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-2110 State & Local Government 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3170 U.S. Constitutional Law 3 credits
- POS-3210 Canadian Politics 3 credits
- PSY-3065 Abnormal Behavior 3 credits
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-3050 Gender & Society 3 credits
- SOC-3170 Power, Politics & Inequality 3 credits
- SOC-4010 Family Violence 3 credits
- SSC-1050 FYS: A Call to Action 3 credits

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Art (B.A.)

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

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits
- ART-1140 Design I 3 credits

- ART-2110 Introduction to Digital Media 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits

Subtotal: 21 credits

## Introductory Studio Electives

(Select two courses)

- ART-1231 Ceramics I 3 credits
- ART-2150 Jewelry & Metalsmithing 3 credits
- ART-2301 Photography I 3 credits
- ART-2410 Introduction to Printmaking 3 credits

Subtotal: 6 credits

## Advanced Art History & Studio\* Electives

(Select five courses, including at least one from ARH and one from ART)

- ARH-3015 Greek & Roman Art 3 credits
- ARH-3020 Art of the Renaissance 3 credits
- ARH-3060 Twentieth Century Art 3 credits
- ARH-3110 The Spiritual in Non-Western Art 3 credits
- ARH-3120 Art Criticism 3 credits
- ARH-3130 The History of Photography 3 credits
- ARH-3140 African Art 3 credits
- ARH-3150 Art of the Human Body 3 credits
- ARH-3210 Women in Art 3 credits
- ART-3031 Life Drawing 3 credits
- ART-3032 Advanced Drawing 3 credits
- ART-3040 Landscape Painting 3 credits
- ART-3222 Ceramics II 3 credits
- ART-3314 Advanced Printmaking 3 credits
- ART-3320 Monoprints 3 credits
- ART-4007 Graphic Novels 3 credits
- ART-4020 Advanced Digital Media 3 credits
- ART-4040 Advanced Photography 3 credits
- ART-4050 Advanced Painting 3 credits
- ART-4060 Advanced Digital: Graphic Design 3 credits
- ART-4070 Advanced Digital: Web Design for Artists 3 credits
- ART-4110 Visual Art & Performance 3 credits
- ART-4130 Advanced Sculpture 3 credits
- ARH-4710 Special Topics in Art History 3 credits
- ART-4710 Special Topics in Art 3 credits

Subtotal: 15 credits

\*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 credits

Total: 45 credits

## Art Education (PreK-12) Teaching Endorsement

Students pursuing a license to teach art in grades PreK-12 must complete either the B.A. in Art or the B.F.A. in Studio Arts as well as specific teacher-education coursework and requirements. Please refer to the Unified Arts Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Biology: Field Naturalist (B.A.)

The B.A. in Biology: Field Naturalist is designed for students who want to pursue careers in environmental education or research positions for state or federal environmental conservation agencies, private conservation organizations, consulting firms and environmental education institutions. Field naturalists have a broad knowledge of ecology, organismal biology, field geology, environmental chemistry, conservation biology and wildlife management.

## Learning Outcomes

The B.A. in Biology: Field Naturalist is designed 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.

## Required Core Courses

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits +
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits \* +
- BIO-2145 Plant Biology 4 credits
- BIO-2310 Invertebrate & Vertebrate Zoology 4 credits
- BIO-2340 Fundamentals of Ecology 4 credits \*
  
- BIO-3720 Current Topics in Biology 1 credits (spring only) **OR**
- ENV-2210 Current Topics in Science 1 credits (fall only)

- BIO-4810 Internship in Biology 1-12 credits (3-12 credits) **OR**
- BIO-4920 Senior Thesis 3 credits (3-12 credits)
- CHE-1032 General Chemistry II 4 credits \* +
- CHE-1031 General Chemistry I 4 credits \*
- ENV-1050 Introduction to Earth Science 4 credits \* +
- ENV-1110 Introduction to Environmental Problems 3 credits \*
- ENV-2050 The Natural History of Vermont 3 credits \*

## Electives (choose at least 4 courses):

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

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

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

## Total: 55-67 credits

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

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

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Biology: General (B.S.)

This program focuses on the core sub-disciplines of biology, including molecular and cellular biology, organismal biology, ecology and evolution. Students explore the world in the field and in laboratory, working side by side with professors and peers conducting research and benefiting from advanced learning opportunities typically reserved for graduate-level students. **Students graduate with a B.S. in Biology concentrating in General Biology.** Graduates who also successfully complete the required education courses for secondary licensure become candidates for a license to teach science in grades 7-12.

### Biology Programs at JSC

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 sub-disciplines 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 artificial stream laboratory, a cellular and molecular laboratory, and extensive herbarium and vertebrate museum collections.

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

The B.S. in Biology is designed for students who desire a comprehensive training in the life sciences leading to areas in education, research or medicine. As noted above, graduates who also complete the required education courses for secondary licensure become candidates for a license to teach science in grades 7-12.

## Learning Outcomes

- 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.
- Students will design and carry out a research study that incorporates the major steps in the scientific method of investigation.
- Students will communicate effectively both in scientific writing and oral presentations.
- Students will learn and apply ethical guidelines.

### Biology Curriculum (42 credits)

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits \*+
  
- BIO-4810 Internship in Biology 1-12 credits **OR**
- BIO-4920 Senior Thesis 3 credits
  
- CHE-1031 General Chemistry I 4 credits \*
- CHE-1032 General Chemistry II 4 credits \*

- CHE-3111 Organic Chemistry I 4 credits \*
- CHE-3112 Organic Chemistry II 4 credits \*
- ENV-2210 Current Topics in Science 1 credits
- MAT-1531 Calculus I 4 credits \*
- PHY-1041 Physics I 4 credits \*
- PHY-1042 Physics II 4 credits \*

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

## General Biology Concentration Curriculum

- BIO-2340 Fundamentals of Ecology 4 credits
- BIO-3220 Genetics 4 credits

Electives (choose at least 1 from each set):

### Set 1: Mathematics

- MAT-2030 Probability & Statistics 3 credits
- MAT-2532 Calculus II 4 credits

### Set 2: Cell/Molecular Biology

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

### Set 3: Organismal Biology

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

### Set 4: Ecology/Evolution

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

Total: 65-66 credits

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

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

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Biology: Pre-Medical (B.S.)

This program prepares students for a variety of positions in medicine, science and research as well as admission to medical school. In addition to core biology courses and labs (including physics, calculus, and general and organic chemistry), students take upper-level electives in anatomy and physiology, pharmacology, nutrition, genetics, microbiology, kinesiology and related topics. **Students graduate with a B.S. in Biology with a concentration in Pre-Medical Biology.** Graduates who successfully complete the required education courses for secondary licensure become candidates for a license to teach science in grades 7-12.

## Biology Programs at JSC

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 sub-disciplines 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 artificial stream laboratory, a cellular and molecular laboratory, and extensive herbarium and vertebrate museum collections.

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

The B.S. in Biology is designed for students who desire a comprehensive training in the life sciences leading to areas in education, research or medicine. As noted above, graduates who also complete the required education courses for secondary licensure become candidates for a license to teach science in grades 7-12.

## Learning Outcomes

- 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.
- Students will design and carry out a research study that incorporates the major steps in the scientific method of investigation.
- Students will communicate effectively both in scientific writing and oral presentations.
- Students will learn and apply ethical guidelines.

## Biology Curriculum (42 credits)

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits \*+
  
- BIO-4810 Internship in Biology 1-12 credits **OR**
- BIO-4920 Senior Thesis 3 credits
  
- CHE-1031 General Chemistry I 4 credits \*
- CHE-1032 General Chemistry II 4 credits \*
- CHE-3111 Organic Chemistry I 4 credits \*
- CHE-3112 Organic Chemistry II 4 credits \*
- ENV-2210 Current Topics in Science 1 credits
- MAT-1531 Calculus I 4 credits \*
- PHY-1041 Physics I 4 credits \*
- PHY-1042 Physics II 4 credits \*

*\* These courses also fulfill requirements in the Environmental Science, Health Sciences, Outdoor Education and Wellness & Alternative Medicine programs.*

## Pre-Medical Concentration Curriculum

Take at least 16 credits from the following:

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

## Additional Recommended Courses (15 credits)

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

- PSY-1010 Introduction to Psychology 3 credits
- PSY-3330 Psychology of Addictions 3 credits
- PSY-4010 Biological Psychology 3 credits
- SOC-1010 Introduction to Sociology 3 credits
- SOC-3060 Sexuality & Intimacy 3 credits

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Business: Accounting (B.A.)

Students in this program complete a core of business courses plus 20 credits in accounting and financial reporting. Students gain specialized knowledge in accounting and financial reporting as well as an integrated overview of the economic activities of business entities. An internship is required. **Graduates earn a B.A. in Business with a concentration in Accounting** and are prepared for entry-level positions in public accounting, business, government and nonprofit organizations.

Students who intend to become licensed or certified public accountants (CPAs) in Vermont are advised that they must complete the following *additional* academic requirements as adopted by the state in July 2014: They must complete a total of 150 credit hours (30 more than a typical bachelor's degree), and 42 of those credits must be in accounting-related courses. This may be accomplished by taking summer classes as well as a full course load (18 credits) during the fall and spring semesters or by enrolling in JSC's Certificate of Proficiency in Accounting program following graduation. (Note: In addition to the *academic* requirements, Vermont regulations require one year of accounting work experience in order to gain licensure and sit for the national CPA exam.)

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

## Accounting Concentration

### Required Concentration Courses (20 credits)

- ACC-2230 Federal Taxes 3 credits
- ACC-3025 Cost Management 3 credits
- ACC-3111 Advanced Intermediate Accounting I 4 credits
- ACC-3112 Advanced Intermediate Accounting II 4 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

# Business: Hospitality & Tourism Management (B.A.)

Tourism and hospitality is one of the worlds' fastest growing industries. This program includes a core of business courses, with additional courses in hospitality and tourism management. Students complete more than 480 hours of documented experiential learning over four years, including a mandatory internship. **Graduates earn a B.A. in Business with a concentration in Hospitality & Tourism Management.**

Tourism and hospitality is one of the world's fastest growing industries, employing millions around the globe and providing exciting career opportunities near and far. Business students in this concentration will complete a rigorous internship to complement their learning. Past internships included our local area ski resorts, the Boston Harbor Hotel, the Dunes in South Carolina and the Sheraton Hotel in Oahu, Hawaii.

Students complete both business and HTM courses and select from a broad range of electives to round out their education. Faculty connections and formal partnerships enable JSC to connect students with top resorts, hotels, restaurants and event-management firms for part-time employment during their college years and rewarding careers following graduation.

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits

- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

## HTM Concentration

### Required Concentration Courses (21 credits)

- HTM-1010 Survey of Hospitality & Tourism 3 credits
- HTM-3010 Food & Beverage Management 3 credits
- HTM-3110 Lodging & Resort Operations 3 credits
- HTM-3210 International Travel & Tourism 3 credits \*
- HTM-3230 Facility Planning & Design 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Business: Management (B.A.)

Through internships, case studies and simulations, students apply theory to actual business situations and develop skills in strategic planning, organization, leadership and human resources. The program includes a core of business courses. **Graduates earn a B.A. in Business with a concentration in Management.** This program provides students with the skills and knowledge to run their own business, succeed in an organization of their choosing, or pursue an M.B.A.

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

### Management Concentration Curriculum (18 credits)

- BUS-3150 Production/Operations Management 3 credits
- BUS-3230 Financial Management 3 credits
- BUS-4070 Strategic Decision Making 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)
- CIS-1410 Intermediate Spreadsheets 3 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Business: Marketing (B.A.)**

The B.A. in Business with a concentration in Marketing connects business theory and practice with the modern-day realities of lightning-speed advances in technology, social media and "big data" capabilities. Through a required

internship, case studies, simulations and real projects completed for local businesses, students develop 21st-century skills in business and marketing. **Graduates earn a B.A. in Business with a concentration in Marketing.**

Students conduct and analyze market research, develop marketing plans and examine how businesses and organizations respond to marketing challenges. In the process, they develop teamworking and presentation skills, the ability to plan in advance and think strategically, and the knowledge and skills to use social media and the Internet to build both a brand and a base of loyal customers. Supported by a diverse liberal arts curriculum, students gain a solid foundation in communications, critical thinking, problem solving, decision-making and creativity that forms the basis for success in this high-demand field.

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

## Marketing Concentration Curriculum (18 credits)

- BUS-3050 Principles of Sales 3 credits
- BUS-3210 Advertising 3 credits
- BUS-4030 Marketing Research 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)
- CIS-2220 Website Design 3 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Business: Sport Management (B.A.)

This program reflects the fact that sports today is as much about marketing events and refining a brand as it is about working with players and scheduling events - and that strong business skills are essential for successful careers in sport management. Students complete a core of business courses plus specific courses related to the business side of sports and recreation. An internship is required. **Students graduate with a B.A. in Business with a concentration in Sport Management.** Career opportunities range from managing professional teams and arenas to overseeing the marketing and finances of sports teams and organizations.

## Business Programs at JSC

The B.A. in Business 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 program encompasses product and service planning, organizational structure, leadership, human resource management, marketing and financial management. Students engage in both classroom and high-impact learning experiences, including internships with businesses and organizations. By agreement with Clarkson University, **graduates who successfully complete specific courses through this program may earn an M.B.A. with one year of graduate study** at Clarkson. Refer to the Business & Economics Department page for details.

## Learning Outcomes

The B.A. in Business is designed to produce graduates who can:

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, as well as mastery of the fundamental skills and knowledge required to successfully steward a business operation.

## Business Curriculum

### Required Core Courses (38 credits)

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-4720 Senior Seminar 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

*In addition, all Business students are strongly encouraged to take MAT 2030 MAT-2030 Probability & Statistics and MAT 1221 MAT-1221 Finite Mathematics to meet part of their General Education Curriculum requirements.*

### Sport Management Concentration Curriculum (18 credits)

- AHS-4030 Psychology of Sports & Exercise 3 credits
- BUS-3420 Athletic Facility & Event Management 3 credits
- BUS-3430 Sport & Society 3 credits
- BUS-4320 Sport Promotion & Branding 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits)

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Childhood Education (B.A.); to teach Elementary & Special Education**

The B.A. in Childhood Education prepares students to become K-6 teachers licensed in both Elementary Education and Special Education. With careful planning, a full-time student can complete the degree and earn both licensure endorsements in just four years. Graduates who successfully complete the degree become candidates for a Level I Professional Educator's License issued by the Vermont Agency of Education. This license is required in order to work as a public school teacher in Vermont; it also is recognized and accepted by more than 40 other states, districts and territories.

Through courses and practicum experiences, students learn the theories, research, standards and practices that provide a solid foundation for educators who are passionate about teaching, inclusive and progressive in their practices, modern and up to date in their techniques, and committed to social equity and the delivery of education to diverse learners.

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.

Students who intend to teach in grades K-6 must declare Childhood Education as their academic major and apply to JSC's **Teacher Education Program in Inclusive Elementary Education** after completing their first education course. *Important:* Declaring a major in Childhood Education is not the same as being accepted into this Teacher Education Program; see Applying to a Teacher Education Program at JSC below.

Most courses must be taken in a specific order; students should check advisement forms, program evaluations and prerequisites for details. 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.

Theoretical Framework & Learning Pursuits

Applying to a Teacher Education Program at JSC

Advancing through a Teacher Education Program at JSC

## 1. Required Childhood Education Courses

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

Total: 45 credits

## 2. Required Education Courses

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.

- EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education 0 credits
- EDU-TEW2 Teacher Education Workshop 2: Application for Practicum I 0 credits
- EDU-TEW3 Teacher Education Workshop 3: Application for Practicum II 0 credits
- EDU-TEW4 Teacher Education Workshop 4: Application for student teaching 0 credits
- EDU-TEW5 Teacher Education Workshop 5: Application for a Verification Check 0 credits
- EDU-2360 Perspectives on Learning in a Diverse Society 3 credits \*
- EDU-3032 Language, Culture, Literature, & Education 3 credits \*
- EDU-3100 Literacy Intervention, Assessment & Strategies 3 credits \*

EDU-XXXX Literacy & Media for Children & Youth, 3 credits

Total: 12 credits

### 3. Required Inclusive Education Courses

In addition to the major in Childhood Education and the courses for the ELED Program, complete the courses below for the Inclusive ELED Program, which provides eligibility for an endorsement in Special Education, K-6, in addition to the Elementary Education endorsement. Students must earn a B- or better in all courses marked with an asterisk (\*).

- EDU-3025 Evaluating Characteristics of Diverse Learners 3 credits \*
- EDU-4051 Strategies to Promote Inclusive Practices 3 credits \*
- EDU-4640 Special Education Practices & Procedures 3 credits \*

Total: 9 credits

### 4. Required Liberal Arts & Sciences Background Components

Students must demonstrate competence in the following nine liberal arts and sciences areas. **Through careful selection, courses chosen to meet this requirement also may meet JSC General Education requirements.** Students should consult with their advisor and submit their course plan to the Inclusive Elementary Education Program Director for approval.

1. Composition Jump to this requirement.
2. Quantitative Skills Jump to this requirement.
3. Literature Jump to this requirement.
4. Historical Thinking & Citizenship Jump to this requirement.
5. Artistic Expression Jump to this requirement.
6. Scientific Thinking Jump to this requirement.
7. Diversity Studies Jump to this requirement.
8. Identity Studies Jump to this requirement.
9. Interdisciplinary Studies Jump to this requirement.

#### Composition Components (A & B)

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.

- **On-campus students** should complete (A) ENG-1072 Exposition & Analysis and (B) the Writing Proficiency Exam (ENG-3999) or ENG-2005 The Self-Sufficient Writer.
- **EDP students** should complete ENG-1220 Rhetorical Expression, or pass EDP-3999, Challenge Exam for ENG-1220.
  - Composition A: 3 credits
  - Composition B: 3 credits

#### Quantitative Skills Components (A & B)

- **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. (Note: MAT-2030 is a prerequisite for EDU-3266, a required core course.)
  - Quantitative Skills A: 3 credits
  - Quantitative Skills B: 3 credits

## Literature Components (A & B)

- **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 (PreK-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-3032 Language, Culture, Literature, & Education, which is a required course in this teacher-education program, or you may take an equivalent course approved by your program director.
  - Literature A: 3 credits
  - Literature B: 3 credits

## Historical Thinking & Citizenship Component

Complete coursework that demonstrates you understand historical thinking and citizenship through study of American history, 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.

- Historical Thinking: 3 credits

## Artistic Expression Component

Complete coursework that demonstrates you understand music, drama and the visual arts as expressions of human emotion and culture and as 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-1030, THA-1041 or an equivalent course approved by your program director.

- Artistic Expression: 3 credits

## Scientific Thinking Components (A & B)

- **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.
- **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, BIO-3270 or an equivalent 3- or 4-credit Earth, environmental or atmospheric science course approved by your program director.
  - Scientific Thinking A: 4 credits (must include a formal lab or field study)

- Scientific Thinking B: 3-4 credits

## 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 The Ecology of Human Experience: Development, Culture & Identity, which is a required course in this major, or you may take an equivalent course approved by your program director.

- Diversity Studies: 3 credits

## 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 in a Diverse Society, which is a required course in this major, or you may take an equivalent course approved by your program director.

- Identity Studies: 3 credits

## Interdisciplinary Studies Component

Complete coursework that demonstrates you understand how academic study can explore themes and concepts across disciplines as well as issues in our lives and in the wider world. For example, take any First-Year Seminar or designated General Education interdisciplinary course or an equivalent course approved by your program director.

- Interdisciplinary Studies: 3 credits

## 5. Required Concentration or Second Major

With the assistance of their advisor and the Inclusive Elementary Education Program Director, students are to select and complete a 30-credit concentration or a second major. Students who choose a second major will have an advisor from the department in which the major is housed. Students must earn an overall GPA of B- or better in the concentration or major.

### Choices for a 30-Credit Concentration

- Anthropology/Sociology Concentration, Childhood Ed.
- Art Concentration, Childhood Ed.
- Biology Concentration, Childhood Ed.
- English Concentration, Childhood Ed.
- Environmental Science Concentration, Childhood Ed.
- Health Sciences Concentration, Childhood Ed.
- History Concentration, Childhood Ed.
- Liberal Arts & Sciences Concentration, Childhood Ed.
- Mathematics Concentration, Childhood Ed.
- Music Concentration, Childhood Ed.
- Political Science Concentration, Childhood Ed.
- Psychology Concentration, Childhood Ed.
- Theater Concentration, Childhood Ed.

## Choices for a Second Major

- Anthropology & Sociology (B.A.)
- Art (B.A.)
- Biology: Field Naturalist (B.A.)
- Biology: General (B.S.)
- Biology: Pre-Medical (B.S.)
- English (B.A.)
- Environmental Science: Environmental Analysis & Assessment (B.S.)
- Environmental Science: Environmental Policy & Advocacy (B.S.)
- General Studies (A.A.)
- Health Sciences: Health & Exercise Science (B.S.)
- Health Sciences: Physical Education (B.S.)
- Health Sciences: Pre-Physical Therapy (B.S.)
- History (B.A.)
- Music: Composition (B.A.)
- Music: Creative Pathways (B.A.)
- Music: Instrumental Performance, Classical (B.A.)
- Music: Instrumental Performance, Jazz/Contemporary (B.A.)
- Music: Sound Engineering (B.A.)
- Music: Vocal Performance, Classical (B.A.)
- Music: Vocal Performance, Jazz/Contemporary (B.A.)
- Political Science (B.A.)
- Psychology (B.A.)
- Theater & Drama (B.A.)

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Communications & Community Media: Photojournalism (B.A.)

The Photojournalism concentration of the B.A. in Communications & Community Media prepares students for careers in photojournalism. Beginning with a background in basic journalistic practices and digital media, students 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 a focus on the ethical concerns of mass media in general and this visual medium in particular. **Graduates earn a B.A. in Communications & Community Media with a concentration in Photojournalism.**

## Communications & Community Media Programs at JSC

This interdisciplinary program consists of three concentrations -- Print and Web Community Journalism, Photojournalism and Public Relations -- that share 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. Students must successfully complete the requirements for one or more of the three concentrations in addition to the core Communications & Community Media curriculum.

# Learning Outcomes

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.

## Required Core Courses (24 credits)

- ENG-2051 Introduction to Newswriting 3 credits
- ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-3020 Feature Writing 3 credits
- ENG-4010 Issues in Journalism 3 credits
- SOC-3130 Mass Media & Society 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- CIS-2220 Website Design 3 credits
- ART-4025 Advanced Digital Media: Documentary & Social Media 3 credits

## Photojournalism Concentration

### Required Concentration Courses (24 credits)

- ENG-1260 Introduction to Photojournalism 3 credits
- ENG-3022 Advanced Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ART-2301 Photography I 3 credits
- ART-2430 Introduction to Video Production 3 credits
- ART-4020 Advanced Digital Media 3 credits
- ART-4040 Advanced Photography 3 credits
- ART-4140 Advanced Photojournalism 3 credits
- ART-4810 Internship in Art 1-12 credits (3 credits)

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Communications & Community Media: Print & Web Community Journalism (B.A.)**

The Print & Web Community Journalism concentration in the B.A. in Communications & Community Media 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 prepare students to employ the best journalistic practices and to write in a variety of styles, including hard news, 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. **Students graduate with a B.A. in Communications & Community Media with a concentration in Print & Web Community Journalism.**

## Communications & Community Media Programs at JSC

This interdisciplinary program consists of three concentrations -- Print and Web Community Journalism, Photojournalism and Public Relations -- that share 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. Students must successfully complete the requirements for one or more of the three concentrations in addition to the core Communications & Community Media curriculum.

## Learning Outcomes

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.

## Required Core Courses (24 credits)

- ENG-2051 Introduction to Newswriting 3 credits
- ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-3020 Feature Writing 3 credits
- ENG-4010 Issues in Journalism 3 credits
- SOC-3130 Mass Media & Society 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- CIS-2220 Website Design 3 credits
- ART-4025 Advanced Digital Media: Documentary & Social Media 3 credits

## Print & Web Community Journalism Concentration

### Required Concentration Courses (24 credits)

- ENG-3022 Advanced Newspaper Publishing: Writing, Editing, Layout & Design 3 credits (take at least two times for a total of 6 credits)
- ENG-4130 The Form & Theory of Nonfiction 3 credits
- ENG-4160 Investigative Journalism 3 credits
  
- HIS-1212 American History II 3 credits **OR**
- POS-1020 American Politics & Government 3 credits

- ENG-4810 Internship 1-12 credits (3 credits required)

Choose 2 of the following:

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Communications & Community Media: Public Relations (B.A.)

The Public Relations concentration in the B.A. in Communications & Community Media 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. **Students graduate with a B.A. in Communications & Community Media with a concentration in Public Relations.**

### Communications & Community Media Programs at JSC

This interdisciplinary program consists of three concentrations -- Print and Web Community Journalism, Photojournalism and Public Relations -- that share 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. Students must successfully complete the requirements for one or more of the three concentrations in addition to the core Communications & Community Media curriculum.

## Learning Outcomes

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.

## Required Core Courses (24 credits)

- ENG-2051 Introduction to Newswriting 3 credits
- ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-3020 Feature Writing 3 credits
- ENG-4010 Issues in Journalism 3 credits
- SOC-3130 Mass Media & Society 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- CIS-2220 Website Design 3 credits
- ART-4025 Advanced Digital Media: Documentary & Social Media 3 credits

## Public Relations Concentration

### Required Concentration Courses (24 credits)

- BUS-1340 Social Entrepreneurship 3 credits
- ECO-2020 Macroeconomics 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-3070 Public Relations 3 credits
- BUS-3210 Advertising 3 credits
- BUS-3370 Business Organizational Communications 3 credits
- BUS-4810 Internship in Business Management 1-12 credits (6 credits) (minimum of 240 hours)

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Creative Writing (B.F.A.)

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 B.F.A. 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; and
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.

## Required Courses

### Core Courses

- ENG-1310 Introduction to Literature 3 credits
- ENG-2031 Editing & Publishing: The Literary Magazine 3 credits
- ENG-3032 Advanced Editing & Publishing: The Literary Magazine 3 credits

### Writing Workshops Part I

- ENG-2101 Creative Writing 3 credits

### Writing Workshops Part II (Take 3 courses)

Complete 9 credits from at least two different genres; students may repeat one genre.

- ENG-3120 Poetry Workshop 3 credits
- ENG-3130 Fiction Workshop 3 credits
- ENG-3140 The Creative Essay 3 credits

### Lower-level Literature Survey Courses (Take 3 courses)

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

### Upper-level Literature Survey Courses (Take 3 courses)

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits
- ENG-3395 Satire in Literature 3 credits
- ENG-3405 Literary Journalism 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits
- ENG-3530 The American Novel 3 credits
- ENG-3565 Shakespeare 3 credits

- ENG-3580 African American Literature 3 credits
- ENG-3680 Linguistics & Language History 3 credits
- ENG-4510 Literary Research Tutorial 3 credits
- ENG-4720 Seminar in Literature 3 credits

## Upper-level Coursework (Take 2 courses)

- ENG-4110 The Form & Theory of Fiction 3 credits
- ENG-4120 The Form & Theory of Poetry 3 credits
- ENG-4130 The Form & Theory of Nonfiction 3 credits
- ENG-4150 Literary Criticism & Theory 3 credits

## Thesis

- ENG-4920 Senior Thesis 3 credits  
(creative project in genre of specialization)

Total: 48 credits

## Secondary Teaching License in English

Students pursuing licensure endorsement to teach English in grades 7-12 must successfully complete either the B.A. in English or the B.F.A. in Creative Writing as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## English (B.A.)

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.

## Required Courses

### Introductory Core Courses

- ENG-1310 Introduction to Literature 3 credits

### Introductory Survey Courses (choose 3 courses)

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

### Writing Courses (choose 2 courses)

- ENG-2051 Introduction to Newswriting 3 credits
- ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-2101 Creative Writing 3 credits
- ENG-3020 Feature Writing 3 credits
- ENG-3022 Advanced Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-3120 Poetry Workshop 3 credits
- ENG-3130 Fiction Workshop 3 credits
- ENG-3140 The Creative Essay 3 credits

### Upper-level Specialty Courses in Literature, Language and Criticism

- ENG-3565 Shakespeare 3 credits
- ENG-4150 Literary Criticism & Theory 3 credits
- ENG-4510 Literary Research Tutorial 3 credits

### Additional Upper-level Specialty Courses in Literature, Language & Criticism (choose 4 courses)

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits

- ENG-3395 Satire in Literature 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits
- ENG-3530 The American Novel 3 credits
- ENG-3580 African American Literature 3 credits
- ENG-3680 Linguistics & Language History 3 credits
- ENG-4720 Seminar in Literature 3 credits

## Optional Thesis

- ENG-4920 Senior Thesis 3 credits

Total: 39 credits (42 with thesis)

## Secondary Teaching License in English

Students pursuing licensure endorsement to teach English in grades 7-12 must successfully complete either the B.A. in English or the B.F.A. in Creative Writing as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Environmental Science: Environmental Analysis & Assessment (B.S.)

This research-based concentration of the B.S. in Environmental Science focuses more heavily on laboratory and field courses and prepares students for more technically orientated positions in the environmental field and for graduate programs in the sciences. Students conduct research in the field and in the laboratory and have the opportunity to present with faculty mentors at science events and professional conferences. **Students graduate with a B.S. in Environmental Science with a concentration in Environmental Analysis & Assessment.**

## Learning Outcomes

The B.S. in Environmental Science concentrating in Environmental Analysis & Assessment seeks to produce graduates who can:

- 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 science.
- Articulate, in oral, written and graphical form, assessments of environmental problems.

## Environmental Science Programs at JSC

Environmental science is an interdisciplinary field that provides an integrative and quantitative approach to the exploration of the biological, physical and societal aspects that govern the natural environment. The science faculty conduct research and provide instruction in ecology, meteorology, biology, chemistry, physics and geoscience. Lectures, laboratory work, fieldwork, internships and faculty-mentored student research prepare students for careers in private businesses, nonprofit organizations and government as well as graduate study. The fundamentals of science frame discussions of public policy and social action. All students are strongly encouraged to complete an internship in their area of interest. Graduates who successfully complete the required education courses for secondary licensure in addition to degree requirements become candidates for a license to teach science in grades 7-12.

Students in this major must complete the Environmental Sciences Core Curriculum as well as the requirements for one of the two concentrations: Environmental Analysis & Assessment or Environmental Policy & Advocacy.

## Environmental Science Core Courses (29 credits)

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits
- BIO-2340 Fundamentals of Ecology 4 credits
- CHE-1031 General Chemistry I 4 credits
- CHE-1032 General Chemistry II 4 credits
- ENV-1050 Introduction to Earth Science 4 credits
- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-2210 Current Topics in Science 1 credits (1 of 2)
- ENV-2210 Current Topics in Science 1 credit (2 of 2)

## Environmental Analysis & Assessment Concentration

### Required Concentration Courses

- ENV-3310 Applications in GIS 4 credits
- ENV-4720 Senior Thesis 3 credits **OR**
- ENV-4810 Internship in Environmental Science 1-12 credits (3 credits)
- GEY-3120 Field Geology 4 credits
- PHY-1041 Physics I 4 credits

### Electives (choose 3 of the following):

- BIO-3280 Environmental Toxicology 4 credits
- CHE-3111 Organic Chemistry I 4 credits
- CHE-3112 Organic Chemistry II 4 credits

- ENV-2910 Independent Study in Environmental Science 1-12 credits (3 credits) **OR**
- ENV-4910 Independent Study in Environmental Science 1-12 credits (3 credits)
- ENV-3130 Environmental Geology 4 credits
- ENV-3240 Fundamentals of Soil Science 4 credits
- ENV-3250 Meteorology & Climatology 4 credits
- ENV-3260 Global Climate Change 3 credits
- ENV-3400 Advanced GIS: Spatial Modeling 4 credits
- GEY-3110 Hydrogeology 4 credits
- PHY-1042 Physics II 4 credits

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Environmental Science: Environmental Policy & Advocacy (B.S.)

The Environmental Policy & Advocacy concentration of the B.S. in Environmental Science is designed to create tomorrow's leaders in the development of public policy and the management of natural resources. Through coursework, research and a recommended internship, students develop analytical skills and explore current topics in energy, ecology, climatology, water resources and more. **Students graduate with a B.S. in Environmental Science with a concentration in Environmental Policy & Advocacy.**

## Learning Outcomes

The B.S. in Environmental Science concentrating in Environmental Analysis & Assessment seeks to produce graduates who can:

- 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 science knowledge.
- Articulate in oral, written and graphical form assessments of environmental problems.

## Environmental Science Programs at JSC

Environmental science is an interdisciplinary field that provides an integrative and quantitative approach to the exploration of the biological, physical and societal aspects that govern the natural environment. The science faculty conduct research and provide instruction in ecology, meteorology, biology, chemistry, physics and geoscience. Lectures, laboratory work, fieldwork, internships and faculty-mentored student research prepare students for careers in private businesses, nonprofit organizations and government as well as graduate study. The fundamentals of science frame discussions of public policy and social action. All students are strongly encouraged to complete an internship in their area of interest. Graduates who successfully complete the required education courses for secondary licensure in addition to degree requirements become candidates for a license to teach science in grades 7-12.

Students in this major must complete the Environmental Sciences Core Curriculum as well as the requirements for one of the two concentrations: Environmental Analysis & Assessment or Environmental Policy & Advocacy.

### Environmental Science Core Courses (29 credits)

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits
- BIO-2340 Fundamentals of Ecology 4 credits
- CHE-1031 General Chemistry I 4 credits
- CHE-1032 General Chemistry II 4 credits
- ENV-1050 Introduction to Earth Science 4 credits
- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-2210 Current Topics in Science 1 credits (1 of 2)
- ENV-2210 Current Topics in Science 1 credit (2 of 2)

### Environmental Policy & Advocacy Concentration

#### Required Concentration Courses

- ECO-2020 Macroeconomics 3 credits
- ENV-3030 Water Resources 3 credits
- ENV-3040 Energy & Mineral Resources 3 credits
- ENV-3250 Meteorology & Climatology 4 credits
  
- ENV-4730 Senior Seminar 3 credits **OR**
- ENV-4720 Senior Thesis 3 credits
  
- POS-1020 American Politics & Government 3 credits **OR**
- POS-1010 Introduction to Political Science 3 credits
  
- POS-3050 Environmental Ethics & Politics 3 credits

#### Electives (choose 2 of the following):

- ENV-2910 Independent Study in Environmental Science 1-12 credits (3 credits) **OR**
- ENV-4910 Independent Study in Environmental Science 1-12 credits (3 credits)
  
- ENV-3010 Land Use Planning 3 credits

- ENV-3020 Environmental Law 3 credits
- ENV-3130 Environmental Geology 4 credits
- ENV-3150 Toxic & Solid Waste Management 3 credits
- ENV-3230 National Parks & Wilderness Management 3 credits
- ENV-3260 Global Climate Change 3 credits
- ENV-3310 Applications in GIS 4 credits
- ENV-3400 Advanced GIS: Spatial Modeling 4 credits
- ENV-4810 Internship in Environmental Science 1-12 credits (3 credits)
- GEY-3120 Field Geology 4 credits

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## General Studies (A.A.)

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.

## Health Sciences: Health & Exercise Science (B.S.)

Students in this program study the human body and learn how exercise, nutrition and psychosocial health behaviors influence health and wellness. Through coursework, research and a required internship, students study the sciences related to movement, exercise and contemporary health issues, and they assess and design programs to address risk factors, health and fitness in different populations. **Graduates earn a B.S. in Health Sciences with a concentration in Health & Exercise Science.** Graduates who successfully complete the education curriculum for secondary licensure become candidates for a license to teach science in grades 7-12.

In addition to the learning outcomes for all Health Sciences majors noted below, there are two additional outcomes for students in this concentration:

- Students will possess the knowledge and skills necessary for careers in clinical/medical settings, personal training, strength and conditioning, corporate health/wellness, community health education and health/wellness consulting.
- Students will be well-prepared for graduate programs in kinesiology, exercise science, public health, athletic training and related disciplines.

## Health Sciences Programs at JSC

Students majoring in Health Sciences at JSC choose one of three concentrations: Health & Exercise Science, Physical Education with or without licensure, and Pre-Physical Therapy. Students graduate with a B.S. in Health Sciences with a concentration in one of these specialties. Graduates who successfully complete the appropriate education curriculum also become candidates for a license to teach science (grades 7-12) or physical education (grades PreK-12).

The major is designed for students wishing to pursue careers in health, fitness, physical education and the allied health fields. It trains students in the basic sciences, including biology, chemistry, anatomy and physiology; assessment of health status; the disease process; health and fitness; and cardiac and pulmonary assessment and rehabilitation. Graduates are prepared for a variety of career options as well as graduate study (which is required for students pursuing careers as physical therapists, chiropractics, physician assistants and similar fields). In addition, with the current increases in lifestyle-related disease and the growing elderly population, graduates will be poised to take advantage of new prospects in the health field.

## Learning Outcomes

In addition to the outcomes identified within each concentration, the B.S. in Health Sciences 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 homeostasis of the body and mind and how they respond to these challenges.
- Apply knowledge related to physical activity, nutrition and other lifestyle behaviors to prevent and control diseases in diverse populations.
- 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 factors in healthy and diseased populations.
- Possess in-depth understanding of the scientific methods and the ability to accurately interpret and apply scientific findings related to the human body, health and disease.
- Demonstrate an ability to apply theoretical knowledge, research skills, use of technology and professionally appropriate and ethical behaviors in workplace settings.

## Required Core Courses (24 credits)

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- BIO-2011 Human Anatomy & Physiology I 4 credits
- BIO-2012 Human Anatomy & Physiology II 4 credits
- PSY-1010 Introduction to Psychology 3 credits

## Health & Exercise Science Concentration

## Required Concentration Courses

- AHS-1XXX First Aid/CPR/AED (under development) 1 credits
- AHS-2130 Strength & Conditioning 3 credits
- AHS-2XXX Health Sciences Seminar (under development) 1 credits
- AHS-4060 Cardiopulmonary Assessment, Rehabilitation & Training 4 credits
- AHS-4110 Psychophysiology of Stress 3 credits
  
- AHS-4810 Internship in Allied Health Science 1-12 credits (3 credits) **OR**
- AHS-4911 Senior Research 3 credits
  
- BIO-1210 Introduction to Biology 4 credits \* **OR**
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits \*
  
- BIO-3180 Nutrition 3 credits
- CHE-1031 General Chemistry I 4 credits \*
- ENV-2210 Current Topics in Science 1 credits (Students must complete 2 semesters @ 1 credit each.)

\*Fulfills GEC-FD-NS

## Electives (take 6 to 8 credits):

- AHS-1080 Lifetime Fitness 1 credits
- AHS-3043 Care & Prevention of Athletic Injuries 4 credits
- AHS-3050 Introduction to Pharmacology 3 credits
- AHS-4025 Health Behavior: Change & Adherence 3 credits
- BIO-3125 Biological Chemistry 4 credits (offered every 3 years)
- BIO-3130 Cellular Biology: A Molecular Approach 4 credits (offered every 3 years)
- BIO-3140 Microbiology 4 credits (offered every 3 years)
- CHE-1032 General Chemistry II 4 credits
- CHE-3111 Organic Chemistry I 4 credits
- PHY-1041 Physics I 4 credits \*
- PHY-1042 Physics II 4 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-3065 Abnormal Behavior 3 credits

\*Fulfills GEC-FD-NS

## Medical School Admission Requirements

Students who intend to apply to medical school after completing their B.S. in Health Sciences at JSC should take these standard prerequisite courses as well:

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits
- CHE-1031 General Chemistry I 4 credits
- CHE-1032 General Chemistry II 4 credits
- CHE-3111 Organic Chemistry I 4 credits

- CHE-3112 Organic Chemistry II 4 credits
- PHY-1041 Physics I 4 credits
- PHY-1042 Physics II 4 credits

*Some medical schools also require or recommend the following:*

- BIO-3125 Biological Chemistry 4 credits
- BIO-3220 Genetics 4 credits
- MAT-1531 Calculus I 4 credits

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Health Sciences: Physical Education (B.S.)

The Physical Education concentration in the B.S. in Health Sciences is a rigorous program that provides a strong foundation in the health sciences and meets or exceeds all national standards for PE teachers. An internship and/or field placements are required. Students have the option of earning the degree without teaching endorsement, in which case they can pursue career opportunities in physical activity and recreation programs, including fitness centers and corporate wellness programs. **Graduates earn a B.S. in Health Sciences with a concentration in Physical Education.** Graduates who successfully complete the education curriculum for the unified arts become candidates for a license to teach physical education in grades PreK-12.

In addition to the learning outcomes for all Health Sciences majors (see below), there are two additional outcomes for students in this concentration:

- Graduates will have the knowledge and skills to develop and deliver standards-based curriculum units and lessons for PreK-12 physical education, as well as assess and evaluate student learning, instruction and the curriculum itself.
- Graduates will have the knowledge and skills to establish an effective learning environment that is engaging, inclusive and recognizes cultural and learning diversity.

## Health Sciences Programs at JSC

Students majoring in Health Sciences at JSC choose one of three concentrations: Health & Exercise Science, Physical Education with or without licensure, and Pre-Physical Therapy. Students graduate with a B.S. in Health Sciences with a concentration in one of these specialties. Graduates who successfully complete the appropriate education curriculum also become candidates for a license to teach science (grades 7-12) or physical education (grades PreK-12).

The major is designed for students wishing to pursue careers in health, fitness, physical education and the allied health fields. It trains students in the basic sciences, including biology, chemistry, anatomy and physiology; assessment of health status; the disease process; health and fitness; and cardiac and pulmonary assessment and rehabilitation. Graduates are prepared for a variety of career options as well as graduate study (which is required for students pursuing careers as

physical therapists, chiropractics, physician assistants and similar fields). In addition, with the current increases in lifestyle-related disease and the growing elderly population, graduates will be poised to take advantage of new prospects in the health field.

## Learning Outcomes

In addition to the outcomes identified within each concentration, the B.S. in Health Sciences 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 homeostasis of the body and mind and how they respond to these challenges.
- Apply knowledge related to physical activity, nutrition and other lifestyle behaviors to prevent and control diseases in diverse populations.
- 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 factors in healthy and diseased populations.
- Possess in-depth understanding of the scientific methods and the ability to accurately interpret and apply scientific findings related to the human body, health and disease.
- Demonstrate an ability to apply theoretical knowledge, research skills, use of technology and professionally appropriate and ethical behaviors in workplace settings.

### Required Core Courses (24 credits)

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- BIO-2011 Human Anatomy & Physiology I 4 credits
- BIO-2012 Human Anatomy & Physiology II 4 credits
- PSY-1010 Introduction to Psychology 3 credits

### Physical Education Concentration

#### Required Concentration Courses (22 credits)

- AHS-2040 Advanced First Aid & Emergency Care 4 credits
- AHS-2130 Strength & Conditioning 3 credits
- DAN-1010 Fundamentals of Dance 3 credits
- OER-2140 Ropes Course Leadership 2 credits
- PED-1150 Foundations of Physical Education 3 credits
- PED-2040 Team Sports 2 credits
- PED-2110 Individual, Dual & Lifetime Activities 2 credits
- PED-3120 Measurement & Evaluation 3 credits

#### Electives (choose 1 of the following):

- AHS-3043 Care & Prevention of Athletic Injuries 4 credits

- AHS-4025 Health Behavior: Change & Adherence 3 credits
- AHS-4110 Psychophysiology of Stress 3 credits
- BIO-3180 Nutrition 3 credits
- OER-3010 Learning in the Outdoors 4 credits

## Physical Education Teaching Endorsement

Students pursuing teacher licensure in physical education must complete all preceding requirements plus the following:

- PED-3070 Methods of Teaching Elementary Physical Education 4 credits
- PED-3140 Methods of Teaching Secondary School Physical Education 4 credits
- EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education 0 credits
- EDU-TEW2 Teacher Education Workshop 2: Application for Practicum I 0 credits
- EDU-TEW3 Teacher Education Workshop 3: Application for Practicum II 0 credits
- EDU-TEW4 Teacher Education Workshop 4: Application for student teaching 0 credits
- EDU-TEW5 Teacher Education Workshop 5: Application for a Verification Check 0 credits
- EDU-2360 Perspectives on Learning in a Diverse Society 3 credits
- EDU-2365 The Ecology of Human Experience: Development, Culture & Identity 3 credits
- EDU-2370 The Contemporary School 3 credits
- EDU-3112 Instructional Dynamics for the Elementary Educator: Curriculum, Instruction & Assessment for Integrated, Engaging & Creative Learners; Part III: Unified Arts for Diverse Learners 3 credits
- EDU-3311 Foundations of Inclusive Practices 3 credits

In addition, students pursuing teaching licensure must complete all unified arts endorsement-specific requirements referenced in the Education Department section of this catalog.

- EDU-3440 Teaching Toward Democracy 3 credits
- EDU-4310 The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts 3 credits
- EDU-4650 Capstone & Thesis Seminar 3 credits
- EDU-4835 Physical Education Student Teaching 12 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Health Sciences: Pre-Physical Therapy (B.S.)

Pre-Physical Therapy is a rigorous, science-packed concentration that prepares graduates for admission to doctorate of physical therapy (D.P.T.) programs and paves the way for chiropractic and physician-assistant graduate study. Courses include chemistry, physics, anatomy, physiology, biology, psychology and statistics. An internship under the supervision of a physical therapist, chiropractor or physician assistant is required. **Graduates earn a B.S. in Health Sciences with a concentration in Pre-Physical Therapy.** Graduates who successfully complete the education curriculum for secondary licensure become candidates for a license to teach science in grades 7-12.

In addition to the learning outcomes for all Health Sciences majors (see below), there is an additional outcome for students in this concentration:

- Students will have the knowledge and skills for entry into graduate programs in physical therapy, chiropractic medicine, physician's assistant and related allied health disciplines.

## Health Sciences Programs at JSC

Students majoring in Health Sciences at JSC choose one of three concentrations: Health & Exercise Science, Physical Education with or without licensure, and Pre-Physical Therapy. Students graduate with a B.S. in Health Sciences with a concentration in one of these specialties. Graduates who successfully complete the appropriate education curriculum also become candidates for a license to teach science (grades 7-12) or physical education (grades PreK-12).

The major is designed for students wishing to pursue careers in health, fitness, physical education and the allied health fields. It trains students in the basic sciences, including biology, chemistry, anatomy and physiology; assessment of health status; the disease process; health and fitness; and cardiac and pulmonary assessment and rehabilitation. Graduates are prepared for a variety of career options as well as graduate study (which is required for students pursuing careers as physical therapists, chiropractics, physician assistants and similar fields). In addition, with the current increases in lifestyle-related disease and the growing elderly population, graduates will be poised to take advantage of new prospects in the health field.

## Learning Outcomes

In addition to the outcomes identified within each concentration, the B.S. in Health Sciences 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 homeostasis of the body and mind and how they respond to these challenges.
- Apply knowledge related to physical activity, nutrition and other lifestyle behaviors to prevent and control diseases in diverse populations.
- 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 factors in healthy and diseased populations.
- Possess in-depth understanding of the scientific methods and the ability to accurately interpret and apply scientific findings related to the human body, health and disease.
- Demonstrate an ability to apply theoretical knowledge, research skills, use of technology and professionally appropriate and ethical behaviors in workplace settings.

## Required Core Courses (24 credits)

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- BIO-2011 Human Anatomy & Physiology I 4 credits
- BIO-2012 Human Anatomy & Physiology II 4 credits
- PSY-1010 Introduction to Psychology 3 credits

## Pre-Physical Therapy Concentration

### Required Concentration Courses

- AHS-2XXX Health Sciences Seminar (under development) 3 credits
- AHS-4060 Cardiopulmonary Assessment, Rehabilitation & Training 4 credits
- AHS-4810 Internship in Allied Health Science 1-12 credits (3 credits) **OR**
- AHS-4911 Senior Research 3 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits \*
- CHE-1031 General Chemistry I 4 credits \*
- CHE-1032 General Chemistry II 4 credits
- ENV-2210 Current Topics in Science 1 credits
- MAT-2030 Probability & Statistics 3 credits \*
- PHY-1041 Physics I 4 credits \*
- PHY-1042 Physics II 4 credits

*\*Fulfills GEC-FD-NS*

## Electives (choose 6-8 credits):

*Note:* At least 3 credits must be either an AHS-designated course or BIO 3180.

- AHS-2130 Strength & Conditioning 3 credits
- AHS-3043 Care & Prevention of Athletic Injuries 4 credits
- AHS-3050 Introduction to Pharmacology 3 credits
- AHS-4025 Health Behavior: Change & Adherence 3 credits
- AHS-4110 Psychophysiology of Stress 3 credits
- BIO-3125 Biological Chemistry 4 credits
- BIO-3130 Cellular Biology: A Molecular Approach 4 credits
- BIO-3140 Microbiology 4 credits
- BIO-3180 Nutrition 3 credits
- CHE-3111 Organic Chemistry I 4 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-3065 Abnormal Behavior 3 credits

## Graduate Study Advisory

Some graduate programs may have admission requirements as noted below that are not required in this program of study and therefore should be taken as electives. **Discuss your academic and career goals with your advisor and identify your electives early in the program.**

- **Doctor of Physical Therapy (DPT) programs sometimes require the following additional prerequisites:**
  - One additional psychology course (PSY-2070 or PSY-3065 recommended)
  - One additional 4-credit introductory biology course (take BIO-1212 *and* BIO-1210 **or** BIO-1212)
- **Doctor of Chiropractic programs often require the following additional prerequisite:**
  - CHE-3111 Organic Chemistry I
- **Physician's Assistant (PA) graduate programs often require the following prerequisites:**
  - Two semesters of 4-credit advanced biology courses (3000- or 4000-level); students interested in graduate PA programs should replace PHY-1041 Physics I and PHY-1042 Physics II with these courses.

## Secondary Teaching License in Science

Students pursuing licensure endorsement to teach science in grades 7-12 must successfully complete one of the approved majors for this endorsement (the B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy), as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## History (B.A.)

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.

## Required Courses

### Category I

- HIS-1111 World History I 3 credits
- HIS-1112 World History II 3 credits
- HIS-1211 American History I 3 credits
- HIS-1212 American History II 3 credits
- HIS-4730 Seminar in Historical Communication 3 credits
- HIS-4740 Seminar in Historical Investigation 3 credits

Subtotal: 18 credits

## 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 credits
- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HIS-3510 Chinese History & Culture 3 credits
- HIS-3520 Japanese History & Culture 3 credits
- HIS-4010 History of the Middle East 3 credits
- HUM-3110 Native American History & Culture 3 credits
- HUM-3120 The Abenaki & Their Neighbors 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits

### Category III

- HIS-3020 Greek & Roman History 3 credits
- HIS-3050 Community in America 3 credits (offered through the JSC External Degree Program)
- HIS-3060 Church & State in America 3 credits (offered through the JSC External Degree Program)
- HIS-3080 Colonial America: History & Life 3 credits
- HIS-3090 Modern German History 3 credits
- HIS-3141 History of the United States in the 20th Century I 3 credits
- HIS-3142 History of the United States in the 20th Century II 3 credits
- HIS-3160 Vermont's Coastal Regions 3 credits (offered through the JSC External Degree Program)
- HIS-3165 Vermont History 3 credits
- HIS-3270 Renaissance & Reformation 3 credits
- HIS-3311 Europe in the 19th Century 3 credits
- HIS-3312 Europe in the 20th Century 3 credits
- HIS-3350 Struggle for Democracy 3 credits (offered through the JSC External Degree Program)
- HIS-3352 English History Since 1714 3 credits
- HIS-3355 The European Enlightenment 3 credits
- HIS-3370 Nationalism & Rebellion in Irish History 3 credits (offered through the JSC External Degree Program)
- HIS-3420 French Revolution 3 credits
- HIS-3430 History of the Soviet Union 3 credits
- HIS-3450 Women in European History 3 credits
- INT-3210 The Holocaust: An Interdisciplinary Approach 3 credits
- POS-3060 Vermont Politics 3 credits
- POS-4010 American Foreign Policy 3 credits

Subtotal: 24 credits

Total: 42 credits

# Secondary Teaching License in Social Studies

Students pursuing licensure endorsement to teach Social Studies in grades 7-12 must successfully complete either the B.A. in History or the B.A. in Political Science, as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Interdisciplinary Studies (B.A.)

The Interdisciplinary Studies major offers students the opportunity and challenge to create their own individually designed interdisciplinary programs. It gives 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 tried to understand experience and use their learning to address problems and engage fully with life.

## Learning Outcomes for Interdisciplinary Studies Majors

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; career exploration assignment.

## Requirements

**Students must successfully complete a total of 42 credits, at least 21 of which must be upper-division, as follows:**

- 18 credits in a primary area of study;
- 12 credits in a secondary, supporting area of study;
- 9 credits in a tertiary area of study; and
- 3-credit capstone course: INT-4610 Senior Seminar in Interdisciplinary Studies
- An extended classroom experience, which may be credit or non-credit bearing, must be at least 20 hours in length. It can 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 Interdisciplinary Studies major must be taken in the semester(s) after the Plan of Study has been approved.
- Education majors seeking licensure who are using Interdisciplinary Studies as their second major will need to choose their primary and secondary areas of study 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.
- 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 Interdisciplinary Studies degree.

## **Becoming an Interdisciplinary Studies Major**

A student interested in becoming an Interdisciplinary Studies major on campus will first contact the Advising & Career Center and be assigned an advisor on the Interdisciplinary Studies Committee (ISC). 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 areas of study. Members of the ISC, 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 an Interdisciplinary Studies major. The advisor and/or other members of the ISC or EDP staff will continue to work with the student during her/his progress toward a degree.

## **Teaching Endorsement in Dance (P7-12)**

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.

### **Important:**

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Management (A.S.)**

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

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2410 Human Resource Management 3 credits
- BUS-3131 Business Law I 3 credits
- CIS-1410 Intermediate Spreadsheets 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

### Electives: 6 credits

- 2 departmental courses from ACC, BUS, CIS, ECO or HTM disciplines.

Total: 38 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Mathematics (B.S.)

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 & 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

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

- MAT-1531 Calculus I 4 credits
- MAT-2020 Mathematical Reasoning 3 credits
- MAT-2030 Probability & Statistics 3 credits
- MAT-2532 Calculus II 4 credits
- MAT-3210 Linear Algebra 3 credits
  
- PHY-1041 Physics I 4 credits **OR**
- CIS-2271 Java Programming 3 credits

- INT-3150 Gödel, Escher, Bach: An Eternal Golden Braid 3 credits

### Elective Courses (take at least 15 credits)

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

### Capstone Requirement:

- MAT-4930 Senior Project in Mathematics 3 credits

### Total: 41-42 credits

*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 either PHY 1041, Physics I, or CIS 2271, Java Programming, and are also required to take INT 3150, Gödel, Escher, Bach: An Eternal Golden Braid. It is also recommended that students take a course in economics.*

*\* MAT-3240, MAT-4130 and MAT-4140 are all required for Secondary Teaching Endorsement in Mathematics Education.*

## Secondary Teaching License in Mathematics

Students pursuing licensure endorsement to teach mathematics in grades 7-12 must successfully complete either the B.S. in Mathematics as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Media Arts (B.F.A.)

The B.F.A. in Media Arts offers opportunities to explore the expanding world of media and expression. Emphases include creative inquiry, collaboration and adaptation to emerging technologies. Courses include image processing, animation, video and new media. The program 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 are required to create a B.F.A. thesis exhibition for public display. Once admitted into the B.F.A. program via their B.F.A. review, students must achieve grades of B- or higher in all ART and ARH courses.

This program includes lectures, lab hours, collaborative projects and public presentations. Students are 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. Once admitted into the B.F.A. program via their B.F.A. review, students must achieve grades of B- or higher in all ART and ARH courses. All majors must participate in the monthly B.F.A. critiques held in the Visual Arts Center Gallery.

Each candidate for the B.F.A. 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 the chosen area of concentration.

## Learning Outcomes

**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

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits
- ART-2301 Photography I 3 credits

Subtotal: 21 credits

### Advanced Art History Electives

(Select two courses)

- ARH-3015 Greek & Roman Art 3 credits
- ARH-3020 Art of the Renaissance 3 credits
- ARH-3060 Twentieth Century Art 3 credits
- ARH-3110 The Spiritual in Non-Western Art 3 credits
- ARH-3120 Art Criticism 3 credits
- ARH-3130 The History of Photography 3 credits
- ARH-3140 African Art 3 credits
- ARH-3150 Art of the Human Body 3 credits
- ARH-3210 Women in Art 3 credits
- ARH-4710 Special Topics in Art History 3 credits

Subtotal: 6 credits

## Advanced Non-Media Studio Electives

(Select 2 different courses)

- ART-3031 Life Drawing 3 credits
- ART-3032 Advanced Drawing 3 credits
- ART-3040 Landscape Painting 3 credits
- ART-3222 Ceramics II 3 credits
- ART-3314 Advanced Printmaking 3 credits
- ART-3320 Monoprints 3 credits
- ART-4007 Graphic Novels 3 credits
- ART-4040 Advanced Photography 3 credits
- ART-4050 Advanced Painting 3 credits
- ART-4110 Visual Art & Performance 3 credits
- ART-4130 Advanced Sculpture 3 credits
- ART-4710 Special Topics in Non-Media Studio Arts 3 credits

Subtotal: 6 credits

## Advanced Media Electives

(Select 5 different courses)

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

Subtotal: 15 credits

## Extended Media Experience

(Select one ART-4110 Visual Art & Performance course)

- ART-4810 Internship in Art 1-12 credits (3 credits)
- ENV-3310 Applications in GIS 4 credits
- MUS-2160 Introduction to Technology in Music 2 credits

Subtotal: 3 credits

## Required Capstone Courses

- ARH-4720 Seminar in Contemporary Art Issues 3 credits
- ART-4120 B.F.A. Project & Exhibit 3 credits
- ART-4730 B.F.A. Seminar 3 credits

Subtotal: 9 credits

Total: 60 credits

- *Grades for ART-4120 B.F.A. Project & Exhibit 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.*

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music Performance & Music Education (B.A.)

The B.A. in Music Performance & Music Education is a five-year double major that leads to endorsement for state licensure to teach all specializations in music in grades PreK-12. This program guides students through licensure procedures from the beginning of their college education through the completion of the student teaching internship and includes requirements in instrumental, choral and general music methods. The hallmark of the program is the comprehensive nature of the degree supported by strong curricular sequencing of the course work.

## Mission Statement & 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.

## 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 (PreK-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 (PreK-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 purpose 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.
8. Develop skills in critical and creative thinking and apply these to music education as evidenced in the successful completion of the licensure portfolio.

## Music Performance & Music Education Requirements

### 1. Music Performance Core Requirements

*Choose either the Classical or Jazz Performance track (53-54 credits).*

#### Classical Performance Track

##### Required Courses

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1231 Music Theory I 3 credits  
*The above courses should be taken concurrently.*
  
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1232 Music Theory II 3 credits  
*The above courses should be taken concurrently.*
  
- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2023 Ear Training III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently.*
  
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently.*

Subtotal for Classical Track: 20 credits

#### Jazz Performance Track

##### Required Courses

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1231 Music Theory I 3 credits  
*The above courses should be taken concurrently.*
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1232 Music Theory II 3 credits  
*The above courses should be taken concurrently.*
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits
- MUS-2023 Ear Training III 1 credits
- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits  
*The above courses should be taken concurrently.*
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits  
*The above courses should be taken concurrently.*

Subtotal for Jazz Track: 20 credits

### Additional Requirements:

In addition to completing either the classical or jazz track above, students in the Music Performance & Music Education major must also complete the additional music performance requirements listed below, as well as the required history courses, music education tools courses, instrumental courses, choral courses, general music education courses that follow, and the licensure-specific course listed in the Education Department section of this catalog:

### Additional Music Performance Requirements (21 credits)

- MUS-1120 Applied Music Lessons 0.5 credits (12 credits)(12 credits in one primary voice or instrument)  
\*
- MUS-3240 Applied Music Lessons 1 credits (12 credits)(12 credits in one primary voice or instrument) \*
- MUS-4030 Applied Music Lessons 1.5 credits (12 credits)(12 credits in one primary voice or instrument)  
\*
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) (Must register every semester for 0, 0.5 or 1 credit) \*\*
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-4720 Senior Recital 2 credits

### Required History Courses (9 credits)

- MUS-3031 History of Western Music I 3 credits
- MUS-3032 History of Western Music II 3 credits
- MUS-3330 Worlds of Music 3 credits (classical track) **OR**
- MUS-2040 Foreign Language Diction 2 credits (3 credits) (jazz track)

Plus a minimum of 8 additional music credits from the following list of courses:

- MUS-1120 Applied Music Lessons 0.5 credits in Guitar for 1 or more credits \*
- MUS-3240 Applied Music Lessons 1 credits (1 credits) in Guitar for 1 or more credits \*
- MUS-4720 Senior Recital 2 credits (1 credits) in Guitar for 1 or more credits \*
- MUS-2040 Foreign Language Diction 2 credits
- MUS-2120 String Instrument Teaching Methods 2 credits
- MUS-3040 Jazz in America 3 credits (classical track) **OR**
- MUS-3330 Worlds of Music 3 credits (jazz track)
- Approved additional courses in Composition or Arranging/Orchestration
- Approved additional music courses chosen in consultation with an academic advisor

**Note:**

*\*Music majors are automatically enrolled in an MUS-1120L Applied Music Lesson Lab 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, 0.5 or 1 credit every semester that they are registered as a music major.*

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

### Required instrumental courses (10 credits)

- MUS-2361 Instrumental Techniques I 3 credits
- MUS-2362 Instrumental Techniques II 3 credits
- MUS-3240 Applied Music Lessons 1 credits
- MUS-3310 Band Methods 2 credits

### Required choral courses (7 credits)

- MUS-3060 Vocal Pedagogy 2 credits
- MUS-3080 Choral Literature 2 credits
- MUS-3270 Choral Music Methods 3 credits

### Required general music education courses (8 credits)

- MUS-2250 Introduction to Music Education 2 credits
- MUS-3160 Elementary School Music Methods 3 credits

- MUS-3120 Secondary School Music Methods 3 credits

### 3. Music Education Teaching Endorsement Requirements (36 credits)

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 Core Requirements (20 credits)

- First-Year Seminar, 3 credits
- Creative Audience, 1 credit
- Foundation Skills: Written Expression, 6 credits
- Foundation Skills: Mathematics, 6 credits
- Foundation Skills: Natural Science, 4 credits  
(Perspective and QE credits are embedded in Music and Education courses.)

Total Credits without General Education Core: 130 credits

Total Credits with General Education Core: 150 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Composition (B.A.)

Music students in the Composition concentration explore "the language of music" -- how melody, harmony and rhythm come together to make a piece of music pleasing to the ear -- and compose their own music. Through classes in ear training, students learn to write down chords and melodies they hear and to analyze the structure of musical pieces.

**Students graduate with a B.A. in Music with a concentration in Composition.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations

include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits
- The above courses should be taken concurrently.
- MUS-2023 Ear Training III 1 credits
  - MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
  - MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
  - MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
  - MUS-3032 History of Western Music II 3 credits

- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Composition Concentration

### Required Concentration Courses

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

### Additional Requirements

- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever one not taken as part of the core requirements)
- MUS-3240 Applied Music Lessons 1 credits  
(in composition for 4 semesters at 1 cr. each semester for a total of 4 credits)
- MUS-4720 Senior Recital 2 credits (in composition)

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Creative Pathways (B.A.)

Creative Pathways is the "design-your-own-program" concentration of the B.A. in Music at JSC. Students in this concentration work with music faculty to faculty to design a program in a special area of interest not offered at JSC, such as conducting. The program involves taking music lessons and spending long hours practicing and rehearsing. A senior internship or capstone experience is required. **Students graduate with a B.A. in Music with a concentration in their area of focus.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits
- The above courses should be taken concurrently.

- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Creative Pathways Concentration

### Required Concentration Courses

Complete 1 of the following sets of courses:

#### Set 1: Jazz/Contemporary

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

#### Set 2: Classical

- MUS-2313 Music Theory III 3 credits
- MUS-2053 Keyboard Harmony III 1 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2314 Music Theory IV 3 credits
- MUS-2054 Keyboard Harmony IV 1 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

## Additional Requirements (22 credits)

- MUS-XXXX, Music electives under the guidance of an advisor (9 credits)
- MUS-4810 Internship in Music 1-12 credits (2 credits)

Choose 1 of the following:

- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever not taken as the core requirement)
  
- MUS-3040 Jazz in America 3 credits
- MUS-3330 Worlds of Music 3 credits
- MUS-3050 The Social History of Rock & Roll 3 credits
- MUS-3220 History of Blues 3 credits
- MUS-3230 Survey of American Musical Theater 3 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Instrumental Performance, Classical (B.A.)

Students in this program graduate with a **B.A. in Music with a concentration in Classical Instrumental Performance**.

### Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits
- The above courses should be taken concurrently.
- MUS-2023 Ear Training III 1 credits
  - MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
  - MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
  - MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
  - MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in*

*secondary ensembles, which are encouraged of all music majors.*

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

## Instrumental Performance, Classical Concentration

### Required Concentration Courses (18 credits)

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever one not taken as part of the core)
- MUS-3240 Applied Music Lessons 1 credits (2 credits) (in primary instrument and for 2 credits above core requirement)
- MUS-3000/4000 Music Elective at the 3000/4000 level 3 credits (under the guidance of an advisor)
- MUS-4720 Senior Recital 2 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Music: Instrumental Performance, Jazz/Contemporary (B.A.)**

Students in this program graduate with a **B.A. in Music with a concentration in Jazz/Contemporary Instrumental Performance.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal

Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1231 Music Theory I 3 credits  
The above courses should be taken concurrently.
  
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1232 Music Theory II 3 credits  
The above courses should be taken concurrently.
  
- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
  
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
  
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits

- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Instrumental Performance, Jazz/Contemporary Concentration

### Required Concentration Courses (18 credits)

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*
- MUS-3040 Jazz in America 3 credits
- MUS-3240 Applied Music Lessons 1 credits (2 credits) (in primary instrument and for 2 credits above core requirement)
- MUS-3000/4000 Music elective at the 3000/4000 level 3 credits (under the guidance of an advisor)
- MUS-4720 Senior Recital 2 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Sound Engineering (B.A.)

Students in this concentration focus on the "science of sound" using state-of-the-art equipment in Dibden Center for the Arts, JSC's digital recording studio and the college's music technology lab. A senior internship or capstone experience is required. **Students graduate with a B.A. in Music with a concentration in Sound Engineering.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits
- The above courses should be taken concurrently.

- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Sound Engineering Concentration

### Required Concentration Courses

Complete one of the following sets of courses:

#### Set 1: Jazz/Contemporary

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

#### Set 2: Classical

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*

## Additional Required Courses (22 credits)

- MUS-2231 Studio Recording I 3 credits
- MUS-3272 Studio Recording II 3 credits
- MUS-4020 Final Production in Studio Recording 2 credits
- MUS-4810 Internship in Music 1-12 credits

Choose 1 of the following:

- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever not taken as the core requirement)
  
- MUS-3040 Jazz in America 3 credits
- MUS-3050 The Social History of Rock & Roll 3 credits
- MUS-3220 History of Blues 3 credits
- MUS-3330 Worlds of Music 3 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Music: Vocal Performance, Classical (B.A.)

Students in this program graduate with a **B.A. in Music with a concentration in Classical Vocal Performance.**

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1231 Music Theory I 3 credits  
The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1232 Music Theory II 3 credits  
The above courses should be taken concurrently.
- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in*

*secondary ensembles, which are encouraged of all music majors.*

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

## Vocal Performance, Classical Concentration

### Required Concentration Courses (19 credits)

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2313 Music Theory III 3 credits  
*The above courses should be taken concurrently with MUS-2023 Ear Training III.*
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2314 Music Theory IV 3 credits  
*The above courses should be taken concurrently with MUS-2024 Ear Training IV.*
- MUS-2040 Foreign Language Diction 2 credits
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits (whichever not taken as the core requirement)
- MUS-3060 Vocal Pedagogy 2 credits
- MUS-3240 Applied Music Lessons 1 credits (2 credits) (for 2 credits above core requirement)
- MUS-4720 Senior Recital 2 credits

### Recommended Electives

- DAN-1010 Fundamentals of Dance 3 credits
- DAN-2131 Ballet 3 credits
- FRE-1111 French I 3 credits
- FRE-1111L French I Lab 1 credits
- FRE-1112 French II 3 credits
- FRE-1112L French II Lab 1 credits
- MUS-3230 Survey of American Musical Theater 3 credits
- MUS-3260 Music Theater Workshop 3 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

# Music: Vocal Performance, Jazz/Contemporary (B.A.)

Students in this program graduate with a **B.A. in Music with a concentration in Jazz/Contemporary Vocal Performance**.

## Music Programs at JSC

The B.A. in Music at JSC offers seven concentrations in which students can specialize: Composition, Creative Pathways (self-designed program), Instrumental Performance (classical or jazz/contemporary), Sound Engineering and Vocal Performance (classical or jazz/contemporary). Students graduate with a B.A. in Music with a concentration in their area of specialization. All programs are designed for students who already have basic proficiency in an instrument or voice; who are interested in advanced training in areas of technique, music theory, music skills, composition, history and style; and who are seriously interested in pursuing advanced degrees or careers in music and the music industry. All concentrations include a senior project or capstone experience designed to help engage the student in thoughtful decision-making regarding post-collegiate activities in music.

## Learning Outcomes

Graduating students will have:

1. An understanding of the common elements and organizational patterns of music (rhythm, melody, harmony, structure, timbre, texture) and their interaction, and be able to employ this understanding in aural, verbal and visual analyses. As part of this process, students will develop their skills in musical notation and aural dictation.
2. An understanding of and the ability to read and realize musical notation at sight in both keyboard and the primary instrument (or a secondary instrument if piano is the primary instrument) with fluency, demonstrating both musicianship and proficiency necessary to the student's chosen concentration.
3. An understanding of and capability with musical forms, compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. Students will use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
4. Basic knowledge of music history, an acquaintance with a wide selection of musical literature through to the present time, and the ability to place music in historical, cultural and stylistic contexts.
5. The ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field in both written and oral contexts, utilizing appropriate musical language/terminology.
6. Experienced growth in artistry, technical skills and knowledge of repertory (and the ability to perform from a cross-section of that repertory) requisite for artistic self-expression in performing on their primary instrument at a level consistent with the goals and objectives of their chosen concentration in both solo and ensemble contexts through regular solo and ensemble rehearsals and performances of various sizes and nature. Students are expected to combine these attributes with appropriate rehearsal and conducting skills sufficient to work both collaboratively and as a leader on matters of musical interpretation.

## Required Core Music Courses

- MUS-1051 Keyboard Harmony I 1 credits
  - MUS-1061 Ear Training I 1 credits
  - MUS-1231 Music Theory I 3 credits
- The above courses should be taken concurrently.
- MUS-1052 Keyboard Harmony II 1 credits
  - MUS-1062 Ear Training II 1 credits
  - MUS-1232 Music Theory II 3 credits

The above courses should be taken concurrently.

- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
  
- MUS-2160 Introduction to Technology in Music 2 credits **OR**
- MUS-3215 Technology for the Music Classroom 3 credits
  
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits) \*
- MUS-3140 Arranging/Orchestration 3 credits
  
- MUS-3031 History of Western Music I 3 credits **OR**
- MUS-3032 History of Western Music II 3 credits
  
- MUS-3240 Applied Music Lessons 1 credits (6 credits) (all in one primary instrument and includes a required lab) \*\*

*\* Enrollment in a Music Ensemble is required of all students for every semester as a music major. Every semester the primary ensemble must be consistent with the student's primary instrument (e.g., All voice primary students must enroll in a choral ensemble, all classical instrumentalists in Concert Band, all jazz/contemporary instrumentalists in one of the related contemporary ensembles.) There are no limits in secondary ensembles, which are encouraged of all music majors.*

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

## Vocal Performance, Jazz/Contemporary Concentration

### Required Concentration Courses (19 credits)

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits  
*The above courses should be taken concurrently with MUS 2023 MUS-2023 Ear Training III*
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits  
*The above courses should be taken concurrently with MUS 2024 MUS-2024 Ear Training IV.*
- MUS-3040 Jazz in America 3 credits
- MUS-3060 Vocal Pedagogy 2 credits
- MUS-3240 Applied Music Lessons 1 credits  
(take for 2 credits above the core requirement)
- MUS-XXXX Music Elective 2 credits (chosen under guidance of advisor)
- MUS-4720 Senior Recital 2 credits

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Musical Theater (B.A.)

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

#### Theater Requirements (19 credits)

- THA-1041 Introduction to Theater Arts 3 credits
- THA-2035 Costume Construction & Stage Makeup 3 credits
  
- THA-2121 Acting I 3 credits **AND**
- THA-2121L Acting I Lab 1 credits \*
  
- THA-2122 Acting II 3 credits
- THA-3123 Acting III 3 credits
- THA-4730 Seminar in Professional Preparation for the Actor 3 credits

Subtotal: 19 credits

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

#### Music Requirements (15 credits)

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1061 Ear Training I 1 credits

- MUS-1120 Applied Music Lessons 0.5 credits **AND/OR**
- MUS-3240 Applied Music Lessons 1 credits (For a total of 8 credits) \*\*
- MUS-1120L Applied Music Lesson Lab 0 credits (Required for every semester of applied study; 8 semesters of enrollment required, more will be accrued if the student has subsequent semesters of applied study in voice.) \*\*
- MUS-1231 Music Theory I 3 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (Four semesters of choral ensemble at .5 credits/semester for a total of 2 credits)

Subtotal: 15 credits

\*\*Music majors are automatically enrolled in an MUS-1120L Applied Music Lesson Lab 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 Music Theater Production 0 or 3 credits (6 credits) (take two times at 3 credits each)
- MUS-4010 Music Theater Production 0 or 3 credits (6 credits) (take two times at 3 credits each)
- MUS-3230 Survey of American Musical Theater 3 credits
- MUS-3260 Music Theater Workshop 3 credits (6 credits) (take two times at 3 credits each)

Subtotal: 15 credits

### 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 credits
- DAN-1020 Fundamentals of Jazz Dance 3 credits
- DAN-1111 Modern Dance 3 credits
- DAN-2040 Beginning Tap Dance 2 credits
- DAN-2131 Ballet 3 credits
- DAN-3020 Intermediate Ballet: Technique & History 3 credits
- DAN-3112 Intermediate Modern Dance: Technique & History 3 credits
- DAN-3130 Jazz Dance 3 credits
- DAN-4130 Advanced Ballet/Modern Dance: Technique & History 3 credits

Subtotal: 6 credits

Total: 55 credits

- Students who do not pass the MUS-1231 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 MUS-1231 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.

## Keyboard Proficiency Exam Requirement

The Keyboard Proficiency Exam is required of all Music, Music Performance & Music Education, and Musical Theater majors. All students must pass the specific requirements of the keyboard proficiency examination for their major. The exam is held during the final weeks of each semester on the same day as end-of-semester juries; students may sign up for the exam two weeks prior to that date and should contact their academic advisor for more information.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Outdoor Education: Adventure Education & Wilderness Leadership (B.A.)

This program provides technical training in outdoor techniques and leadership in combination with cross-disciplinary study in education, psychology and biology and environmental science. Students master the skills and knowledge to safely lead groups wherever adventure calls, become adept at group process and have the opportunity to gain certification as a Wilderness First Responder. Students 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. **Graduates earn a B.A. in Outdoor Education with a concentration in Adventure Education & Wilderness Leadership.**

Graduates will be prepared for work in the fast-growing field of educational and recreational outdoor programs. Employers 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 also may pursue advanced degrees in outdoor education, outdoor recreation or outdoor therapeutic recreation.

### Outdoor Education Programs at JSC

Students in the Outdoor Education major choose one of two concentrations -- Adventure Education & Wilderness Leadership or Environmental Education -- and graduate with a B.A. in Outdoor Education. The major provides technical training in outdoor pursuits/adventure leadership and environmental education in combination with cross-disciplinary study in education, psychology and biology. It is a highly experiential program that prepares students for a career or graduate study in outdoor education, outdoor recreation and environmental education. An internship is required.

Prior to the required internship, students must complete OER-3010 with a grade of C- or better, 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.

## Learning Outcomes

The B.A. in Outdoor Education 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.

## Required Core Courses

- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-2050 The Natural History of Vermont 3 credits **OR**
- BIO-2130 Natural History of the Yellowstone Plateau 3 credits
- OER-1000 Introduction to Outdoor Education 4 credits
- OER-3010 Learning in the Outdoors 4 credits \*
- OER-3020 Program Planning in Outdoor Education 3 credits
- OER-4900 Research in Outdoor Education 3 credits
- PSY-1010 Introduction to Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- OER-4810 Internship in Outdoor Education 6-12 credits (6-12 credits)

\* A grade of C- is required in OER 3010.

## Adventure Education & Wilderness Concentration

### Required Concentration Courses

- OER-1061 Backpacking 1 credits
- OER-2062 Advanced Backpacking 2 credits
- OER-2050 Rock Climbing Instructor 2 credits **OR**
- OER-1165 Coastal Kayak Guide Training 2 credits **OR**
- Other approved instructor certification course
- OER-2060 Wilderness First Responder 4 credits **OR**
- Proof of equivalent or higher level certification
- OER-2140 Ropes Course Leadership 2 credits
- OER-3070 Adventure Education Theory & Practice 3 credits
- OER-4030 Wilderness Leadership Techniques 4 credits
- PSY-2420 Group Process: Theory & Practice 3 credits

Outdoor Education Skills Courses (choose 4 for 2-7 credits):

- OER-1030 Outdoor Education Activities 0.5 credits (Fly-fishing)
- OER-1030 Outdoor Education Activities 0.5 credits (Cross-Country Skiing)
- OER-1030 Outdoor Education Activities 0.5 credits (Snowshoeing)
- OER-1030 Outdoor Education Activities 0.5 credits (Introduction to River Kayaking)
- OER-1131 Rock Climbing I 1 credits
- OER-2080 Advanced Rock Craft 2 credits
- OER-1170 Ice Climbing 1 credits
- OER-1070 Orienteering 1 credits
- OER-1161 Whitewater Kayaking 1 credits
- OER-1162 Coastal Kayaking 1 credits
- OER-3150 Winter Expedition 3 credits
- OER-4810 Teaching Assistantship for OER Skills Course
- Activity-based Special Topics Course

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Outdoor Education: Environmental Education (B.A.)

This program is for students pursuing careers helping children and adults learn about and explore their environment, understand what they can do to take care of it, and apply what they learn to global environmental issues. It program provides technical training in outdoor techniques and leadership in combination with cross-disciplinary study in education, psychology, biology and environmental science. **Graduates earn a B.A. in Outdoor Education with a concentration in Environmental Education.**

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.

## Outdoor Education Programs at JSC

Students in the Outdoor Education major choose one of two concentrations -- Adventure Education & Wilderness Leadership or Environmental Education -- and graduate with a B.A. in Outdoor Education. The major provides technical training in outdoor pursuits/adventure leadership and environmental education in combination with cross-disciplinary study in education, psychology and biology. It is a highly experiential program that prepares students for a career or graduate study in outdoor education, outdoor recreation and environmental education. An internship is required.

Prior to the required internship, students must complete OER-3010 with a grade of C- or better, 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.

## Learning Outcomes

The B.A. in Outdoor Education 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.

## Required Core Courses

- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-2050 The Natural History of Vermont 3 credits **OR**
- BIO-2130 Natural History of the Yellowstone Plateau 3 credits
- OER-1000 Introduction to Outdoor Education 4 credits
- OER-3010 Learning in the Outdoors 4 credits \*
- OER-3020 Program Planning in Outdoor Education 3 credits
- OER-4900 Research in Outdoor Education 3 credits
- PSY-1010 Introduction to Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- OER-4810 Internship in Outdoor Education 6-12 credits (6-12 credits)

\* A grade of C- is required in OER 3010.

## Environmental Education Concentration

### Required Concentration Courses

- BIO-1210 Introduction to Biology 4 credits **OR**
- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-2340 Fundamentals of Ecology 4 credits
- ENV-1050 Introduction to Earth Science 4 credits
- ENV-3220 Environmental Interpretation 3 credits
- ENV-3230 National Parks & Wilderness Management 3 credits
- ENV-4010 Global Environmental Issues 3 credits

### Natural Science Field Course (choose 1):

- BIO-2145 Plant Biology 4 credits
- BIO-3110 Field Ornithology 3 credits
- BIO-3310 Wildlife Field Methods 4 credits
- GEY-3120 Field Geology 4 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Political Science (B.A.)

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 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

Graduates will:

1. Be able 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 Curriculum

Political science faculty strongly recommend a semester-long internship with such agencies or organizations as the Vermont General Assembly or Legislative Council, state and federal agencies, newspapers and wire services, U.S. Congress, international organizations, law offices, legal aid programs, public-interest groups, public affairs foundations, election campaigns, etc. Such experiences often lead directly to career opportunities in these fields. Internships enable students to meet many decision-makers and are particularly valuable when integrated with seminars in political science.

## Required Core Courses

- POS-1010 Introduction to Political Science 3 credits
- POS-1020 American Politics & Government 3 credits
- POS-2050 International Economics & Politics 3 credits
- POS-2110 State & Local Government 3 credits
  
- POS-3010 Survey of Western Political Thought 3 credits **OR**
- POS-3025 Research Design & Analysis 3 credits
  
- POS-4730 Senior Seminar in Political Science 3 credits

## Electives

Choose 2 of the following:

- POS-1030 Comparative Government 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-2010 Observation of the Legislative Process 3 credits
- POS-2040 International Relations 3 credits
- POS-2810 Internship in Political Science 1-12 credits

Choose 5 of the following:

- POS-3030 Contemporary Political Theory: Race, Class & Gender 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits
- POS-3060 Vermont Politics 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3130 Church & State Separation: The First Amendment to the U.S. Constitution 3 credits
- POS-3150 Campaigns & Elections 3 credits
- POS-3160 Modern Politics through Drama & Fiction 3 credits
- POS-3170 U.S. Constitutional Law 3 credits
- POS-3180 Politics in Film 3 credits
- POS-3210 Canadian Politics 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- POS-3230 Third World Politics 3 credits
- POS-3270 Revolutions, Transformed Economics & Social Change 3 credits
- POS-4010 American Foreign Policy 3 credits
- POS-4020 International Relations 3 credits
- POS-4810 Internship in Political Science 1-12 credits
  - HIS-2410 Latin American History & Culture, 3 credits (CSC course)
- HIS-3165 Vermont History 3 credits
- HIS-3312 Europe in the 20th Century 3 credits
- HIS-3351 English History to 1714 3 credits
- HIS-4010 History of the Middle East 3 credits

## Secondary Teaching License in Social Studies

Students pursuing licensure endorsement to teach Social Studies in grades 7-12 must successfully complete either the B.A. in History or the B.A. in Political Science, as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## **Political Science: Criminal Justice (B.A.)**

This program goes beyond the study of law and crime to explore complex issues of social justice related to crime, punishment and victimization, including race, class, gender and sexuality. Students explore current trends and controversies and gain cross-cultural competencies needed to work successfully with diverse populations. A distinguishing feature of this program is its emphasis on the growing field of restorative justice, a technique that involves working with victims as well as offenders.

**Students graduate with a B.A. in Political Science with a concentration in Criminal Justice.** The Political Science major itself develops in students an understanding of diversities and social structural arrangements among people affect the distribution of power and the ability of people to live meaningful, sustainable lives and co-exist in a fair and socially just world. (Note: Criminal Justice also is offered as a concentration in the B.A. in Anthropology & Sociology.)

The multidisciplinary concentration in criminal justice draws on JSC's rich liberal arts tradition and commitment to high-impact education -- "learning by doing" -- to explore the relationships of crime, law and social justice. It also cross-cultural competency, preparing students to communicate and work with those from a wide range of backgrounds and with disparate life experiences.

Supported by a network of community partner organizations, the program offers internships in the field of criminal justice, particularly in the arenas of restorative justice and victim advocacy as well as in border patrol and other areas of law enforcement. Students complete these internships in their junior or senior year along with a concurrent senior seminar.

A range of disciplines are brought to bear on criminal justice, including anthropology, political science, psychology and sociology. The program prepares student for a careers in law enforcement and criminal investigation, crime analysis, juvenile justice, victim advocacy, restorative justice and community development, social justice and public policy. A criminal justice background also prepares students to pursue careers in law, from working as paralegals and legal assistants to attending law school.

## Learning Outcomes

In addition to meeting the learning outcomes of the B.A. in Political Science, upon successful completion of the concentration in criminal justice, students should be able to:

1. Critically evaluate key theories about crime and criminal behavior.
2. Critically assess existing criminal justice systems with the aim of improving their condition and function.
3. Identify and assess alternative solutions to problems associated with existing models of crime control.
4. Develop and demonstrate sufficient self-awareness to understand the influence of personal biases and values in interacting with diverse groups.
5. Identify and analyze ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.
6. Understand key issues and approaches in the field of criminal justice, including mental health, substance abuse, youth development, trauma-informed care, and results-based accountability.
7. Demonstrate familiarity with key skill sets in the field of criminal justice, including effective communication and conflict resolution and de-escalation.
8. Apply understandings of research methods and data collection techniques for conducting research in criminal justice.
9. Apply understandings of criminal justice policy and key controversies to field experiences.

## Political Science Curriculum

Political science faculty strongly recommend a semester-long internship with such agencies or organizations as the Vermont General Assembly or Legislative Council, state and federal agencies, newspapers and wire services, U.S. Congress, international organizations, law offices, legal aid programs, public-interest groups, public affairs foundations, election campaigns, etc. Such experiences often lead directly to career opportunities in these fields. Internships enable students to meet many decision-makers and are particularly valuable when integrated with seminars in political science.

## Required Core Courses

- POS-1010 Introduction to Political Science 3 credits
- POS-1020 American Politics & Government 3 credits
- POS-2050 International Economics & Politics 3 credits
- POS-2110 State & Local Government 3 credits
  
- POS-3010 Survey of Western Political Thought 3 credits **OR**
- POS-3025 Research Design & Analysis 3 credits
  
- POS-4730 Senior Seminar in Political Science 3 credits

## Electives

Choose 2 of the following:

- POS-1030 Comparative Government 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-2010 Observation of the Legislative Process 3 credits
- POS-2040 International Relations 3 credits
- POS-2810 Internship in Political Science 1-12 credits

Choose 5 of the following:

- POS-3030 Contemporary Political Theory: Race, Class & Gender 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits
- POS-3060 Vermont Politics 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3130 Church & State Separation: The First Amendment to the U.S. Constitution 3 credits
- POS-3150 Campaigns & Elections 3 credits
- POS-3160 Modern Politics through Drama & Fiction 3 credits
- POS-3170 U.S. Constitutional Law 3 credits
- POS-3180 Politics in Film 3 credits
- POS-3210 Canadian Politics 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- POS-3230 Third World Politics 3 credits
- POS-3270 Revolutions, Transformed Economics & Social Change 3 credits
- POS-4010 American Foreign Policy 3 credits
- POS-4020 International Relations 3 credits
- POS-4810 Internship in Political Science 1-12 credits
  - HIS-2410 Latin American History & Culture, 3 credits (CSC course)
- HIS-3165 Vermont History 3 credits
- HIS-3312 Europe in the 20th Century 3 credits
- HIS-3351 English History to 1714 3 credits
- HIS-4010 History of the Middle East 3 credits

# Criminal Justice Curriculum

*Note:* Criminal Justice requirements that meet requirements for the major are also applied toward the major.

## Required Core Courses

- CRJ-1010 Introduction to Criminal Justice 3 credits
- CRJ-1040 Criminal Justice Lecture Series: Careers in the Field 1 credits
- CRJ-4810 Internship in Criminal Justice 1-12 credits  
CRJ-4770 Senior Seminar 1 credit (pending approval)  
*Criminal Justice internships must be arranged the semester prior to the semester in which they occur, and they must be taken concurrently with the Senior Seminar.*
  
- POS-1010 Introduction to Political Science 3 credits **OR**
- POS-1020 American Politics & Government 3 credits
  
- ANT-1010 Introduction to Cultural Anthropology 3 credits **OR**
- SOC-1010 Introduction to Sociology 3 credits
  
- CRJ-4020 Criminal Justice: Who is "Criminal"? 3 credits **OR**
- PSY-3065 Abnormal Behavior 3 credits **OR**
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits **OR**
- SOC-3170 Power, Politics & Inequality 3 credits

## Electives (take 12 credits)

- CRJ-2150 Community & Restorative Justice 3 credits
- CRJ-2230 Introduction to Criminal Law 3 credits
- CRJ-4020 Criminal Justice: Who is "Criminal"? 3 credits
- PSY-4035 Forensic Psychology 3 credits
- PHI-1040 Introduction to Ethics 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-2110 State & Local Government 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3170 U.S. Constitutional Law 3 credits
- POS-3210 Canadian Politics 3 credits
- PSY-3065 Abnormal Behavior 3 credits
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-3050 Gender & Society 3 credits
- SOC-3170 Power, Politics & Inequality 3 credits
- SOC-4010 Family Violence 3 credits
- SSC-1050 FYS: A Call to Action 3 credits

## Secondary Teaching License in Social Studies

Students pursuing licensure endorsement to teach Social Studies in grades 7-12 must successfully complete either the B.A. in History or the B.A. in Political Science, as well as specific teacher-education coursework and requirements. Please refer to the Secondary Teacher License Endorsement section for details.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Professional Studies (B.A.)

The B.A. in Professional Studies is available to students who are completing their bachelor's degree through JSC's community-based External Degree Program (EDP). This major allows adult learners to custom design a plan of study around a particular career interest while weaving together the threads of their prior learning into a coherent degree program. Upon declaring an area of special emphasis, students work with their advisor to develop a degree plan that meets their objectives as well as the College's 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 general education program.
- 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.
- Completion of at least 30 credits in a focus area of study, including INT 4950 , Senior Seminar in Professional Studies.
- Completion of at least 15 upper-level credits (3000- or 4000-level) within the 30-credit focus area.

*Note: It is not possible to complete 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

### Students will:

- Plan a coherent, individualized program of study with a clear focus and in keeping with their personal goals.
- Demonstrate bachelor's-level knowledge in one or more fields of interest.
- Demonstrate connections between theoretical learning and practical experience in relation to the field of interest.
- Demonstrate an ability to reflect upon and synthesize key aspects of the learning experience in the program.

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Psychology (B.A.)

Students in the B.A. in Psychology program explore a wide range of theories concerning human behavior, development, thought, emotion, learning, intelligence, personality, group dynamics and abnormal behavior. Through coursework, fieldwork and research opportunities, students apply the knowledge gained in class to the real world and are encouraged to use what they learn toward understanding themselves and their relationships. Students have the opportunity to work as research assistants during the school year and in the summer. An internship is required. Elective options help students explore career possibilities, such as working with the chronically mentally ill, with children and families, and in the areas of organizational psychology, addictions, art therapy, forensic psychology and more. However, the study of psychology provides excellent preparation for careers not only in psychology, but in any field in which an understanding of human behavior is useful.

## Learning Outcomes

The B.A. in Psychology is designed to produce students who graduate with a strong understanding the field of psychology, how it relates to interpersonal communication and behavior, and the practical application of this knowledge and skill set.

## Psychology Curriculum

### Required Core Courses (31 credits)

- PSY-1010 Introduction to Psychology 3 credits
- PSY-2040 Social Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-2410 Research Methods in Psychology 3 credits
- PSY-2420 Group Process: Theory & Practice 3 credits
- PSY-2810 Internship in Psychology 1-12 credits
- PSY-3010 Theories of Personality 3 credits
- PSY-3065 Abnormal Behavior 3 credits
- PSY-4010 Biological Psychology 3 credits
- PSY-4810 Internship in Psychology 1-12 credits \*
- PSY-4770 Senior Seminar in Psychology 1 credits \*
- MAT-2030 Probability & Statistics 3 credits

### Electives (choose 15 credits):

- PSY-3030 Organizational Psychology 3 credits
- PSY-3230 Psychology of Gender 3 credits
- PSY-3250 Multicultural Psychology 3 credits
- PSY-3330 Psychology of Addictions 3 credits
- PSY-3360 Cognitive & Behavioral Psychology 3 credits
- PSY-4080 Psychology & the Civil War 3 credits
- PSY-4090 Controversial Issues in Psychology 3 credits
- PSY-4125 The Evolution of Psychology 3 credits
- PSY-4760 Topical Seminar in Psychology 3 credits \*\*
- PSY-4810 Internship in Psychology 1-12 credits (3 credits)
- PSY-4910 Independent Study in Psychology 1-12 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- ANT-3130 Culture & Personality 3 credits

- ANT-4010 Anthropology of Death 3 credits
- BIO-3160 Animal Behavior 4 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-4010 Family Violence 3 credits

*\* 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. Students completing the Health & Sport Psychology concentration must complete their internship in an area/setting relevant to health and sport psychology.*

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

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Psychology: Health & Sport Psychology (B.A.)

This program explores how psychology can be used to improve motivation and performance, how physical activity improves mental health and overall well-being, and how stress and other psychological factors affect health and wellness. Students engage in original research projects in collaboration with faculty and have the opportunity to assist with ongoing research into biofeedback as a tool for exercise motivation. An internship in an area/setting relevant to health and sport psychology is required. **Graduates earn a B.A. in Psychology with a concentration in Health & Sport Psychology.**

## Psychology Curriculum

### Required Core Courses (31 credits)

- PSY-1010 Introduction to Psychology 3 credits
- PSY-2040 Social Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-2410 Research Methods in Psychology 3 credits
- PSY-2420 Group Process: Theory & Practice 3 credits
- PSY-2810 Internship in Psychology 1-12 credits
- PSY-3010 Theories of Personality 3 credits
- PSY-3065 Abnormal Behavior 3 credits
- PSY-4010 Biological Psychology 3 credits
- PSY-4810 Internship in Psychology 1-12 credits \*
- PSY-4770 Senior Seminar in Psychology 1 credits \*
- MAT-2030 Probability & Statistics 3 credits

### Electives (choose 15 credits):

- PSY-3030 Organizational Psychology 3 credits
- PSY-3230 Psychology of Gender 3 credits
- PSY-3250 Multicultural Psychology 3 credits

- PSY-3330 Psychology of Addictions 3 credits
- PSY-3360 Cognitive & Behavioral Psychology 3 credits
- PSY-4080 Psychology & the Civil War 3 credits
- PSY-4090 Controversial Issues in Psychology 3 credits
- PSY-4125 The Evolution of Psychology 3 credits
- PSY-4760 Topical Seminar in Psychology 3 credits \*\*
- PSY-4810 Internship in Psychology 1-12 credits (3 credits)
- PSY-4910 Independent Study in Psychology 1-12 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- ANT-3130 Culture & Personality 3 credits
- ANT-4010 Anthropology of Death 3 credits
- BIO-3160 Animal Behavior 4 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-4010 Family Violence 3 credits

*\* 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. Students completing the Health & Sport Psychology concentration must complete their internship in an area/setting relevant to health and sport psychology.*

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

## Health & Sport Psychology Curriculum (15-16 credits)

In addition to the 11 core psychology courses, students completing the concentration in Health & Sport Psychology must complete the following courses, which apply toward the major's electives requirements as well.

- AHS-4025 Health Behavior: Change & Adherence 3 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- AHS-4110 Psychophysiology of Stress 3 credits

Choose 2 of the following:

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- BIO-3180 Nutrition 3 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits

**Important:**

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Studio Arts (B.F.A.)

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. Once admitted into the BFA program via their BFA review, students must achieve grades of B- or higher in all ART and ARH courses.

## 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

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits
- ART-1140 Design I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits

Subtotal: 21 credits

### Introductory Studio Electives

(Select two courses)

- ART-1231 Ceramics I 3 credits
- ART-2150 Jewelry & Metalsmithing 3 credits
- ART-2301 Photography I 3 credits
- ART-2410 Introduction to Printmaking 3 credits

Subtotal: 6 credits

### Advanced Art History Electives

(Select two courses)

- ARH-3015 Greek & Roman Art 3 credits
- ARH-3020 Art of the Renaissance 3 credits
- ARH-3060 Twentieth Century Art 3 credits
- ARH-3110 The Spiritual in Non-Western Art 3 credits
- ARH-3120 Art Criticism 3 credits
- ARH-3130 The History of Photography 3 credits
- ARH-3140 African Art 3 credits
- ARH-3150 Art of the Human Body 3 credits
- ARH-3210 Women in Art 3 credits
- ARH-4710 Special Topics in Art History 3 credits

Subtotal: 6 credits

## Advanced Studio Electives

(Select 6 courses)

(All advanced studio courses may be repeated for credit. See below.)

- ART-3031 Life Drawing 3 credits
- ART-3032 Advanced Drawing 3 credits
- ART-3040 Landscape Painting 3 credits
- ART-3222 Ceramics II 3 credits
- ART-3314 Advanced Printmaking 3 credits
- ART-3320 Monoprints 3 credits
- ART-4007 Graphic Novels 3 credits
- ART-4020 Advanced Digital Media 3 credits
- ART-4040 Advanced Photography 3 credits
- ART-4050 Advanced Painting 3 credits
- ART-4060 Advanced Digital: Graphic Design 3 credits
- ART-4070 Advanced Digital: Web Design for Artists 3 credits
- ART-4110 Visual Art & Performance 3 credits
- ART-4130 Advanced Sculpture 3 credits
- ART-4710 Special Topics in Art 3 credits

Subtotal: 18 credits

## Required Capstone Courses:

- ART-4120 B.F.A. Project & Exhibit 3 credits
- ARH-4720 Seminar in Contemporary Art Issues 3 credits
- ART-4730 B.F.A. Seminar 3 credits

Subtotal: 9 credits

Total: 60 credits

- *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 of B- or higher in all ART and ARH courses.*

## Art Education (PreK-12) Teaching Endorsement

Students pursuing a license to teach art in grades PreK-12 must complete either the B.A. in Art or the B.F.A. in Studio Arts as well as specific teacher-education coursework and requirements. Please refer to the Unified Arts Teacher License Endorsement section for details.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Technical Theater (A.A.)

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 storyboard 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: Dibden, 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

- THA-1041 Introduction to Theater Arts 3 credits
- THA-1111 Stagecraft 3 credits
- THA-2020 Theater Lab 3 credits (12 credits) (4 times; 2 upper-level, 2 lower-level)
- THA-2810 Internship in Theater 1-12 credits (6 credits)
- THA-3130 Introduction to Scene Design & Stage Lighting 3 credits

## 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 3 of the following courses)

- THA-1040 Interpreting Contemporary Dramatic Literature 3 credits
- THA-2030 Costume History & Design 3 credits
- THA-2035 Costume Construction & Stage Makeup 3 credits
  
- THA-2121 Acting I 3 credits **AND**
- THA-2121L Acting I Lab 1 credits \*

### Business Management

- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2410 Human Resource Management 3 credits

### Computer Information Systems

- CIS-2220 Website Design 3 credits
- CIS-3040 Database 3 credits

### Music & Audio Technology

- MUS-2160 Introduction to Technology in Music 2 credits (3 credits)
- MUS-2231 Studio Recording I 3 credits
- MUS-3272 Studio Recording II 3 credits

### Fine & Studio Arts

- ARH-2010 Survey of Western Traditions in Art 3 credits

- ART-1011 Drawing I 3 credits
- ART-1140 Design I 3 credits

Total: 43 credits

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

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Theater & Drama (B.A.)

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 & 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 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 & Drama Requirements

### Required Courses

- THA-1040 Interpreting Contemporary Dramatic Literature 3 credits
- THA-1041 Introduction to Theater Arts 3 credits
- THA-2121 Acting I 3 credits
- THA-2121L Acting I Lab 1 credits \*

Subtotal: 10 credits

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

### Historical & Literary Studies

- THA-2030 Costume History & Design 3 credits
- THA-3010 Shakespeare: On the Stage & On the Page 3 credits
- THA-3110 Dramatic Literature: Classical/Modern 3 credits
- THA-3140 Theater History 3 credits

Subtotal: 12 credits

### Production & Performance Skills

- THA-1111 Stagecraft 3 credits
- THA-2122 Acting II 3 credits
- THA-3210 Introduction to Directing 4 credits

Subtotal: 10 credits

### Elective

(select 1 course from the following)

- DAN-2030 Improvisation/Composition: Intermediate/Advanced Level 4 credits
- DAN-3030 Improvisation/Composition: Intermediate/Advanced Level 4 credits
- DAN-3010 The Renaissance Spirit 3 credits
- THA-2035 Costume Construction & Stage Makeup 3 credits
- THA-3030 Children's Theater 3 credits
- THA-3040 Improvisation for Actors 3 credits
- THA-3123 Acting III 3 credits

Subtotal: 3-4 credits

### Laboratory Experiences

- THA-2040 Performance & Production Lab 0 or 3 credits **OR**
- THA-4010 Performance & Production Lab 0 or 3 credits

Subtotal: 3 credits

### Capstone Courses

- THA-4720 Senior Project in Theater 3 credits \*\*
- THA-4730 Seminar in Professional Preparation for the Actor 3 credits

Subtotal: 6 credits

Total: 44-45 credits

*\*\* 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.*

## Theater Arts Education (PreK-12) Teaching Endorsement

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.

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Wellness & Alternative Medicine (B.S.)

Launched in 2000 and updated in spring 2014 to reflect advances in medical knowledge and contemporary practice, the B.S. degree in Wellness & Alternative Medicine at JSC is based on the scientific protocols set by the National Institutes of Health's National Center for Complementary & Alternative Medicine and Bastyr University's Naturopathic Medical School program in Seattle, Wash.

An interdisciplinary collaboration between JSC's Behavioral Sciences and Environmental & Health Sciences departments, the program employs societal, cultural, biochemical and global frameworks to investigate the history, principles and scientific evidence for the safety and effectiveness of diverse modalities to heal disease and to create wellness. It provides the scientific knowledge and practical skills needed to make informed healthcare decisions and lifestyle choices and to prepare for careers as state-of-the-art healthcare professionals, veterinarians and doctors.

Students study conventional, allopathic medicine in the U.S. as well as alternative medical models from around the world. While completing their degrees, students may elect to co-enroll in certification programs to become massage therapists, yoga instructors, reiki masters and Ayurvedic consultants. Graduates are prepared for initial positions in the wellness and fitness industry, hospital employee-assistance programs, social-assistance programs, the diet and supplements industry and as assistants to alternative medical practitioners. Many graduates go on to graduate and medical schools to become physicians, nurses, chiropractors, naturopathic physicians, Chinese medical doctors, ayurvedic physicians and homeopathic doctors.

The curriculum for this program was reviewed in 2012 by Dr. James S. Gordon, director of the Center for Mind-Body Medicine Program at Georgetown University, former chair of the White House Commission on Complementary & Alternative Medicine and a member of the Advisory Council for the NIH National Center for Complimentary & Alternative Medicine (NCCAM), and in 2004 by Dr. Joseph Jacobs, former director of NCCAM. Their comments and suggestions have guided the curriculum that takes effect in fall 2015.

## Learning Outcomes for Wellness & 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.

## Required Courses (49 credits)

### Core Courses

- AHS-1010 Contemporary Health Issues 3 credits
- BIO-2011 Human Anatomy & Physiology I 4 credits
- BIO-2012 Human Anatomy & Physiology II 4 credits
- SOC-1040 Integrative Health & Professional Series 1 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits
- SOC-3230 Alternative Medicine, Science & Disease 3 credits
- SOC-4740 Senior Integrative Health Care Seminar 1 credits
- WAM-2030 Wellness Lifestyle & Career Seminar 1 credits
  
- AHS-4810 Internship in Allied Health Science 1-12 credits (Must be at least 1 credit)  
**OR**
- ANT-4810 Internship in Anthropology 1-12 credits (Must be at least 1 credit)  
**OR**
- SOC-4810 Internship in Sociology 1-12 credits (Must be at least 1 credit)  
**OR**
- WAM-4810 Internship in Wellness & Alternative Medicine 1-12 credits (Must be at least 1 credit)

### Alternative Health Systems & Mind-Body Medicine

#### Choose 8 credits:

- ANT-3140 Yoga and Ayurveda: Science & Culture 3 credits
- WAM-2010 Native American Healing - The Lakota & Shamanic Traditions 1 credits
- WAM-2020 Chinese Medicine & Acupuncture I 1 credits
- WAM-2040 Introduction to Meditation 1 credits
- WAM-2060 Naturopathic Medicine 1 credits
- WAM-2070 Massage & Bodywork 1 credits
- WAM-2080 Homeopathy I 1 credits
- WAM-2050 Herbs: The Medicine Garden 1 credits
- WAM-3020 Chinese Medicine & Acupuncture II 3 credits
- WAM-3050 Herbalism, Wellness & Healing 3 credits
- WAM-3040 Mindfulness Meditation 3 credits
- WAM-3070 Massage, Science & Wellness 3 credits
- WAM-3080 Homeopathy II 3 credits

### Biology of Life

#### Choose one of the following:

- BIO-1210 Introduction to Biology 4 credits

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits

## Chemistry

### Choose one of the following:

- CHE-1031 General Chemistry I 4 credits
- CHE-1055 General Chemistry, Organic Chemistry & Biochemistry 4 credits

## Drugs, Herbs & Pharmacology

### Choose one of the following:

- SOC-2050 Drugs, Herbs & Society 3 credits
- AHS-3050 Introduction to Pharmacology 3 credits
- WAM-3030 Applied Herbal Pharmacology 3 credits

## Healthcare & Healing Around the World

### Choose one of the following:

- ANT-4020 Multicultural Health, Illness & Healing 3 credits
- SOC-4030 Global Health, Diversity & Policy 3 credits
- WAM-3060 Healing All Wounds: Global Humanitarian Aid and Warzone Medicine 3 credits

## Nutrition: The Biochemistry & Eco-Politics of Food and Diet

### Choose one of the following:

- BIO-3180 Nutrition 3 credits
- SOC-3240 Nutrition, Food & Society 3 credits
- WAM-3025 Epigenetics: Diet, Lifestyle & Environment 3 credits

## Stress: Biopsychological Response & Wellness Lifestyle Choices

### Choose one of the following:

- AHS-4110 Psychophysiology of Stress 3 credits
- AHS-4025 Health Behavior: Change & Adherence 3 credits
- WAM-3010 Living the Good Life 3 credits

## Required & Recommended Electives for Graduate Study in Medicine

Students who intend to pursue graduate study to prepare for clinical medical careers (e.g., physician, nurse practitioner, midwife, physician assistant, nurse, naturopathic doctor, chiropractor, Chinese medical doctor) should take the following courses *and* check with their future post-graduate school to ensure they will meet all undergraduate requirements in order to apply for admission.

## Required Electives

- CHE-1032 General Chemistry II 4 credits
- CHE-3111 Organic Chemistry I 4 credits
- CHE-3112 Organic Chemistry II 4 credits
- PHY-1041 Physics I 4 credits
- PHY-1042 Physics II 4 credits
- PSY-2070 Developmental Psychology 3 credits

## Recommended Electives

- BIO-3130 Cellular Biology: A Molecular Approach 4 credits
- BIO-3140 Microbiology 4 credits
- BIO-3220 Genetics 4 credits
- MAT-1531 Calculus I 4 credits
- MAT-2030 Probability & Statistics 3 credits

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Teaching Licensure Programs

### Secondary Teacher License Endorsement

Johnson State College offers Secondary Teacher Education Programs that prepare students to teach in their area of endorsement -- **English, mathematics, science** or **social studies** -- to students in grades PreK-12. Graduates who successfully complete one of these programs become candidates for a Level I Professional Educator's License issued by the Vermont Agency of Education. This license is required in order to work as a public school teacher in Vermont; it also is recognized and accepted by more than 40 other states, districts and territories.

All students seeking Secondary Teacher Licensure Endorsement must:

- Successfully complete all Required Teacher Education Core Courses;
- Successfully complete the Required Secondary Education Core Courses ;
- Select one of the four Secondary Education Endorsement Areas and successfully complete an approved major for that endorsement -- including all requirements for the bachelor's degree and the General Education and Graduation Requirements -- with a cumulative 3.0 GPA or better and a 3.0 GPA in the major; and
- Successfully complete the Required Content-Area Courses for their chosen area of endorsement.

**With careful planning, these requirements can be met for most programs within a four-year plan of study.**

Most courses must be taken in a specific order; students should check advisement forms, program evaluations and prerequisites for details. 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.

Theoretical Framework & Learning Pursuits

Applying to a Teacher Education Program at JSC

Advancing through a Teacher Education Program at JSC

## 1. Required Teacher Education Core Courses

- EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education 0 credits
- EDU-TEW2 Teacher Education Workshop 2: Application for Practicum I 0 credits
- EDU-TEW3 Teacher Education Workshop 3: Application for Practicum II 0 credits
- EDU-TEW4 Teacher Education Workshop 4: Application for student teaching 0 credits
- EDU-TEW5 Teacher Education Workshop 5: Application for a Verification Check 0 credits
- EDU-2360 Perspectives on Learning in a Diverse Society 3 credits \*
- EDU-2365 The Ecology of Human Experience: Development, Culture & Identity 3 credits \*
- EDU-2370 The Contemporary School 3 credits \*
- EDU-3311 Foundations of Inclusive Practices 3 credits \*
- EDU-3440 Teaching Toward Democracy 3 credits \*
- EDU-4650 Capstone & Thesis Seminar 3 credits \*

Total: 18 credits

## 2. Required Secondary Education Core Courses

- EDU-3140 Partnering with the Adolescent Learner to Promote Student Engagement 4 credits
- EDU-3360 Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum 3 credits
- EDU-4130 Implementing Content Specific Methods in a Secondary Classroom 4 credits
- EDU-4850 Secondary Education Student Teaching 12 credits

## 3. Required Major for Endorsement Area

In addition to the preceding courses, students must successfully complete all Required Content-Area Courses **AND** a bachelor's degree in a major approved for their area of endorsement, as specified below.

Area of Endorsement	Approved Major(s)
<b>English Education</b> See Required Content-Area Courses for this endorsement below (Section 4).	B.F.A. in Creative Writing or B.A. in English
<b>Mathematics Education</b> See Required Content-Area Courses for this endorsement below (Section 4).	B.S. in Mathematics
<b>Science Education</b> See Required Content-Area Courses for this endorsement below (Section 4).	B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Health & Exercise Science, B.S. in Health Sciences: Physical Education, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment, or B.S. in Environmental Science: Policy & Advocacy

<p><b>Social Studies Education</b> See Required Content-Area Courses for this endorsement below (Section 4).</p>	<p>B.A. in History or B.A. in Political Science</p>
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## 4. Required Content Courses for Area of Endorsement

In addition to successfully completing an approved *major or 30-credit concentration* for their area of endorsement, students must take the *content-area courses* required for their area of endorsement. Some of these courses may meet requirements for the major as well. With the approval of the Secondary Education Program Director, appropriate course substitutions may be permitted.

### English Education: Required Content-Area Courses

- EDU-3032 Language, Culture, Literature, & Education 3 credits
- EDU-3100 Literacy Intervention, Assessment & Strategies 3 credits
- ENG-1310 Introduction to Literature 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3565 Shakespeare 3 credits
- ENG-4150 Literary Criticism & Theory 3 credits

Take 3 of the following courses:

- ENG-2172 World Literature II 3 credits
- ENG-2171 World Literature I 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

Take 1 of the following courses

- ENG-2101 Creative Writing 3 credits
- ENG-3120 Poetry Workshop 3 credits
- ENG-3130 Fiction Workshop 3 credits
- ENG-4110 The Form & Theory of Fiction 3 credits
- ENG-4120 The Form & Theory of Poetry 3 credits

Take 1 of the following courses:

- ENG-3140 The Creative Essay 3 credits
- ENG-4130 The Form & Theory of Nonfiction 3 credits

Take 2 of the following literature courses:

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits
- ENG-3395 Satire in Literature 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits
- ENG-3530 The American Novel 3 credits
- ENG-3565 Shakespeare 3 credits
- ENG-3580 African American Literature 3 credits
- ENG-4720 Seminar in Literature 3 credits

## Mathematics Education: Required Content-Area Courses

In addition to successfully completing B.S. in Mathematics, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Secondary Education Program Director, appropriate course substitutions may be permitted.

- MAT-1531 Calculus I 4 credits
- MAT-2020 Mathematical Reasoning 3 credits
- MAT-2030 Probability & Statistics 3 credits
- MAT-2532 Calculus II 4 credits
- MAT-3210 Linear Algebra 3 credits
- MAT-3240 Probability Theory with Statistics 3 credits
- MAT-4130 Abstract Algebra 3 credits
- MAT-4140 Geometry 3 credits

## Science Education: Required Content-Area Courses

In addition to successfully completing one of the approved majors for this endorsement (the B.F.A. in Creative Writing, B.A. in Biology: Field Naturalist, B.S. in Biology: General, B.S. in Biology: Pre-Medical, B.S. in Health Sciences: Health & Exercise Science, B.S. in Health Sciences: Physical Education, B.S. in Health Sciences: Pre-Physical Therapy, B.S. in Environmental Science: Analysis & Assessment or B.S. in Environmental Science: Policy & Advocacy, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Secondary Education Program Director, appropriate course substitutions may be permitted.

- CHE-1031 General Chemistry I 4 credits
- ENV-1050 Introduction to Earth Science 4 credits
- PHY-1041 Physics I 4 credits

Take 1 of the following courses:

- BIO-1210 Introduction to Biology 4 credits
- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits

Take 1 of the following courses:

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-2340 Fundamentals of Ecology 4 credits
- BIO-3260 Limnology 4 credits
- ENV-3130 Environmental Geology 4 credits

## Social Studies Education: Required Content-Area Courses

In addition to successfully completing either the B.A. in History or the B.A. in Political Science, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Secondary Education Program Director, appropriate course substitutions may be permitted.

- HIS-1111 World History I 3 credits
- HIS-1112 World History II 3 credits
- HIS-1211 American History I 3 credits
- HIS-1212 American History II 3 credits

Take 1 of the following courses:

- POS-1010 Introduction to Political Science 3 credits
- POS-1020 American Politics & Government 3 credits

Take 2 of the following courses:

- ANT-1010 Introduction to Cultural Anthropology 3 credits
- GEO-1010 Introduction to Geography 3 credits
- HUM-3125 Religions of the World 3 credits
- POS-1030 Comparative Government 3 credits
- POS-2040 International Relations 3 credits
- POS-3230 Third World Politics 3 credits

Take 2 of the following courses:

- HIS-3420 French Revolution 3 credits
- INT-3210 The Holocaust: An Interdisciplinary Approach 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits

Take 1 of the following courses:

- ECO-1020 Introduction to Economics 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits
- POS-2050 International Economics & Politics 3 credits

## Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

## Unified Arts Teacher License Endorsement

Johnson State College offers Unified Arts Teacher Education Programs that prepare students to teach in their area of endorsement -- **art, dance, music, physical education** or **theater arts** -- to students in grades PreK-12. Graduates who successfully complete one of these programs become candidates for a Level I Professional Educator's License issued by the Vermont Agency of Education. This license is required in order to work as a public school teacher in Vermont; it also is recognized and accepted by more than 40 other states, districts and territories.

All students seeking Unified Arts teaching licensure must:

- Successfully complete all Required Teacher Education Core Courses;
- Successfully complete the Required Unified Arts Education Core Courses;
- Select one of the five Unified Arts Endorsement Areas and successfully complete an approved major for that endorsement -- including all requirements for the bachelor's degree and the General Education and Graduation Requirements -- with a cumulative 3.0 GPA or better and a 3.0 GPA in the major; and
- Successfully complete the Required Content-Area Courses for their chosen area of endorsement.

**With careful planning, these requirements can be met for most programs within a four-year plan of study.**

Most courses must be taken in a specific order; students should check advisement forms, program evaluations and prerequisites for details. 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.

Theoretical Framework & Learning Pursuits

Applying to a Teacher Education Program at JSC

Advancing through a Teacher Education Program at JSC

### 1. Required Teacher Education Core Courses

- EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education 0 credits
- EDU-TEW2 Teacher Education Workshop 2: Application for Practicum I 0 credits
- EDU-TEW3 Teacher Education Workshop 3: Application for Practicum II 0 credits
- EDU-TEW4 Teacher Education Workshop 4: Application for student teaching 0 credits
- EDU-TEW5 Teacher Education Workshop 5: Application for a Verification Check 0 credits
- EDU-2360 Perspectives on Learning in a Diverse Society 3 credits \*
- EDU-2365 The Ecology of Human Experience: Development, Culture & Identity 3 credits \*
- EDU-2370 The Contemporary School 3 credits \*
- EDU-3311 Foundations of Inclusive Practices 3 credits \*
- EDU-3440 Teaching Toward Democracy 3 credits \*
- EDU-4650 Capstone & Thesis Seminar 3 credits \*

Total: 18 credits

### 2. Required Unified Arts Core Courses

- EDU-3112 Instructional Dynamics for the Elementary Educator: Curriculum, Instruction & Assessment for Integrated, Engaging & Creative Learners; Part III: Unified Arts for Diverse Learners 3 credits
- EDU-4310 The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts 3 credits

### 3. Required Major for Unified Arts Endorsement Area

In addition to the preceding courses, students must successfully complete all Required Content-Area Courses **AND** a bachelor's degree in a major approved for their area of endorsement, as specified below.

Area of Endorsement	Approved Major(s)
<b>Art Education</b>	B.A. in Art or B.F.A. in Studio Arts
<b>Dance Education</b>	<i>Major arranged in consultation with the Unified Arts Education Coordinator</i>
<b>Music Education</b>	B.A. in Music Performance & Music Education
<b>Physical Education</b>	B.S. in Health Sciences: Physical Education
<b>Theater Arts Education</b>	B.A. in Theater & Drama

### 4. Required Content Courses for Endorsement Area

In addition to successfully completing an approved *major* for their area of endorsement, students must take the *content-area courses* required for their area of endorsement. Some of these courses may meet requirements for the major as well. With the approval of the Unified Arts Program Director, appropriate course substitutions may be permitted.

#### Art Education: Required Content-Area Courses

In addition to successfully completing either the B.A. in Art or the B.F.A. in Studio Arts, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits
- ART-1140 Design I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits
- ART-3032 Advanced Drawing 3 credits
- ART-3120 Elementary Art Education Methods 3 credits
- ART-3140 Secondary Art Education Methods 3 credits
- EDU-4812 Art Student Teaching 12 credits

### Additional requirement for B.A. in Art majors:

- ARH-4720 Seminar in Contemporary Art Issues 3 credits

### Additional requirement for B.F.A. in Studio Arts majors:

- ART-4730 B.F.A. Seminar 3 credits

## Dance Education: Required Content-Area Courses

Students seeking this endorsement consult with the Unified Arts Education Program Director to select an appropriate major. They also must take the following content-area courses, some of which may meet requirements for the major as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- DAN-1010 Fundamentals of Dance 3 credits
- DAN-2040 Beginning Tap Dance 2 credits
- DAN-3020 Intermediate Ballet: Technique & History 3 credits
- DAN-3030 Improvisation/Composition: Intermediate/Advanced Level 4 credits
- DAN-3032 Body Awareness II 3 credits
- DAN-3112 Intermediate Modern Dance: Technique & History 3 credits
- DAN-3130 Jazz Dance 3 credits
- DAN-3180 Folk Dance II 3 credits
- DAN-4130 Advanced Ballet/Modern Dance: Technique & History 3 credits
- EDU-4850 Secondary Education Student Teaching 12 credits

### Take 1 of the following courses:

- DAN-3010 The Renaissance Spirit 3 credits
- DAN-3210 The Emperor Ain't Naked: A History of Western European Fashion & Social Dance from the Mid- 14th Century to the Early 20th Century 3 credits

## Physical Education: Required Content-Area Courses

In addition to successfully completing the B.S. in Health Sciences: Physical Education, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- AHS-1010 Contemporary Health Issues 3 credits
- AHS-3120 Kinesiology 3 credits
- AHS-3230 Physiology of Exercise 4 credits
- AHS-4030 Psychology of Sports & Exercise 3 credits
- DAN-1010 Fundamentals of Dance 3 credits
- OER-2140 Ropes Course Leadership 2 credits
- PED-1150 Foundations of Physical Education 3 credits
- PED-2040 Team Sports 2 credits
- PED-2110 Individual, Dual & Lifetime Activities 2 credits
- PED-3120 Measurement & Evaluation 3 credits

- PED-3070 Methods of Teaching Elementary Physical Education 4 credits
- PED-3140 Methods of Teaching Secondary School Physical Education 4 credits
- EDU-4835 Physical Education Student Teaching 12 credits

## Music Education: Required Content-Area Courses

In addition to successfully completing the B.A. in Music Performance & Music Education, students must choose a concentration and take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1061 Ear Training I 1 credits
- MUS-1062 Ear Training II 1 credits
- MUS-1120 Applied Music Lessons 0.5 credits (2 credits) (in violin, viola, cello)
- MUS-1231 Music Theory I 3 credits
- MUS-1232 Music Theory II 3 credits
- MUS-2023 Ear Training III 1 credits
- MUS-2024 Ear Training IV 1 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (4 credits)
- MUS-2361 Instrumental Techniques I 3 credits
- MUS-2362 Instrumental Techniques II 3 credits
- MUS-3031 History of Western Music I 3 credits
- MUS-3032 History of Western Music II 3 credits
- MUS-3140 Arranging/Orchestration 3 credits
- MUS-3160 Elementary School Music Methods 3 credits
- MUS-3210 Secondary School Music Methods 3 credits
- MUS-3330 Worlds of Music 3 credits
- MUS-3401 Conducting I 3 credits
- MUS-3402 Conducting II 3 credits
- MUS-4720 Senior Recital 2 credits
- EDU-4830 Music Student Teaching 12 credits

## Applied Music Lessons: 12 credits

(12 credits in one area: vocal, instrumental or music composition)

- MUS-1120 Applied Music Lessons 0.5 credits
- MUS-1120L Applied Music Lesson Lab 0 credits
- MUS-3240 Applied Music Lessons 1 credits
- MUS-4030 Applied Music Lessons 1.5 credits

## Additional requirements for the Classical concentration:

- MUS-2053 Keyboard Harmony III 1 credits
- MUS-2054 Keyboard Harmony IV 1 credits
- MUS-2313 Music Theory III 3 credits

- MUS-2314 Music Theory IV 3 credits

### Additional requirements for the Jazz/Contemporary concentration:

- MUS-2013 Jazz/Contemporary Theory & Improvisation III 3 credits
- MUS-2014 Jazz/Contemporary Theory & Improvisation IV 3 credits
- MUS-2211 Jazz/Contemporary Keyboard III 1 credits
- MUS-2212 Jazz/Contemporary Keyboard IV 1 credits
- MUS-3040 Jazz in America 3 credits

### Theater Arts: Required Content-Area Courses

In addition to successfully completing the B.A. in Theater & Drama, students must take the following content-area courses. Some of these courses may meet requirements for the major as well. With the approval of the Unified Arts Education Program Director, appropriate course substitutions may be permitted.

- THA-1040 Interpreting Contemporary Dramatic Literature 3 credits
- THA-1041 Introduction to Theater Arts 3 credits
- THA-1111 Stagecraft 3 credits
- THA-2030 Costume History & Design 3 credits
- THA-2035 Costume Construction & Stage Makeup 3 credits
- THA-2040 Performance & Production Lab 0 or 3 credits
- THA-2121 Acting I 3 credits
- THA-2121L Acting I Lab 1 credits
- THA-2122 Acting II 3 credits
- THA-3010 Shakespeare: On the Stage & On the Page 3 credits
- THA-3030 Children's Theater 3 credits
- THA-3110 Dramatic Literature: Classical/Modern 3 credits
- THA-3123 Acting III 3 credits
- THA-3130 Introduction to Scene Design & Stage Lighting 3 credits
- THA-3140 Theater History 3 credits
- THA-3150 Introduction to Stage Management 3 credits
- THA-3210 Introduction to Directing 4 credits
- THA-4720 Senior Project in Theater 3 credits
- EDU-4850 Secondary Education Student Teaching 12 credits

### Important:

In order to earn a degree, you must successfully complete all requirements for your major as listed here *AND* meet all other Degree Requirements, including the General Education Curriculum requirements and JSC Graduation Standards.

### Minors

### Adventure Education Minor

Minimum of one OER Skills Course .5-3 credits

Choice of:

- OER-1030 Outdoor Education Activities 0.5 credits (Snowshoeing)
- OER-1030 Outdoor Education Activities 0.5 credits (Cross-Country Skiing)
- OER-1030 Outdoor Education Activities 0.5 credits (Intro to River Kayaking)
- OER-1030 Outdoor Education Activities 0.5 credits (Fly-fishing)
- OER-1050 Hiking & Camping 1 credits
- OER-1131 Rock Climbing I 1 credits
- OER-1060 Ropes Course 1 credits
- OER-1070 Orienteering 1 credits
- OER-1161 Whitewater Kayaking 1 credits
- OER-1162 Coastal Kayaking 1 credits
- OER-1170 Ice Climbing 1 credits
- OER-2080 Advanced Rock Craft 2 credits
- Wilderness Canoe Training
- OER-3150 Winter Expedition 3 credits

## One Instructor-Level OER (2 credits)

Choice of:

- OER-2050 Rock Climbing Instructor 2 credits
- OER-2140 Ropes Course Leadership 2 credits
- OER-1165 Coastal Kayak Guide Training 2 credits
- Other approved instructor certification course 2 credits

## Additional Required Courses

- OER-1000 Introduction to Outdoor Education 4 credits
- OER-1061 Backpacking 1 credits
- OER-2060 Wilderness First Responder 4 credits
- OER-2062 Advanced Backpacking 2 credits
- OER-3070 Adventure Education Theory & Practice 3 credits
- OER-4030 Wilderness Leadership Techniques 4 credits

Total: 20.5-23 credits

## **Anthropology & Sociology Minor**

### Required Courses

- ANT-1010 Introduction to Cultural Anthropology 3 credits
- SOC-1010 Introduction to Sociology 3 credits
- SOC-4020 Sociological Theory 3 credits **OR**
- ANT-3110 Development of Anthropological Thinking 3 credits

Electives: 9 credits

- Three ANT/SOC - courses, at least 2 must be at the 3000 or 4000 level

Total: 18 credits

## **Art History Minor**

### Required Courses

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits

Subtotal: 6 credits

### Introductory Studio Electives (select two courses):

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

Subtotal: 6 credits

### Advanced Art History Electives (select three courses):

- ARH-3015 Greek & Roman Art 3 credits
- ARH-3020 Art of the Renaissance 3 credits
- ARH-3060 Twentieth Century Art 3 credits
- ARH-3110 The Spiritual in Non-Western Art 3 credits
- ARH-3120 Art Criticism 3 credits
- ARH-3130 The History of Photography 3 credits
- ARH-3140 African Art 3 credits
- ARH-3150 Art of the Human Body 3 credits
- ARH-3210 Women in Art 3 credits
- ARH-4710 Special Topics in Art History 3 credits
- ARH-4720 Seminar in Contemporary Art Issues 3 credits

Subtotal: 9 credits

Total: 21 credits

## **Arts Management Minor for Fine & Performing Arts Majors**

### Required Courses

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2410 Human Resource Management 3 credits
- CIS-1410 Intermediate Spreadsheets 3 credits
  
- ECO-1020 Introduction to Economics 3 credits **OR**
- ECO-2020 Macroeconomics 3 credits **OR**
- ECO-2030 Microeconomics 3 credits

Total: 23 credits

## **Biology Minor**

### Required Courses

- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits
- 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. 16 credits

Total: 24 credits

## **Business Minor**

This minor is available to non-Business majors only. All course choices and sequences should be discussed with an advisor in the Department of Business & Economics.

### Required Courses

- ACC-2121 Financial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2140 Personal Finance 3 credits
- BUS-2230 Principles of Marketing 3 credits
- CIS-1410 Intermediate Spreadsheets 3 credits

- ECO-2020 Macroeconomics 3 credits

Take 2 of the following courses:

- BUS-3050 Principles of Sales 3 credits
- BUS-3060 Consumer Behavior 3 credits
- BUS-3070 Public Relations 3 credits
- BUS-3110 Ski Area Management & Design 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3150 Production/Operations Management 3 credits
- BUS-3210 Advertising 3 credits
- BUS-3230 Financial Management 3 credits
- BUS-3250 Organizational Behavior & Management 3 credits
- BUS-3310 Greening the Business Environment 3 credits
- BUS-3370 Business Organizational Communications 3 credits
- BUS-3390 Career Planning & Management 3 credits
- BUS-3420 Athletic Facility & Event Management 3 credits
- BUS-3430 Sport & Society 3 credits
- BUS-3910 Leadership & Quality 3 credits
- BUS-4030 Marketing Research 3 credits
- BUS-4070 Strategic Decision Making 3 credits
- BUS-4320 Sport Promotion & Branding 3 credits

Total: 25-26 credits

## **Chemistry Minor**

### Required Courses

- CHE-1031 General Chemistry I 4 credits
- CHE-1032 General Chemistry II 4 credits
- CHE-XXXX Two additional upper-level CHE courses 8 credits
- ENV-1110 Introduction to Environmental Problems 3 credits

Total: 19 credits

*A chemistry minor is not permitted for students who are seeking a B.S. degree in biology.*

## **Creative Writing Minor**

### Required Courses

Introductory-level Creative Writing Course

- ENG-2101 Creative Writing 3 credits

### Lower-level Literature Survey Courses (take 3 courses)

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits
- ENG-2510 Women & Literature 3 credits

### Form & Theory Course (take 1 course)

- ENG-4110 The Form & Theory of Fiction 3 credits
- ENG-4120 The Form & Theory of Poetry 3 credits
- ENG-4130 The Form & Theory of Nonfiction 3 credits

### Upper-level Literature Courses (take 1 course)

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits
- ENG-3395 Satire in Literature 3 credits
- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits
- ENG-3530 The American Novel 3 credits
- ENG-3565 Shakespeare 3 credits
- ENG-3580 African American Literature 3 credits
- ENG-3680 Linguistics & Language History 3 credits
- ENG-4720 Seminar in Literature 3 credits

### Upper-level Writing Workshops (take 2 courses)

- ENG-3120 Poetry Workshop 3 credits
- ENG-3130 Fiction Workshop 3 credits
- ENG-3140 The Creative Essay 3 credits

**Total: 24 credits**

## 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

**The dance minor consists of a minimum of 24 credits selected from the following courses:**

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

Total: 24 credits

## Environmental Education Minor

### Required Courses

- ENV-1050 Introduction to Earth Science 4 credits
- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-3220 Environmental Interpretation 3 credits
- ENV-4010 Global Environmental Issues 3 credits
- ENV-XXXX One additional upper-level ENV course 3 credits
- OER-3010 Learning in the Outdoors 4 credits

Total: 20 credits

## Environmental Science Minor

The minor in environmental science provides sufficient background knowledge for students to comprehend the fundamentals of the science that frames the discussion for policy decisions and social action. The minor is appropriate for students who choose to major in business, economics, political science, biology, outdoor education or other majors offered at Johnson State College.

### Required Courses

- ENV-1050 Introduction to Earth Science 4 credits
- ENV-1110 Introduction to Environmental Problems 3 credits
- ENV-3030 Water Resources 3 credits
- ENV-3040 Energy & Mineral Resources 3 credits
- ENV-XXXX Two additional upper-level ENV courses 6 credits

Total: 19 credits

## 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 FRE-4910 Independent Study in French or FRE-3010 Culture & Civilization through Correspondence & Conversation.

## 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

- POS-3040 The Politics of Gender 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits

### Electives

(Select 4 courses):

- ENG-2510 Women & Literature 3 credits
- HIS-2210 Women in U.S. History 3 credits
- HIS-3450 Women in European History 3 credits
- POS-3030 Contemporary Political Theory: Race, Class & Gender 3 credits
- SOC-2040 Race/Ethnicity, Class & Gender 3 credits
- SOC-3060 Sexuality & Intimacy 3 credits
- SOC-3170 Power, Politics & Inequality 3 credits

Total: 18 credits

## Global Studies Minor

The global studies minor is designed to address the demands brought on by the processes of globalization for students pursuing careers and/or graduate study in business, education, history, politics, public service and many other fields.

## Required Courses

- HIS-1112 World History II 3 credits
- POS-1010 Introduction to Political Science 3 credits **OR**
- POS-1020 American Politics & Government 3 credits
- POS-1030 Comparative Government 3 credits **OR**
- POS-2040 International Relations 3 credits

Subtotal: 9 credits

Choose 1 non-western course from the following courses:

- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HIS-3510 Chinese History & Culture 3 credits
- HIS-3520 Japanese History & Culture 3 credits
- HIS-4010 History of the Middle East 3 credits
- HUM-3125 Religions of the World 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits
- POS-3230 Third World Politics 3 credits

Subtotal: 3 credits

Electives:

**Select a minimum of 9 credits from the following courses:**

- FRE-1111 French I 3 credits **AND**
- FRE-1111L French I Lab 1 credits
- FRE-1112 French II 3 credits **AND**
- FRE-1112L French II Lab 1 credits
- FRE-2011 French III 3 credits **AND**
- FRE-2011L French III Lab 1 credits
- FRE-2012 French IV 3 credits **AND**
- FRE-2012L French IV Lab 1 credits
- FRE-3010 Culture & Civilization through Correspondence & Conversation 3 credits
- HIS-3020 Greek & Roman History 3 credits
- HIS-3040 Ancient Civilizations of the New World 3 credits
- HIS-3090 Modern German History 3 credits
- HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures 3 credits
- HIS-3270 Renaissance & Reformation 3 credits

- HIS-3311 Europe in the 19th Century 3 credits
- HIS-3312 Europe in the 20th Century 3 credits
- HIS-3350 Struggle for Democracy 3 credits
- HIS-3352 English History Since 1714 3 credits
- HIS-3355 The European Enlightenment 3 credits
- HIS-3370 Nationalism & Rebellion in Irish History 3 credits
- HIS-3400 Modern French History 3 credits
- HIS-3420 French Revolution 3 credits
- HIS-3430 History of the Soviet Union 3 credits
- HIS-3450 Women in European History 3 credits
- HIS-3510 Chinese History & Culture 3 credits
- HIS-3520 Japanese History & Culture 3 credits
- HIS-4010 History of the Middle East 3 credits
- HUM-3125 Religions of the World 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits
- POS-1030 Comparative Government 3 credits (if not taken as a required course above)
- POS-2040 International Relations 3 credits
- POS-2050 International Economics & Politics 3 credits
- POS-3010 Survey of Western Political Thought 3 credits
- POS-3030 Contemporary Political Theory: Race, Class & Gender 3 credits
- POS-3040 The Politics of Gender 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits
- POS-3070 Terrorism, Religion & the Nation-State 3 credits
- POS-3180 Politics in Film 3 credits
- POS-3210 Canadian Politics 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits
- POS-3230 Third World Politics 3 credits
- POS-3270 Revolutions, Transformed Economics & Social Change 3 credits
- POS-4010 American Foreign Policy 3 credits
- POS-4020 International Relations 3 credits
  
- SPA-1011 Spanish I 3 credits **AND**
- SPA-1011L Spanish I 1 credits
  
- SPA-1012 Spanish II 3 credits **AND**
- SPA-1012L Spanish II 1 credits
  
- SPA-2011 Spanish III 3 credits **AND**
- SPA-2011L Spanish III 1 credits
  
- SPA-2012 Spanish IV 3 credits **AND**
- SPA-2012L Spanish IV 1 credits

Subtotal: 9 credits

Total: 21 credits

# 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

- HIS-1111 World History I 3 credits
- HIS-1112 World History II 3 credits
- HIS-1211 American History I 3 credits
- HIS-1212 American History II 3 credits

## Electives

- HIS- Upper-level European History 3 credits
- HIS- Upper-level American History 3 credits
- HIS- Upper-level history: Africa, Asia, Latin America or the Middle East 3 credits

Total: 21 credits

# Literature Minor

## Required Courses

### Introductory Survey Courses (take 4 courses)

- ENG-2171 World Literature I 3 credits
- ENG-2172 World Literature II 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENG-2321 Survey of American Literature I 3 credits
- ENG-2322 Survey of American Literature II 3 credits

### Specialty Courses in Particular Genres, Periods, Themes or Authors (take 3 courses)

- ENG-3270 Myth & Myth Making 3 credits
- ENG-3320 The English Novel 3 credits
- ENG-3345 Contemporary Canadian Literature 3 credits
- ENG-3380 British Romantic Literature 3 credits
- ENG-3390 Literature of the Grotesque 3 credits
- ENG-3395 Satire in Literature 3 credits

- ENG-3435 Practical Grammar 3 credits
- ENG-3480 Modern Literature 3 credits
- ENG-3510 Contemporary Literature 3 credits
- ENG-3520 American Poetry 3 credits
- ENG-3525 Victorian Literature 3 credits
- ENG-3530 The American Novel 3 credits
- ENG-3565 Shakespeare 3 credits
- ENG-3580 African American Literature 3 credits
- ENG-3680 Linguistics & Language History 3 credits
- ENG-4720 Seminar in Literature 3 credits

Total: 21 credits

## Mathematics Minor

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

### Required Courses

- MAT-1531 Calculus I 4 credits
- MAT-2020 Mathematical Reasoning 3 credits
- MAT-2030 Probability & Statistics 3 credits
- MAT-2532 Calculus II 4 credits
- MAT-3210 Linear Algebra 3 credits

### Elective

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

Total: 20-21 credits

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

## 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

- MUS-1015 Meet the Masters 3 credits
- MUS-1051 Keyboard Harmony I 1 credits
- MUS-1052 Keyboard Harmony II 1 credits
- MUS-1061 Ear Training I 1 credits

- MUS-1062 Ear Training II 1 credits
- MUS-1231 Music Theory I 3 credits
- MUS-1232 Music Theory II 3 credits
- Select any two additional MUS courses, at least one of which is at the 3000 level 6 credits

Select any combination:

(4 credits total)

- MUS-1120 Applied Music Lessons 0.5 credits
- MUS-2220 Music Ensemble 0 or 0.5 or 1 credits (1 credits)
- MUS-3240 Applied Music Lessons 1 credits

Total: 23 credits

## Political Science Minor

### Required Courses

- POS-1010 Introduction to Political Science 3 credits
- POS-1020 American Politics & Government 3 credits
- POS-2050 International Economics & Politics 3 credits
- POS-2110 State & Local Government 3 credits
- POS-3010 Survey of Western Political Thought 3 credits **OR**
- POS-3040 The Politics of Gender 3 credits

### Electives

- POS-3000/4000 (2 courses) 6 Credits

Total: 21 credits

## Pre-Law Minor

### Required Courses

- PHI-1040 Introduction to Ethics 3 credits
- POS-1020 American Politics & Government 3 credits **OR**
- POS-1010 Introduction to Political Science 3 credits
- POS-2050 International Economics & Politics 3 credits **OR**
- POS-3010 Survey of Western Political Thought 3 credits

- POS-2110 State & Local Government 3 credits
- POS-3170 U.S. Constitutional Law 3 credits

## Electives

- HUM-3000/4000 (2 courses) 6 credits

Total: 21 credits

## Psychology Minor

### Required Courses

#### Core Courses

- PSY-1010 Introduction to Psychology 3 credits
- PSY-2040 Social Psychology 3 credits
- PSY-2070 Developmental Psychology 3 credits
- PSY-3010 Theories of Personality 3 credits
- PSY-3065 Abnormal Behavior 3 credits

## Electives

- Nine psychology credits at the 3000 level and above to be chosen at the discretion of the student and advisor.

Total: 24 credits

## Spanish Minor

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.

## 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

- ARH-2010 Survey of Western Traditions in Art 3 credits
- ARH-2060 Survey of Non-Western Traditions in Art 3 credits
- ART-1011 Drawing I 3 credits

## Introductory Studio Electives:

(select four courses)

- ART-1231 Ceramics I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2150 Jewelry & Metalsmithing 3 credits
- ART-2211 Painting I 3 credits
- ART-2251 Sculpture I 3 credits
- ART-2301 Photography I 3 credits
- ART-2410 Introduction to Printmaking 3 credits

Subtotal: 12 credits

Total: 21 credits

**Note:** *Upper-level studio courses may be substituted for up to 2 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

- THA-1041 Introduction to Theater Arts 3 credits
- THA-1111 Stagecraft 3 credits
- THA-3140 Theater History 3 credits

### Select three courses from the following:

- THA-2121 Acting I 3 credits **AND**
- THA-2121L Acting I Lab 1 credits \*
  
- THA-2122 Acting II 3 credits
- THA-3030 Children's Theater 3 credits
- THA-3123 Acting III 3 credits
- THA-3130 Introduction to Scene Design & Stage Lighting 3 credits
- THA-3210 Introduction to Directing 4 credits (3 credits)

### Select one course from the following:

(Complete THA 3140 before taking these courses):

- THA-3010 Shakespeare: On the Stage & On the Page 3 credits
- THA-3110 Dramatic Literature: Classical/Modern 3 credits

Total: 21-22 credits

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

## Wellness & Alternative Medicine Minor

The minor in Wellness & Alternative Medicine is designed for students in other majors who are interested in receiving credit for and taking courses in health, wellness, and alternative medicine.

### Required Core Courses

- AHS-1010 Contemporary Health Issues 3 credits
- SOC-3080 Wellness & Alternative Medicine 3 credits

### Alternative Health Systems & Mind-Body Medicine

**Choose any 5 credits:**

- ANT-3140 Yoga and Ayurveda: Science & Culture 3 credits
- WAM-2010 Native American Healing - The Lakota & Shamanic Traditions 1 credits
- WAM-2020 Chinese Medicine & Acupuncture I 1 credits
- WAM-2040 Introduction to Meditation 1 credits
- WAM-2050 Herbs: The Medicine Garden 1 credits
- WAM-2060 Naturopathic Medicine 1 credits
- WAM-2080 Homeopathy I 1 credits
- WAM-3020 Chinese Medicine & Acupuncture II 3 credits
- WAM-3040 Mindfulness Meditation 3 credits
- WAM-3050 Herbalism, Wellness & Healing 3 credits
- WAM-3080 Homeopathy II 3 credits

### Healthcare & Healing Around the World

**Choose one of the following:**

- ANT-4020 Multicultural Health, Illness & Healing 3 credits
- SOC-4030 Global Health, Diversity & Policy 3 credits
- WAM-3060 Healing All Wounds: Global Humanitarian Aid and Warzone Medicine 3 credits

### Nutrition: Biochemistry & Eco-Politics Food & Diet

**Choose one of the following:**

- BIO-3180 Nutrition 3 credits
- SOC-3240 Nutrition, Food & Society 3 credits
- WAM-3025 Epigenetics: Diet, Lifestyle & Environment 3 credits

## Stress: Biopsychological Response & Wellness Lifestyle Choices

### Choose one of the following:

- AHS-4025 Health Behavior: Change & Adherence 3 credits
- AHS-4110 Psychophysiology of Stress 3 credits
- WAM-3010 Living the Good Life 3 credits

Total: 20 credits

## Certificates

### Certificate of Proficiency in Accounting

JSC's Certificate of Proficiency in Accounting is a flexible and convenient way to earn the additional credits required to meet Vermont licensing standards that took effect July 1, 2014, and sit for the national CPA exam. Classes may be taken on campus, online or, through JSC's External Degree Program, on weekends in Montpelier, Rutland, St. Albans or Winooski.

The program of study is tailored to each student's situation in order to amass the required 150 credit hours, including 42 credits in accounting-related courses. A person with a B.A. degree in Business would still need to accrue the required additional 30 credits, even if he or she already has the 42 credits in accounting-related courses.

A full-time student could complete the certificate in one year: In two semesters if only 30 credits are needed, or in two semesters plus the summer if 42 credits are needed. Students enrolled in the certificate program are eligible for financial aid.

**Students must complete the core business courses and the core accounting courses, at total of 43 credits, in order to earn the certificate of achievement in accounting.**

### Core Business Courses

- ACC-2121 Financial Accounting 4 credits
- ACC-2122 Managerial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2280 Introduction to Business Ethics 3 credits
- BUS-3131 Business Law I 3 credits
- BUS-3230 Financial Management 3 credits
- ECO-2020 Macroeconomics 3 credits
- ECO-2030 Microeconomics 3 credits

Total Core Business Courses: 26 credits

### Core Accounting Courses

- ACC-2230 Federal Taxes 3 credits
- ACC-3025 Cost Management 3 credits
- ACC-3111 Advanced Intermediate Accounting I 4 credits

- ACC-3112 Advanced Intermediate Accounting II 4 credits
- ACC-4050 Auditing & Assurance Services 3 credits

Total Core Accounting Courses: 17 credits

## Nonprofit Management Certificate

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-1340 Social Entrepreneurship 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-2410 Human Resource Management 3 credits
- ACC-2121 Financial Accounting 4 credits
- HTM-3150 Event Management 3 credits
- OER-3020 Program Planning in Outdoor Education 3 credits
- BUS-4180 Leadership & Management of Nonprofit Organizations
- BUS-4810 Internship in Business Management 1-12 credits

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 Professor Todd Comen in the Business & Economics Department at 802-635-1209.

## Small Business Management Certificate

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

- ACC-2121 Financial Accounting 4 credits
- BUS-1340 Social Entrepreneurship 3 credits
- BUS-2210 Small Business Management 3 credits
- BUS-2230 Principles of Marketing 3 credits
- BUS-3131 Business Law I 3 credits

Total: 16 credits

## General Education Programs

# General Education Curriculum for Campus-Based Students

The General Education Curriculum (GEC) for campus-based students is designed to build **Foundational Skills** in writing, mathematics and science; and provide a solid understanding of four "**Integrative Perspectives**," or ways of looking at oneself, society, the broader world -- even the universe -- and one's place within it. Courses and experiences attached to each perspective foster the development of knowledge, skills and the ability to reflect on one's learning. In these ways, the Integrative Perspectives become active tools for personal development and engagement with community and life as a whole. The four perspectives are: Aesthetic, Global, Social & Historical, and Civic.

In addition, the curriculum includes special programming for first-year students ("the First-Year Experience") designed to help them successfully transition to college academically and socially, build connections within the JSC community, and experience the many opportunities and resources at JSC that support their success through graduation. There are two requirements:

- **The First-Year Seminar:** All students entering JSC with fewer than 15 college credits must take a First-Year Seminar (FYS), which they may self-select from the semester's offerings.
- **The Creative Audience:** All entering JSC students must complete two semesters of Creative Audience programming at 0.5 credits each, for a total of 1 credit. Students attend six events each semester from a wide variety of offerings to complete this requirement.

## Foundational Skills (16-19 credits)

### 1. Natural Science with Lab (4 credits)

#### Course Type: JNS

To meet the requirement for this Foundational Skill, choose 1 of the following courses:

- BIO-1210 Introduction to Biology 4 credits
- BIO-1211 Introduction to Biology: Ecology & Evolution 4 credits
- BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life 4 credits
- CHE-1031 General Chemistry I 4 credits

- CHE-1055 General Chemistry, Organic Chemistry & Biochemistry 4 credits
- ENV-1050 Introduction to Earth Science 4 credits
- PHY-1041 Physics I 4 credits

## 2. Mathematics (4-6 credits)

To meet the requirements for this Foundational Skill, choose Calculus I or 2 of the following courses:

- MAT-1020 Intermediate Algebra 3 credits
- MAT-1080 Introduction to Quantitative Reasoning 3 credits (*Note: Passing the Quantitative Literacy Assessment Exam does not replace MAT-1080 for the Foundational Skills GEC requirement.*)
- MAT-1221 Finite Mathematics 3 credits
- MAT-1320 Pre-Calculus 3 credits
- MAT-1531 Calculus I 4 credits (satisfies the full Mathematics requirement)
- MAT-2030 Probability & Statistics 3 credits

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

## 3. Written Expression (6-9 credits)

To meet the requirements for this Foundational Skill, choose 2 to 3 of the following courses:

- ENG-1071 College Writing 3 credits
- **OR**
- ENG-1031 College Writing 1A 3 credits **AND**
- ENG-1032 College Writing 1B 3 credits
- ENG-1072 Exposition & Analysis 3 credits

## Integrative Perspectives (21 credits)

### 1. Aesthetic Perspective (6 credits)

#### **Course Type: JAP**

Courses for the Aesthetic Perspective explore one or more of the following attributes: (a) the human experience of artistic and natural forms; (b) the value of aesthetic experience and the role of artistic expression in the development of self and society; (c) analytical and historical aspects of aesthetic attitudes and judgments; (d) creative processes and techniques.

To meet the requirements for this perspective, choose 2 of the following courses:

- ART-1011 Drawing I 3 credits
- ART-2110 Introduction to Digital Media 3 credits
- ART-2211 Painting I 3 credits
- ART-2301 Photography I 3 credits
- DAN-1010 Fundamentals of Dance 3 credits
- DAN-1111 Modern Dance 3 credits
- DAN-2131 Ballet 3 credits
- DAN-3020 Intermediate Ballet: Technique & History 3 credits

- DAN-3112 Intermediate Modern Dance: Technique & History 3 credits
- ENG-2281 Survey of English Literature I 3 credits
- ENG-2282 Survey of English Literature II 3 credits
- ENG-2283 Survey of English Literature III 3 credits
- ENV-2025 Natural History Photography 3 credits
- INT-3150 Gödel, Escher, Bach: An Eternal Golden Braid 3 credits
- MUS-1030 Music Fundamentals 3 credits
- MUS-3040 Jazz in America 3 credits
- MUS-3160 Elementary School Music Methods 3 credits
- MUS-3210 Secondary School Music Methods 3 credits
- MUS-3220 History of Blues 3 credits
- THA-1040 Interpreting Contemporary Dramatic Literature 3 credits

## 2. Global Perspective (6 credits)

### Course Type: JGP

Courses for the Global Perspective explore one or more of the following attributes of the perspective: (a) the natural forces that shape our world across regions, within contexts, and throughout time; (b) the cultural constructs that shape our world across regions, within contexts and throughout time. To meet the requirements for this perspective, choose 2 of the following courses:

- ARH-3110 The Spiritual in Non-Western Art 3 credits
- DAN-2010 Folk Dance 3 credits
- DAN-3180 Folk Dance II 3 credits
- ECO-2020 Macroeconomics 3 credits
- EDU-2365 The Ecology of Human Experience: Development, Culture & Identity 3 credits
- ENV-1040 Introduction to Oceanography 3 credits
- ENV-1090 Introduction to Weather, Climate & Climate Change 3 credits
- ENV-1110 Introduction to Environmental Problems 3 credits
- GEO-1010 Introduction to Geography 3 credits
- HIS-1111 World History I 3 credits
- HIS-1112 World History II 3 credits
- HUM-3125 Religions of the World 3 credits
- MUS-3330 Worlds of Music 3 credits
- POS-1030 Comparative Government 3 credits
- POS-2040 International Relations 3 credits
- POS-2050 International Economics & Politics 3 credits
- POS-3050 Environmental Ethics & Politics 3 credits
- POS-3220 Genocide: Inhumanity Across the Ages 3 credits

## 3. Social & Historical Perspective (6 credits)

### Course Type: JSH

Courses for the Social and Historical Perspective explore one or more of the following attributes: (a) human thought and activity across time; (b) human beliefs and value systems; (c) patterns of social interaction and development; (d) institutional behavior and change. To meet the requirements for this perspective, choose 2 of the following courses:

- DAN-3010 The Renaissance Spirit 3 credits

- DAN-3210 The Emperor Ain't Naked: A History of Western European Fashion & Social Dance from the Mid- 14th Century to the Early 20th Century 3 credits
- ECO-2030 Microeconomics 3 credits
- ENG-3090 Horse & Human Culture 3 credits
- HIS-1211 American History I 3 credits
- HIS-1212 American History II 3 credits
- HUM-3110 Native American History & Culture 3 credits
- HUM-3115 Native American Worldview & Spirituality 3 credits
- HUM-3120 The Abenaki & Their Neighbors 3 credits
- HUM-3150 People & Cultures of the Middle East & North Africa 3 credits
- HUM-3160 African Culture 3 credits
- INT-3210 The Holocaust: An Interdisciplinary Approach 3 credits
- MUS-3031 History of Western Music I 3 credits
- MUS-3050 The Social History of Rock & Roll 3 credits
- PHI-1010 Introduction to Philosophy 3 credits
- PHI-1040 Introduction to Ethics 3 credits
- POS-1010 Introduction to Political Science 3 credits
- POS-1020 American Politics & Government 3 credits
- POS-1040 African-American History & Politics 3 credits
- POS-3210 Canadian Politics 3 credits
- PSY-1010 Introduction to Psychology 3 credits
- SOC-1010 Introduction to Sociology 3 credits
- SOC-3250 To War and Back 3 credits

#### 4. Civic Perspective (3 credits)

##### **Course Type: JCP**

Courses for the Civic Perspective explore one or more of the following attributes: (a) thought and action for the common good; (b) citizenship and public decision-making; (c) activities connecting self and society; (d) personal choice and social responsibility. This perspective is met through the union of academic study, intentional engagement with the college or community, and personal reflection. To meet the requirements for this perspective, choose 1 of the courses that follow.

*Note: Due to the limited number of courses approved for the Civic Perspective at this time, students who start in the fall 2015 semester may substitute a course from one of the other perspectives (Aesthetic, Global or Social & Historical) to fulfill this requirement. This means taking an additional course from one of the other perspectives, for a total of 9 credits for that perspective.*

- BUS-3125 Business Practices and Civic Engagement 3 credits
- ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- ENG-3022 Advanced Newspaper Publishing: Writing, Editing, Layout & Design 3 credits
- POS-2010 Observation of the Legislative Process 3 credits
- PSY-2810 Internship in Psychology 1-12 credits
- PSY-4810 Internship in Psychology 1-12 credits

## **General Education Curriculum for EDP Students**

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

**Key Skills: 6 credits**

- Mathematics (3 credits)
- Rhetorical Expression: ENG-1220 Rhetorical Expression (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 Rhetorical Expression 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.

**Note:** For students majoring in Interdisciplinary Studies (B.A.), no more than 6 credits in the major can be used to fulfill GEC requirements for the External Degree Program.

## Course Descriptions

Courses that meet the General Education Curriculum (GEC) are so noted at the end of their individual course description.

Courses noted as "shared" are also offered at one or more of the other Vermont State Colleges.

### Accounting

#### ACC-1010 Computerized Accounting

3 credits

Prerequisite(s): ACC-2121

This course demonstrates how various accounting systems are implemented and integrated on a microcomputer. Students will become proficient with applications in general ledger, receivables, payables, inventory, fixed assets and the preparation of financial statements. (*Shared course in VSC*)

#### ACC-2121 Financial Accounting

4 credits

Prerequisite(s): Basic mathematics competency

This course 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. (*Shared course in VSC*)

#### ACC-2122 Managerial Accounting

4 credits

Prerequisite(s): ACC-2121

This 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(s): ACC-2121 or ACC-2122 with grade of C- or better

This course studies federal tax laws and regulations in the Internal Revenue Code, with an 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 individuals and small businesses. *(Shared course in VSC)*

### **ACC-2710 Special Topics in Accounting**

3 credits

The topics addressed in this course vary and are noted prior to the registration period. *(Shared course in VSC)*

### **ACC-2910 Independent Study in Accounting**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

### **ACC-3025 Cost Management**

3 credits

Prerequisite(s): ACC-2122

Cost management is the process of identifying opportunities and means of improving costs and performance to realize the goals of the organization. Progressing from the collection and transmittal of cost information, the cost accountant today is a highly respected financial analyst and consultant striving to manage and control all costs in order to meet corporate goals and anticipating and managing the drivers of costs. The goal of this course is to prepare the next generation of financial managers and consultants. *(Shared course in VSC)*

### **ACC-3030 Business Accounting Systems**

3 credits

This is a study of the major accounting subsystems prevalent in small and medium-sized businesses. Emphasis is placed on the architecture and integration of these subsystems within the business environment. Management and control of the various subsystems is a major emphasis in this course.

### **ACC-3111 Advanced Intermediate Accounting I**

4 credits

Prerequisite(s): 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, financial statements and required disclosures. Computer applications, case studies and problem solving are integral parts of this course. *(Shared course in VSC)*

### **ACC-3112 Advanced Intermediate Accounting II**

4 credits

Prerequisite(s): ACC-3111

A continuation of Advanced Intermediate Accounting I, this course includes such topics as accounting for plant and

equipment, intangible assets, long-term liabilities and corporations. Special emphasis is placed on the preparation of cash-flow statements. *(Shared course in VSC)*

## **ACC-4050 Auditing & Assurance Services**

3 credits

Prerequisite(s): ACC-3112

Auditing introduces principles and procedures of gathering evidence in accordance with generally accepted auditing standards in order to form an opinion on the "fairness of presentation" of the financial statements. The role of risk assessment in the audit environment and the nature of at testation and assurance services are examined. *(Shared course in VSC)*

## **ACC-4910 Independent Study in Accounting**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **Allied Health Sciences**

### **AHS-1010 Contemporary Health Issues**

3 credits

This course examines the concept of health and the role and responsibility of individuals for their health. It emphasizes wellness and health promotion and their relationship to quality of life. *General Education (EDP) Course Type: EWR (Environmental & World Relationships) (Shared course in VSC)*

### **AHS-1030 FYS: The Spoils of War: Art, War & Ethics**

3 credits

First-year students only

This course explores how museums, galleries and collectors acquire and display art. We will read articles and case law dealing with these issues and explore the question of how, if at all, the means of acquiring art works impact their exhibition. Reading topics range from Napoleon, World War II, the Native American Grave Protection & Repatriation Act, King Leopold, and the Congo, Nigeria, Egypt, Angkor Wat and Iraq. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **AHS-1080 Lifetime Fitness**

1 credits

This course studies the theory of wellness concepts, including wellness, physical fitness, nutrition, diet and weight control, stress management and lifestyle diseases. The impact of a wellness-promoting lifestyle is examined. Laboratory sessions complement and enhance the study of wellness concepts. *General Education (EDP) Course Type: EWR (Environmental & World Relationships) (Shared course in VSC)*

### **AHS-1330 FYS: Being Here on Purpose**

3 credits

First-year students only

Using formal and informal mindfulness techniques, students learn 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 includes papers and required readings, and there is a home-practice component by which students learn to habituate the practice of mindfulness in their daily lives. *General*

*Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **AHS-2040 Advanced First Aid & Emergency Care**

4 credits (with lab)

Prerequisite(s): BIO-1210 Sophomore standing

This course provides the knowledge and skills to function effectively in a medical emergency situation. It consists of both lecture and laboratory experiences. Red Cross Advanced First Aid Certification is possible. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **AHS-2130 Strength & Conditioning**

3 credits

Prerequisite(s): BIO-2012

Students learn the scientific principles of strength and conditioning programs for healthy and diseased populations. The course covers both theory and application of evidence-based findings to strength and conditioning programs. Emphasis also is placed on information found in professional certification exams. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **AHS-2810 Internship in Allied Health Science**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *(Shared course in VSC)*

### **AHS-2910 Independent Study in Allied Health Science**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

### **AHS-3010 Therapeutic Massage**

3 credits

Sophomore standing

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 help students learn about therapeutic massage as an acceptable form of treatment for stress and muscle tension and increased mind-body comfort. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **AHS-3043 Care & Prevention of Athletic Injuries**

4 credits

Prerequisite(s): BIO-2011; BIO-2012

This course is an introduction to the prevention, evaluation and treatment of athletics-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. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **AHS-3050 Introduction to Pharmacology**

3 credits

Prerequisite(s): BIO-2011; BIO-2012; CHE-1031

This course presents an introduction to the fundamental principles of basic and clinical pharmacology at the molecular, cellular, organ and whole body levels. It covers the biochemical and physiological bases for drug actions and effects, therapeutic uses and adverse reactions. Drug classifications, methods of administration, and alternative therapies are discussed. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **AHS-3110 Health & Healing: The Mind/Body Connection**

3 credits

Prerequisite(s): PSY-1010; BIO-2011; BIO-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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **AHS-3120 Kinesiology**

3 credits

Prerequisite(s): BIO-2011

This course provides a practical approach to the study of human body movement from anatomical, physiological, mechanical, analytical and functional viewpoints. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships) (*Shared course in VSC*)

## **AHS-3230 Physiology of Exercise**

4 credits

Prerequisite(s): BIO-2011; BIO-2012

This course examines the acute and chronic physiological adaptations of the human body to physical activity. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **AHS-4025 Health Behavior: Change & Adherence**

3 credits

Prerequisite(s): PSY 1010 Junior standing

This course is an advanced analysis of theoretical health behavior models and their application to common health-related behaviors (e.g., physical activity, nutrition and smoking). It includes practical techniques, tools and interventions (e.g., counseling and motivational interviewing) to enhance behavior education and motivation, and consideration for working with special populations. **Spring semesters**

## **AHS-4030 Psychology of Sports & Exercise**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **AHS-4060 Cardiopulmonary Assessment, Rehabilitation & Training**

4 credits

Prerequisite(s): AHS-3230

This capstone course covers appraisal of health status and determination of risk for exercise participation; implementing

and interpreting clinical and non-clinical exercise tests; theory and implementation of exercise as rehabilitative therapy for cardiovascular, pulmonary and metabolic diseases; and exercise prescription for healthy and diseased populations. The content in this course helps prepare students for a number of professional certification exams. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **AHS-4110 Psychophysiology of Stress**

3 credits

Prerequisite(s): PSY-1010; BIO-2012 or PSY-4010

This course is designed for senior students in health and behavioral sciences as well as graduate students. It provides the learner with the theoretical information about the clinical application of biofeedback across the disciplines of psychology, physiology, education and medical science. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **AHS-4810 Internship in Allied Health Science**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *(Shared course in VSC)*

## **AHS-4910 Independent Study in Allied Health Science**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **AHS-4911 Senior Research**

3 credits

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. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **Anthropology**

### **ANT-1010 Introduction to Cultural Anthropology**

3 credits

Cultural anthropology is the study of humans, especially the range of ways in which people around the world today and throughout history have organized themselves to live together -- to get along, to survive, to thrive and to build meaningful lives. This course introduces students to the fascinating work of anthropologists and the research strategies and analytical perspectives they have developed to help shed light on complex issues such as culture and power; race, gender and sexuality; class and inequality; ethnic conflict and the nation-state; and the global economy. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (Shared course in VSC)*

### **ANT-2810 Internship in Anthropology**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

### **ANT-2910 Independent Study in Anthropology**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

### **ANT-3020 Religion, Culture & Alternate Realities**

3 credits

While consciousness is a universal characteristic of human beings, it is profoundly influenced 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. *General Education (EDP) Course Type: SHR; UPR (Social & Historical Relationships; Universal & Philosophical Relationships)*

### **ANT-3040 Culture Change in the Modern World**

3 credits

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. *General Education (EDP) Course Type: SHR; UPR (Social & Historical Relationships; Universal & Philosophical Relationships)*

### **ANT-3110 Development of Anthropological Thinking**

3 credits

Prerequisite(s): ANT-1010 or permission of instructor

This course explores the ideas that have inspired anthropologists in their studies of societies around the world. It offers an introduction to key anthropological theories, past and present, and traces the way in which they have been translated into anthropological debates about culture and power as well as understandings of class, race, gender and sexuality. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **ANT-3120 Science, Research Methods & Ethics**

3 credits

This course 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **ANT-3130 Culture & Personality**

3 credits

This course is 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **ANT-3140 Yoga and Ayurveda: Science & Culture**

3 credits

Prerequisite(s): SOC-1040 or SOC-3080 or Permission of Instructor

Yoga is one of the oldest healing practices on Earth. It has been practiced in India for thousands of years. Yoga reduces stress and anxiety, enhances flexibility and strengthens the body. Yoga teaches us how physical postures, breathwork and meditations reduce suffering of an ungrounded mind. Yoga's sister science and India's traditional medical system, Ayurveda, is defined as "the science of life" where the balance of wind, fire and water is crucial to health. Students will learn how diet, lifestyle and environmental influences affect our individual constitutions (the Doshas: Vata, Pitta or Kapha) and how to achieve optimum health. **Fall semesters**

## **ANT-4010 Anthropology of Death**

3 credits

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. *General Education (EDP) Course Type: SHR; UPR (Social & Historical Relationships; Universal & Philosophical Relationships)*

## **ANT-4020 Multicultural Health, Illness & Healing**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **ANT-4720 Senior Seminar in Anthropology/Sociology**

3 credits

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

This course explores new topics and current developments in the discipline. The seminar emphasizes student research, presentation and discussion. Repeatable for Credit: Yes

## **ANT-4810 Internship in Anthropology**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **ANT-4910 Independent Study in Anthropology**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

# Art

## ART-1011 Drawing I

3 credits

This course is an introduction to drawing media, techniques and concepts, with emphasis on drawing from observation. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half (Shared course in VSC)*

## ART-1080 FYS: iMe: Reinventing Yourself in the Digital Age

3 credits

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 important, you. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## ART-1140 Design I

3 credits

Design is a conceptual discipline directed at the analysis, interpretation, synthesis, and transformation of physical objects (form) and the physical environment (space) that contribute to the human experience. Exercises and projects are aimed at developing an understanding of the issues, elements, and processes of design. Sketching, drawing, modeling and prototyping will be used (both digital and analog) to develop useful objects, structures and environments. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## ART-1180 FYS: Art of Social Imagination: Sculpture in a Public Realm

3 credits

First-year students only

This introductory studio art course provides first-year students with 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, we explore 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; the emphasis here is an introduction to art history and hands-on learning. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## ART-1231 Ceramics I

3 credits

This course is 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. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half (Shared course in VSC)*

## ART-2007 FYS: Comix Go Legit: Contemporary Graphic

3 credits

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. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ART-2110 Introduction to Digital Media**

3 credits

This course provides 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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ART-2150 Jewelry & Metalsmithing**

3 credits

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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ART-2211 Painting I**

3 credits

This course presents 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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (Shared course in VSC)*

## **ART-2251 Sculpture I**

3 credits

Students are introduced to historic and contemporary sculpture through different theoretical, practical and conceptual approaches utilizing a variety of media. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (Shared course in VSC)*

## **ART-2301 Photography I**

3 credits

This course provides 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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (Shared course in VSC)*

## **ART-2410 Introduction to Printmaking**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* UPR (Universal & Philosophical Relationships); second half

## **ART-2430 Introduction to Video Production**

3 credits

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. *General Education (EDP) Course Type:* UPR (Universal & Philosophical Relationships); second half **Fall only**

## **ART-2810 Internship in Art**

1-12 credits

Students plan and complete an internship in an art field in consultation with their advisor.

## **ART-2910 Independent Study in Art**

1-12 credits

Students develop and complete an independent study in an art field in consultation with their advisor.

## **ART-3031 Life Drawing**

3 credits

Prerequisite(s): ART-1011 or permission of instructor

This is the classic figure-drawing course, exploring human form and addressing such issues as anatomy, gesture, technique and content. *General Education (EDP) Course Type:* UPR (Universal & Philosophical Relationships); second half Repeatable for Credit: Yes

## **ART-3032 Advanced Drawing**

3 credits

Prerequisite(s): ART-1011 or permission of 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. *General Education (EDP) Course Type:* UPR (Universal & Philosophical Relationships); second half Repeatable for Credit: Yes

## **ART-3040 Landscape Painting**

3 credits

Prerequisite(s): ART-2211

This class explores traditional landscape painting issues of linear and atmospheric perspective, color and its relationship to light and space, and the passage of time and season. Students will work on site in the landscape and may work in a variety of media. *General Education (EDP) Course Type:* UPR (Universal & Philosophical Relationships); second half Repeatable for Credit: Yes **Summer only**

## **ART-3120 Elementary Art Education Methods**

3 credits

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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half *Required for elementary education students.*

## **ART-3140 Secondary Art Education Methods**

3 credits

Junior standing

This course is similar to ART-3120, and the emphasis is on grade 7-12 art materials and age levels. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half *Required for secondary education students.*

## **ART-3222 Ceramics II**

3 credits

Prerequisite(s): ART-1231 or permission of 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes

## **ART-3314 Advanced Printmaking**

3 credits

Prerequisite(s): ART-2410 or permission of 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes

## **ART-3320 Monoprints**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes

## **ART-4007 Graphic Novels**

3 credits

Prerequisite(s): ART-1011 , ART-2110 , and ENG-1072

One could argue that cave paintings were the first comics, but this course focuses on more recent graphic novels, including award winning works by Art Spiegelman, Alison Bechdel, Marjane Satrapi, Chris Ware, Daniel Clowes, Joe Sacco and many more. In addition to reading masterworks, we'll study the history of comics, and the many uses of comics from

advertising to animation. Students will also design and produce their own limited edition graphic chapbooks. Drawing is only one way to approach this, but not the only way -- painters, photographers, writers and mixed-media artists are all welcome. **Spring semesters**

## **ART-4020 Advanced Digital Media**

3 credits

Prerequisite(s): 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, the course focuses on the relationship of digital media to established art forms and study possibilities for their integration. The course also covers contemporary work in technology-influenced art practice and theory. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes

## **ART-4025 Advanced Digital Media: Documentary & Social Media**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4040 Advanced Photography**

3 credits

Prerequisite(s): ART-2301 or permission of 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes

## **ART-4050 Advanced Painting**

3 credits

Prerequisite(s): ART-2211 or permission of instructor

This course emphasizes a student's individual vision. Each semester explores different techniques. Several topics are addressed including large-scale works, mixed media, handmade paints and an examination of painting masters, both historic and contemporary. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes

## **ART-4060 Advanced Digital: Graphic Design**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4070 Advanced Digital: Web Design for Artists**

3 credits

Prerequisite(s): ART-2110 or CIS-2220

Students learn to use web design creatively for their portfolios and as an interactive art form to present original online work. Students learn how to plan, organize and produce a 30- to 40-page standards-compliant website from start to finish with Macromedia Dreamweaver using tableless transitional XHTML with Cascading Style Sheets. Class time provides an overview of aesthetics and concepts of web design, including usability, accessibility, information design and graphic design. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4075 Advanced Digital: Animation & Motion Graphics**

3 credits

Prerequisite(s): ART

This course offers artistic and theoretical principles in animation. Students learn 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 are exposed to work created by innovators of animation to gain insight into theory and techniques. The class provides an environment where students share their work and ideas and critique each other's progress. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4080 Advanced Digital Media: Intermedia**

3 credits

Prerequisite(s): ART-2110

This course is an experimental class in which we create new genres of art. Students are encouraged to develop selective awareness, imagination and an interdisciplinary approach to creative practice. Students are exposed to deep listening techniques, expanded cinema, movement research and emergent media. The class provides an environment where students are appreciated for attempting the unknown while embracing failure. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4110 Visual Art & Performance**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4120 B.F.A. Project & 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4130 Advanced Sculpture**

3 credits

Prerequisite(s): ART-2251 or permission of instructor

Students investigate at least three media, which may include plaster, wood, metal, stone and 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, performance art and others. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes

## **ART-4140 Advanced Photojournalism**

3 credits

Prerequisite(s): ART-2110;and also ENG-1260 for photojournalism majors, permission of instructor for others  
Students engage in a number of projects outside of the classroom as a photographer. Students complete fieldwork involving on-location photography, interviewing, writing and final presentations in both an exhibition and simulated book in order to synthesize their work into a publishable form. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4150 Advanced Digital: Video**

3 credits

Prerequisite(s): ART-2110

This course covers theoretical and artistic principles of video art. Students will learn basic video recording, editing, effects and audiovisual production techniques. They are exposed to work created by innovators of video art to gain insight into applying theory and technique. The class provides an environment where students can share their work, and ideas and critique each other's' progress. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4710 Special Topics in Art**

3 credits

The topics addressed in this course vary and are noted prior to the registration period.

## **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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **ART-4810 Internship in Art**

1-12 credits

Students plan and complete an internship in an art field in consultation with their advisor.

## **ART-4910 Independent Study in Art**

1-12 credits

Students develop and complete an independent study in an art field in consultation with their advisor.

## **Art History**

### **ARH-1030 FYS: Art & Ethics**

3 credits

This course is designed to explore ethics of the art world from many angles. We will study graffiti and street art and how graffiti artists have migrated from illicit street art into the galleries and museums. We will discuss art and activism in terms of environmental art and architecture as well as art as political protest. We will explore environmental art and architecture as well as art as political protest. We will explore articles and case law that deal with the issues of illegal export, import, censorship, copyright and display. We will see how war has dislocated and destroyed artworks. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-2010 Survey of Western Traditions in Art**

3 credits

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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-2060 Survey of Non-Western Traditions in Art**

3 credits

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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-2910 Independent Study in Art History**

1-12 credits

Students plan and complete an independent study in art history in consultation with their advisor.

## **ARH-3015 Greek & Roman Art**

3 credits

Prerequisite(s): ARH-2010; ART-2060

This course studies the art and architecture of ancient Greece and Rome, from the Aegean through the Late Empire periods. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-3020 Art of the Renaissance**

3 credits

Prerequisite(s): ARH-2010; ARH 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-3060 Twentieth Century Art**

3 credits

Prerequisite(s): ARH-2010; ART-2060

This course studies the history of 20th 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-3110 The Spiritual in Non-Western Art**

3 credits

This course examines 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. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships)*

## **ARH-3120 Art Criticism**

3 credits

Prerequisite(s): ARH-2060

This course will expose students to the major critical stances that have shaped art historical thought in the West. Students analyze the critical stance of Kant, Winckelmann, Marx, Freud and others, which will help them become more critical readers and writers. Students are expected to write weekly assignments and critique each other's work. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-3130 The History of Photography**

3 credits

Prerequisite(s): ARH-2010; ART-2060

This course surveys the history and aesthetics of 19th and 20th century photography. Photographs by masters form the basis for a critical assessment of the medium. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-3140 African Art**

3 credits

Prerequisite(s): ARH-2010; ART-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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-3150 Art of the Human Body**

3 credits

Prerequisite(s): ARH-2010; 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, from ancient Greek sculpture, Mesoamerican frescoes and Maori tattooing to modern-day body artists who practice tattooing, scarification and other body arts. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-3210 Women in Art**

3 credits

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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **ARH-4710 Special Topics in Art History**

3 credits

The topics addressed in this course vary and are noted prior to the registration period.

## **ARH-4720 Seminar in Contemporary Art Issues**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* UPR (Universal & Philosophical Relationships); second half Repeatable for Credit: Yes; only once as an upper-level Art History elective

## **ARH-4910 Independent Study in Art History**

1-12 credits

Students plan and complete an independent study in art history in consultation with their advisor.

# **Biology**

## **BIO-1050 FYS: Pretty or Nasty: The World of Cosmetics**

3 credits

First-year students only

The popularity of cosmetics has increased significantly during the 20th century in western societies, particularly in the U.S. This course looks at cosmetic use from its beginning more than 6,000 years ago to the present time, when it comprises a worldwide, \$18 billion industry. The class will first participate in a professional make-up session, then move on to investigate the role of cosmetics in self-image as a more comprehensive understanding of the influence of the 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. *General Education (on-campus) Course Type:* JFY (First-Year Seminar) *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **BIO-1210 Introduction to Biology**

4 credits (with lab)

Prerequisite(s): PLM-0003 or PLM-0004; or MAT-0410

This course is an introduction to the study of life, including cells, organisms, ecosystems and evolution, and the techniques of the biologist. *General Education (on-campus) Course Type:* JNS (Foundational Skills: Natural Science) *General Education (EDP) Course Type:* EWR (Environmental & World Relationships) (*shared course in VSC*)

## **BIO-1211 Introduction to Biology: Ecology & Evolution**

4 credits (with lab)

Students 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 are covered. *General Education (on-campus) Course Type:* JNS (Foundational Skills: Natural Science) *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **BIO-1212 Introduction to Biology: Cells & Genetic Basis of Life**

4 credits (with lab)

This course introduces biology to students through the unifying theme of the "process of science"-- what we know, how we know it and what we don't yet know. Topics include the chemistry of life, cell structure and function, cell reproduction, classical and molecular basis of inheritance and DNA technology. *General Education (on-campus) Course Type: JNS* (Foundational Skills: Natural Science) *General Education (EDP) Course Type: EWR* (Environmental & World Relationships)

### **BIO-1230 Field Ecology**

3 credits

This course enables students 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. Following lectures, slides and hands-on work with mammals, birds and vegetation, classes are held in various field locations throughout central Vermont. *General Education (EDP) Course Type: EWR* (Environmental & World Relationships)

### **BIO-1781 Ecology of Subtropical Ecosystems**

3 credits

Prerequisite(s): Acceptance into Upward Bound

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 is spent evaluating written work, culminating with an environmental debate. Based on their preferences, students are 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. *General Education (EDP) Course Type: EWR* (Environmental & World Relationships)

### **BIO-2011 Human Anatomy & Physiology I**

4 credits (with lab)

This is 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. *General Education (EDP) Course Type: EWR* (Environmental & World Relationships) (*shared course in the VSC.*)

### **BIO-2012 Human Anatomy & Physiology II**

4 credits (with lab)

Prerequisite(s): BIO 2011

A continuation of BIO 2011, this course covers cellular physiology and the structures and function of the cardiovascular, endocrine, immune, respiratory, digestive, excretory and reproductive systems. The laboratory practicum involves microscopy, dissections and the study of human organ models. *General Education (EDP) Course Type: EWR* (Environmental & World Relationships) (*shared course in the VSC.*)

### **BIO-2130 Natural History of the Yellowstone Plateau**

3 credits

Prerequisite(s): Permission of instructor

This course involves seven days in the backcountry of Yellowstone National Park, traveling to three remote areas that demonstrate the unique geological and ecological characteristics of the park. Students make their own travel arrangements to and from Salt Lake City, UT, where the instructor will meet them. *General Education (EDP) Course Type: EWR* (Environmental & World Relationships) **Summer only**

### **BIO-2145 Plant Biology**

4 credits (with lab)

Prerequisite(s): One introductory biology course

This is 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. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **BIO-2310 Invertebrate & Vertebrate Zoology**

4 credits (with lab)

Recommended: BIO-1210

This course focuses on 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. *General Education (EDP) Course Type: EWR (Environmental & World Relationships) (shared course in VSC)*

## **BIO-2340 Fundamentals of Ecology**

4 credits (with lab)

Prerequisite(s): BIO-1210 or BIO-1211 Recommended: At least one chemistry course

The relationships between the organism and its natural environment are examined. Students perform outdoor experiments and field studies that complement discussions on population and community ecology. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **BIO-2710 Special Topics in Biology**

3 credits

The topics addressed by this course vary and are announced at the time of registration. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **BIO-2810 Internship in Biology**

1-12 credits

Students plan and complete an internship in biology in consultation with their advisor. *(shared course in VSC)*

## **BIO-2910 Independent Study in Biology**

1-12 credits

Students plan and complete an independent study in biology in consultation with their advisor.

## **BIO-3110 Field Ornithology**

3 credits

This is an intensive course in the field identification, behavior and life histories of local bird species. Students are expected to provide their own binoculars; contact the instructor for specifications if you will be purchasing a set. *General Education (EDP) Course Type: EWR (Environmental & World Relationships) Summer only (shared course in VSC)*

## **BIO-3125 Biological Chemistry**

4 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

### **BIO-3130 Cellular Biology: A Molecular Approach**

4 credits (with lab)

Prerequisite(s): 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 are introduced to modern experimental techniques to analyze cellular functions. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

### **BIO-3140 Microbiology**

4 credits (with lab)

Prerequisite(s): One 3-credit, 2000- or 3000-level BIO course Recommended: BIO-1212 and CHE-1032

This course is 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships) (*shared course in VSC*)

### **BIO-3160 Animal Behavior**

4 credits (with lab)

Recommended: BIO-2310

This course explores sensory perception, innate behavior, learning, communication and social behavior in invertebrates and vertebrates, using taxonomy, ecology and natural selection as frames of reference. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships) (*shared course in VSC*)

### **BIO-3170 Mammalogy**

4 credits (with lab)

Prerequisite(s): BIO-2310

This course provides 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

### **BIO-3180 Nutrition**

3 credits

Prerequisite(s): BIO-1210; CHE-1031 Junior 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 disease, are included. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

### **BIO-3220 Genetics**

4 credits (with lab)

Prerequisite(s): BIO-1212; CHE-1032

This course includes a review and investigation of the principles of inheritance, including molecular, Mendelian, population

and human genetics. Current research and controversies are emphasized. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships) (*shared course in VSC*)

### **BIO-3260 Limnology**

4 credits (with lab)

Prerequisite(s): BIO-1211; 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

### **BIO-3270 Forest Ecology**

4 credits (with lab)

Prerequisite(s): BIO-2145; 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

### **BIO-3280 Environmental Toxicology**

4 credits (with lab)

Prerequisite(s): BIO-1211; CHE-1031 Recommended: At least one statistics course

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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

### **BIO-3290 Conservation Biology**

3 credits

Prerequisite(s): BIO-2340; upper-level ENV course

This course integrates 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 are applied to discussions of toxic substances and environmental contaminants. The course takes an interdisciplinary approach to solving conservation problems. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

### **BIO-3310 Wildlife Field Methods**

4 credits (with lab)

Not open to students who have taken Field Mammalogy

Participants learn basic and advanced procedures for the study of wildlife populations and practice a variety of observational, live-capture and radiotelemetric methods for fish, amphibians, reptiles, birds and mammals in the field. Selected species identification, sign-reading techniques and general data analysis are included. Participants must provide their own binoculars and hip-wader boots (purchased or borrowed). *General Education (EDP) Course Type:* EWR (Environmental & World Relationships) **Summer only**

### **BIO-3320 Ornithology**

4 credits (with lab)

Prerequisite(s): BIO-2310

Students engage in the in-depth study of bird classification, anatomy, physiology, ecology and behavior. Several sessions

focus on Vermont birds and field techniques. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **BIO-3720 Current Topics in Biology**

1 credits

This is a weekly seminar series featuring presentations by research scientists known for their contributions in biology. Speakers represent a broad spectrum of biological disciplines. Discussion sessions follow each presentation. *General Education (EDP) Course Type: EWR (Environmental & World Relationships) Repeatable for Credit: Yes (shared course in VSC)*

### **BIO-4220 Wildlife Ecology & Management**

4 credits (with lab)

Prerequisite(s): BIO-2340; one mathematics course

Classroom and field studies of game and non-game species with emphasis on population biology, physiological ecology and wildlife management in theory and practice. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **BIO-4810 Internship in Biology**

1-12 credits

Students plan and complete an internship in biology in consultation with their advisor. *(shared course in VSC)*

### **BIO-4910 Independent Study in Biology**

1-12 credits

Students plan and complete an independent study in biology in consultation with their advisor.

### **BIO-4920 Senior Thesis**

3 credits

Senior standing

Students conduct an individual research project, write a thesis, give an oral presentation and prepare a paper for publication. This capstone course allows students to combine the skills and knowledge gleaned from previous courses with a self-designed research project that requires them to ask a good question, develop appropriate techniques, and conduct appropriate research. The research topic is chosen by the student in consultation with a faculty, and 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**

### **BUS-1080 FYS: Globalize It?**

3 credits

Freshmen only; reserved for Learning Community members

This First-Year Seminar will focus on clarifying two main questions: what are the benefits generated by a globalized world, and what are the costs - the "bad" aspects of a free market? In doing so, it will introduce students to worldwide businesses and how they interact in a global business environment. Students will become familiar with business concepts/terminologies and the bases for global competition. *General Education (on-campus) Course Type: JFY (First-Year Seminar)*

## **BUS-1340 Social Entrepreneurship**

3 credits

This course is designed for students interested in business opportunities to meet the needs of those living at what is now referred to as the "base of the pyramid." We study the creation and support of small businesses (microenterprises) in our community as a means of meeting aspects of these needs, with the primary objective of learning how to develop proactive, accountable and sustainable business strategies to meet identified needs and to think critically how business can make an impact on society.

## **BUS-2140 Personal Finance**

3 credits

This course studies the tools used in personal financial planning. Students are introduced to the process used by professional planners and shown how this can be used in planning their own financial futures. *(shared course in VSC)*

## **BUS-2210 Small Business Management**

3 credits

This course explores the practical aspects of organizing and managing a small business in order 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

This course introduces the role of marketing as it relates to manufacturing, wholesale, retail, nonprofit and service businesses. Topics include product development, pricing decisions, promotional considerations and distribution options for both goods and services. Students also examine the emerging role of electronic marketing and its impact on today's businesses. *(shared course in VSC)*

## **BUS-2280 Introduction to Business Ethics**

3 credits

This course explores what constitutes proper ethical conduct for a modern business while addressing the question of whether any business (no matter how well-intentioned) can hope to be both ethical and profitable within the context of a broader industrial or post-industrial society. The class approaches this subject from the perspective of traditional ethical philosophy, contemporary American culture and recent corporate history, while attempting to propose possible new business paradigms that provide both profit and social responsibility within a rapidly transforming world. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships) **Fall only***

## **BUS-2410 Human Resource Management**

3 credits

Recommended: BUS 1340

This course examines the critical issues and strategic questions that must be considered when managing diverse populations in today's workplace. Topics include selecting, training and evaluating personnel; compensation; health and safety; bargaining units; and motivation, morale and human relations. *(shared course in VSC)*

## **BUS-2810 Internship in Business Management**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **BUS-2910 Independent Study in Business**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **BUS-3050 Principles of Sales**

3 credits

Prerequisite(s): BUS-2230

Students explore buyer behavior and the communication process of mutually satisfactory selling, including 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(s): BUS-2230

This course examines who, what, when, where and how consumers make purchasing decisions. (*shared course in VSC*)

## **BUS-3070 Public Relations**

3 credits

Prerequisite(s): BUS 1340 ; BUS-2230

This course begins with an overview of the process of public relations in society and covers the preparation and process of developing public relations campaigns, identifying the many "publics," and developing a public relations campaign. Concepts are reinforced with an applied, hands-on project.

## **BUS-3110 Ski Area Management & Design**

3 credits

Prerequisite(s): BUS 1340

This course presents the unique planning and management requirements associated with commercial ski resorts: organizational structure, land and water management, environmental impacts, and the various roles of federal, state and local governments.

## **BUS-3125 Business Practices and Civic Engagement**

3 credits

Sophomore standing

This course is based on a civic engagement project that students will participate for a period of 10 to 14 days. The community-based project should incorporate and extend previous knowledge, skills, and values learned in college. This course meets the Civic Perspective of the General Education Curriculum. *General Education (on-campus) Course Type: JCP (Civic Perspective) Spring semesters*

## **BUS-3131 Business Law I**

3 credits

This is an introductory course focusing on the scope and terminology of the American legal system as it pertains to business organizations. Topics may include criminal law, tort law, forms of doing business, law of contracts, sales, real and personal property law, negotiable instruments, the Uniform Commercial Code and agency relationships. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **BUS-3150 Production/Operations Management**

3 credits

Prerequisite(s): ACC-2122; MAT-2030

This survey course develops administrative skills needed to manage efficiently the several elements of production: materials, facilities and personnel. Quantitative models (management science) are used to optimize the efficient use of resources. *(shared course in VSC)*

## **BUS-3210 Advertising**

3 credits

Prerequisite(s): BUS-2230

This course provides 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(s): ACC-2122

This course studies 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-3250 Organizational Behavior & Management**

3 credits

Prerequisite(s): BUS 1340

This course studies how individuals and groups interact in organizations to reach goals and objectives. Particular emphasis is given to the problems faced by business organizations. *(shared course in VSC)*

## **BUS-3265 Off-Shore Investment**

3 credits

Prerequisite(s): BUS-3230 or permission of instructor

This course exposes students to the workings of international finance. Specific learning objectives include business ethics related to international and off-shore investment; the methods and laws that allow for off-shore investment, including tax shelters; and international competition in tax law as balanced against a nation's right to legal sovereignty. In addition, students are exposed to a culture where race is almost nonexistent, as opposed to the North American norm of viewing things through a racial filter, through observation and class discussion.

## **BUS-3310 Greening the Business Environment**

3 credits

Junior standing

This course explores the impact of business processes on the natural environment. Through research, guest presentations and field experiences, students develop a greater understanding for the complex and fragile web of life and how business operations influence all natural ecosystems. **Spring only**

## **BUS-3370 Business Organizational Communications**

3 credits

Prerequisite(s): BUS 1340 ; BUS-2230 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 and professional

environments. The course integrates team skills and interpersonal communication, with an emphasis on cross-cultural communication and team problem solving. Students 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 & Management**

3 credits

Junior standing

This course helps students identify career interests, locate resources and develop a strategic career action plan to aid in their transition from college to career. Students 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 the necessary steps required to achieve individual career goals. The ultimate objective of the course is for students to identify a career path, prepare the necessary materials and strategies to realize their goals, and secure employment.

## **BUS-3420 Athletic Facility & Event Management**

3 credits

This course examines how to build and finance a sport facility, facility operation, administration of marketing and finance, risk management and security protocol. Students will plan, market and implement an event of their choice, which they will organize throughout the course. **Fall only**

## **BUS-3430 Sport & Society**

3 credits

This course examines the essential role sport has played in society and the relationship of major social and ethical theories within the sport landscape. Current issues in sport are identified and analyzed, including social values, cultural identities, ethical dilemmas, nationalism, commercialization, media, as well as the relationship that gender, class, race and ethnicity have in sport. This course is designed to provide students with the opportunity to think critically and develop their perspectives on these issues from a local, national and international perspective. **Spring only**

## **BUS-3910 Leadership & Quality**

3 credits

Prerequisite(s): BUS 1340

This course explores advanced issues in human resource management. The focus of the course is on leadership, diversity, total quality management and other contemporary human-resource issues facing hospitality and tourism managers. The course is designed to reflect an executive management seminar. Participation in discussions emphasized. **Fall only**

## **BUS-4030 Marketing Research**

3 credits

Prerequisite(s): BUS-2230; MAT-2030

This course is 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(s): ACC-2122; BUS-2230; BUS-2410; BUS-3150; BUS-3230; BUS-3250

This course is 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-4320 Sport Promotion & Branding**

3 credits

Prerequisite(s): BUS-2230; BUS-3210

This course provides the student with basic theoretical and practical knowledge of managing the promotion and branding of a sport organization and its programs. Topics covered include marketing, branding, public relations, social media, customer service and sponsorship. Special attention is given to market segmentation, research, customer service and the creation of a brand management plan. (Spring semesters.)

## **BUS-4710 Special Topics in Business**

1-12 credits

The topics addressed in this course vary and are noted prior to the registration period.

## **BUS-4720 Senior Seminar**

3 credits

Prerequisite(s): ECO-2020; ECO-2030; ACC-2122 Recommended: BUS-3230 and MAT-2030

This course 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.

## **BUS-4810 Internship in Business Management**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **BUS-4910 Independent Study in Business**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

# **Chemistry**

## **CHE-1031 General Chemistry I**

4 credits (with lab)

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.

*General Education (on-campus) Course Type: JNS (Foundational Skills: Natural Science) General Education (EDP) Course Type: EWR (Environmental & World Relationships) (shared course in VSC)*

## **CHE-1032 General Chemistry II**

4 credits (with lab)

Prerequisite(s): CHE-1031

This course is a continuation of CHE-1031. Topics include solution properties, kinetics, equilibrium, reaction mechanisms, thermodynamics, acid-base reactions, electrochemistry and element properties. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships) (*shared course in VSC*)

## **CHE-1055 General Chemistry, Organic Chemistry & Biochemistry**

4 credits (with lab)

A one-semester course covering the basic principles of chemistry (general, organic and biochemistry) and how these relate to the structure and function of the major classes of biomolecules. *General Education (on-campus) Course Type:* JVS (Foundational Skills: Natural Science) *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **CHE-2910 Independent Study in Chemistry**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **CHE-3111 Organic Chemistry I**

4 credits (with lab)

Prerequisite(s): CHE-1032

This is 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. The lab introduces students to safety procedures, sample handling and reactions. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships) (*shared course in VSC*)

## **CHE-3112 Organic Chemistry II**

4 credits (with lab)

Prerequisite(s): 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **CHE-4910 Independent Study in Chemistry**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **Communications**

### **COM-2050 Introduction to Film Study**

3 credits

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 *General Education (EDP) Course Type:* IHR (Individual & Human Relationships) (*shared course in VSC*)

# **Community Service**

## **CSV-1011 Principles in Community Service Learning**

2 credits

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 credits

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 Internship in Community Service**

3 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **CSV-2910 Independent Study in Community Service**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **CSV-3010 Leadership through Volunteer Service Learning**

1 credits

Recommended: CSV-1011 and 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 particular program area (e.g., children, environment, community development, elderly) or a one-time project (e.g., Red Cross Blood Drive, food drive, river cleanup, etc.).

## **CSV-4810 Internship in Community Service**

3 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **CSV-4910 Independent Study in Community Service**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

# **Computer Information Systems**

## **CIS-1410 Intermediate Spreadsheets**

3 credits

Prerequisite(s): BUS-1080 and BUS-1340

This course provides a comprehensive examination of spreadsheet software. Students build a variety of spreadsheets using more complex formulas, functions, graphics, database features, sorts, macros and linkages within and between spreadsheets. **Fall and spring semester** (*shared course in VSC*)

## **CIS-2220 Website Design**

3 credits

This course explores the fundamental principles of "good" website design. Students learn the basic structure of a web page using HTML coding, design forms, use Cascading Style Sheets and embed javascript commands. In addition to exploring the whys and hows of website design, students create and publish their own web pages using FTP software. (*shared course in VSC*)

## **CIS-2271 Java Programming**

3 credits

This course introduces the basic concepts of Java and Object Oriented Programming (OOP), starting with the basic concepts of OOP (classes, objects, inheritance, polymorphism, object-oriented design) and moves into the language features of Java, including 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), including applets, GUI components (e.g., buttons), event processing and frames. (*shared course in VSC*)

## **CIS-2910 Independent Study in Computer Information Systems**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **CIS-3040 Database**

3 credits

This course takes 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(s): CIS-2271

Topics in this course include memory management, advanced object-oriented concepts, data structures advanced swing user interface features, error handling, networking, and advanced input and output. (*shared course in VSC*)

## **CIS-4910 Independent Study in Computer Information Systems**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **Criminal Justice**

### **CRJ-1010 Introduction to Criminal Justice**

3 credits

In this course we begin to examine the human beings who are labeled criminal in America and question why they break the law. Are those violations the result of genetics, free will, social and economic forces? Is criminal behavior caused by inherent character weaknesses or the malfunction of an unequal society? We will also examine the institutions created to deal with and prevent criminal behavior: the law, the courts, the government, the police and the jails. Further, we will study the social context of crime and ask the most important question: Can we reasonably imagine the possibility of a human community without crime or criminals, a world without police, punishment or prison?

### **CRJ-1040 Criminal Justice Lecture Series: Careers in the Field**

1 credits

This course is designed to provide first-hand information on a wide range of topics relevant to the criminal justice field. Speakers will discuss their areas of expertise while sharing experiences to help build students' foundational academic and experiential knowledge. Presentations will further help students identify and explore career paths in the field of criminal justice. Presenters will include academics, legal experts, community organizers, service providers, as well as practitioners of law enforcement and rehabilitation. The course is intended to undergird the experiential focus of the criminal justice concentration at Johnson State College.

### **CRJ-2150 Community & Restorative Justice**

3 credits

This course provides students with an understanding of restorative justice principles and practices. Topics include the evolution of different models of justice, differences between retributive and restorative justice, and restorative models that involve victims, communities and offenders as active partners.

### **CRJ-2230 Introduction to Criminal Law**

3 credits

Prerequisite(s): CRJ 1010

This course examines the development of substantive criminal law. Topics include common law vs. statutory crimes, elements of a crime, parties to a crime, defenses to criminal culpability, as well as selected aspects of the Vermont criminal code.

### **CRJ-4020 Criminal Justice: Who is "Criminal"?**

3 credits

The U.S. criminal justice system has seen dramatic changes in the last several decades. Imprisonment has expanded more than fivefold since the 1980s, and immigration imprisonment has quadrupled since 2001. This intensive seminar examines current developments and controversies confronting the U.S. criminal justice system, with a focus on the "war on drugs" and the expansion of imprisonment -- mass incarceration. The course explores how this has occurred, its consequences, and its attendant dynamics of race and class through recent non-fiction and class screenings of the HBO series *The Wire*, hailed as a masterpiece of U.S. television that dramatically portrays Baltimore's police, the illegal drug trade, and the struggles of urban U.S. neighborhoods. **Spring semester**

### **CRJ-4810 Internship in Criminal Justice**

1-12 credits

Prerequisite(s): Permission of Internship Coordinator

Students plan and complete an approved internship in consultation with their faculty supervisor.

### **PSY-4035 Forensic Psychology**

3 credits

This course examines the interactions and relationships of psychology and the legal system. We will explore the problems that confront the legal system from the psychological perspective. We will review what the science of forensic psychology contributes to the understanding of the insanity plea, murder, sex offences, child abuse, domestic violence, criminal profiling, and legal decisions. We will also discuss criminal risk assessments. The course will integrate the concepts, methods, and theories that support the field of forensic psychology.

## Dance

### DAN-1010 Fundamentals of Dance

3 credits

This course provides an Introduction to dance and movement with a studio component. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (shared course in VSC)*

### DAN-1020 Fundamentals of Jazz Dance

3 credits

This course is an introduction to the principles and techniques of jazz dance. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (shared course in VSC)*

### DAN-1030 Body Awareness

3 credits

This course is 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes (shared course in VSC.)*

### DAN-1035 FYS: Perfect Body/Perfect Exercise

3 credits

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. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

### DAN-1111 Modern Dance

3 credits

This course provides an introduction to the principles and techniques of modern dance. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes (shared course in VSC)*

### DAN-1210 FYS: If I Can't Dance, Keep Your Revolution

3 credits

First-year students only

History is not just about important revolutions, battles, politicians and changing borders. It also is 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 dances, games, social activities, cuisine and other things that comprise 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 among various cultures of people around the globe, celebrating what Emma Goldman called "everybody's right to beautiful, radiant things." *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

### **DAN-2010 Folk Dance**

3 credits

This course provides 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. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes*

### **DAN-2030 Improvisation/Composition: Intermediate/Advanced Level**

4 credits (with choreography lab)

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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes (shared course in VSC)*

### **DAN-2040 Beginning Tap Dance**

2 credits

This course offers students the opportunity to study the fundamental structure of tap technique and learn basic tap dance vocabulary. Students learn to put this vocabulary together into phrases and combine these phrases into a choreographed dance. They explore the unique role tap dance plays in the history of American dance from its beginnings to the present day, and research performers who have affected its change and place in the dance world. Additional work includes a focus on speed, flexibility, strength and emphasis on styles and genres of dance that have affected tap. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (shared course in VSC)*

### **DAN-2131 Ballet**

3 credits

This course studies the structure and form of classical ballet. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes (shared course in VSC)*

### **DAN-2730 Topical Seminar in Dance**

0.5-4 credits

Prerequisite(s): Prerequisites may vary 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half May be repeated for credit.*

### **DAN-2910 Independent Study in Dance**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **DAN-3010 The Renaissance Spirit**

3 credits

This course is 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. Come and leap through the Galliards, strut through Pavans, listen to sackbuts and crumhorns and feast on authentic food and drink of the period. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **DAN-3020 Intermediate Ballet: Technique & History**

3 credits

Prerequisite(s): DAN-2131 or permission of instructor

This course is 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 bare 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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes*

## **DAN-3030 Improvisation/Composition: Intermediate/Advanced Level**

4 credits (with choreography lab)

Prerequisite(s): DAN-2030 or permission of instructor

This course is a continuation of DAN-2030. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes*

## **DAN-3032 Body Awareness II**

3 credits

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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **DAN-3112 Intermediate Modern Dance: Technique & History**

3 credits

Prerequisite(s): DAN-1111 or permission of instructor

This course is 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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes*

## **DAN-3130 Jazz Dance**

3 credits

This course is 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. The course includes an historical survey of jazz dance from its roots in Africa through vaudeville, musical theater, movies and today's

jazz artists. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes*

### **DAN-3140 African/Caribbean Dance & Culture**

3 credits

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 is through the lens of a living mythological system. We delve briefly into the realm of Carl Jung's collective unconscious and the phenomenon of archetypes, then look at how these archetypes are expressed in mythology, particularly as studied by Joseph Campbell. We 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, deepen our understanding and experience. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

### **DAN-3180 Folk Dance II**

3 credits

Folk dance explores the joyous art of communal dancing from selected international origins. The ways that music, food, clothing, rituals, climate, geography, religion, work, art, culture and history influence the dances of these regions are explored. Outside readings, research and oral presentations are expected of students. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

### **DAN-3210 The Emperor Ain't Naked: A History of Western European Fashion & Social Dance from the Mid- 14th Century to the Early 20th Century**

3 credits

Junior standing

What do the clothes 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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

### **DAN-4130 Advanced Ballet/Modern Dance: Technique & History**

3 credits

Prerequisite(s): DAN-3020 or DAN-3112 or permission of instructor

This course solidifies 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes*

### **DAN-4910 Independent Study in Dance**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **Economics**

### **ECO-1020 Introduction to Economics**

3 credits

No students who are taking or have taken other college-level economics courses

This survey 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 receive attention. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

### **ECO-2020 Macroeconomics**

3 credits

Prerequisite(s): PLM 0002 or MAT-1020

This course studies national economic systems and includes national objectives such as low unemployment and low inflation, measuring economic success, the business cycle, and an introduction to international trade. The basis models using prescriptive policy tools are learned. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

### **ECO-2030 Microeconomics**

3 credits

Prerequisite(s): PLM 0002 or MAT-1020

A study of business firms and markets, this course explores price theory at the firm and market level, market solutions to problems of scarcity, and policy alternatives to correct for inefficiency and market failure. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

### **ECO-2910 Independent Study in Economics**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

### **ECO-3010 Environmental Economics**

3 credits

Prerequisite(s): ECO-1020 or ECO-2030 Junior standing

Improving the environment usually involves difficult economic choice. 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **ECO-3030 Public Finance & Administration**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **ECO-4910 Independent Study in Economics**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **Education**

### **EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education**

0 credits

This is a mandatory workshop for students intending to seek teaching licensure endorsement and should be attended during the first semester at JSC. Students learn about the requirements of the teacher-education programs, including specific courses needed for each program, the Vermont teacher-examination requirements (PRAXIS, SAT or ACT), grade requirements, practica, portfolio, etc. Students will learn how to apply for each teacher-education program. This is a 1.5 hour workshop offered in many sections each semester.

### **EDU-TEW2 Teacher Education Workshop 2: Application for Practicum I**

0 credits

Prerequisite(s): EDU-TEW1

This is a mandatory workshop for students intending to seek teaching licensure endorsement. Students learn about applying for a Practicum I placement for their teacher-education program. Students must have a passing score on the PRAXIS I or CORE examination or an equivalent SAT or ACT score in order to pass this course and enroll in Practicum I. They also must have a cumulative GPA of 2.75 and suitable grades in all courses as determined by their program. Students should complete the application for a teacher-education program, including an entry interview with the program director, before attending the workshop. Students must attend this workshop the semester before they wish to enroll in Practicum I, typically while enrolled in EDU-2370.

### **EDU-TEW3 Teacher Education Workshop 3: Application for Practicum II**

0 credits

Prerequisite(s): EDU-TEW2

This is a mandatory workshop for students intending to seek teaching licensure endorsement. Students learn about applying for a Practicum II placement for their teacher-education program. Suitable grades in all courses as determined by your program are required. Students should attend this workshop the semester before they wish to enroll in Practicum II, typically while enrolled in EDU-3440, and should register a semester in advance of attending.

### **EDU-TEW4 Teacher Education Workshop 4: Application for student teaching**

0 credits

Prerequisite(s): EDU-TEW3

This is a mandatory workshop for students intending to seek teaching licensure endorsement. Students learn about applying for a student-teaching placement for their teacher-education program. Students must have a passing score on PRAXIS II (by Oct. 15 for a spring placement; by March 15 for a fall placement) in order to pass this course and receive a placement. Students also must have a cumulative GPA of 3.0, a major GPA of 3.0, and suitable grades in all courses as determined by their program. Students must attend this workshop the semester before you wish to enroll in student teaching, typically while enrolled in Practicum II, and should register a semester in advance of attending. There are three mandatory meetings on campus for this course: The student teaching Application Meeting, a Midway Interview and the student teaching Orientation Meeting. Each is offered once a semester.

## **EDU-TEW5 Teacher Education Workshop 5: Application for a Verification Check**

0 credits

Prerequisite(s): EDU-TEW4

This is a mandatory workshop for students intending to seek teaching licensure endorsement that must be attended during the student-teaching semester; register a semester in advance of attending. Students learn about applying for a verification check and a recommendation for licensure for their teacher-education program, which requires satisfying all requirements that are in place at the time they complete a program. Students will schedule an exit interview with the program director. Portfolios are due during the student teaching semester; no portfolios are accepted for review more than one year after the completion of the student teaching semester. This workshop is held once a semester on campus.

## **EDU-1020 The Human Endeavor**

3 credits

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

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.  
*General Education (on-campus) Course Type: JFY (First-Year Seminar)*

## **EDU-2360 Perspectives on Learning in a Diverse Society**

3 credits

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 & Identity**

3 credits

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. *General Education (on-campus) Course Type: JGP (Global Perspective)*

## **EDU-2370 The Contemporary School**

3 credits

Prerequisite(s): EDU-2360; EDU-2365; EDU-TEW1; ENG-1071 or equivalent

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. **Fall only**

## **EDU-2910 Independent Study in Education**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **EDU-3025 Evaluating Characteristics of Diverse Learners**

3 credits

The purpose of this course is to examine theoretical and practical applications of diagnosing and assessing education disabilities and academic strengths and limitations. Students will learn to use assessment procedures to identify students' strengths and limitations to assist in developing appropriate accommodations and interventions. Students will develop effective goals for individualized education plans. Experience in selecting, administering, scoring and interpreting formal standardized tests will be provided. **Spring only**

## **EDU-3032 Language, Culture, Literature, & Education**

3 credits

Prerequisite(s): Permission of instructor

This course addresses language in the context of the family, community and schools. How does language affect who we are, how we see ourselves and who we become? What is the relation between language, culture, literature and human development? Information is integrated in the context of teacher awareness and the mandate of public education to provide culturally sensitive instructional choices for all learners. Providing for the needs of English Language Learners (ELL) birth through 6th grade is emphasized. **Fall only**

## **EDU-3100 Literacy Intervention, Assessment & Strategies**

3 credits

This course will examine theories on the development of literacy and the factors that contribute to reading difficulties. Students will learn to implement effective assessment monitoring and instructional techniques for working with students with literacy needs.

## **EDU-3110 Literature for Children**

3 credits

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. *(shared course in VSC)*

## **EDU-3112 Instructional Dynamics for the Elementary Educator: Curriculum, Instruction & Assessment for Integrated, Engaging & Creative Learners; Part III: Unified Arts for Diverse Learners**

3 credits

Prerequisite(s): EDU-2370; EDU-TEW2; overall 2.75 or higher GPA; pass PRAXIS I; permission of program director

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.

**Spring only**

## **EDU-3125 Technology for Integrating Instruction**

3 credits

Corequisite(s): 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(s): EDU 2370; EDU TEW2; overall 2.75 or higher GPA; pass PRAXIS I; permission of program director

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. **Spring only**

## **EDU-3265 Instructional Dynamics for the Elementary Educator - Curriculum, Instruction & Assessment for Integrated, Engaging & Creative Lessons; Part I: Language, Literacy, & Literature for Diverse Learners**

3 credits

Prerequisite(s): EDU-2370; EDU-3032; EDU-TEW2; overall 2.75 or higher GPA; pass PRAXIS I; permission of program director

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 for the Elementary Educator - Curriculum, Instruction & Assessment for Integrated, Engaging & Creative Lessons; Part II: Numeracy & Quantitative Reasoning for Diverse Learners. (Spring semesters)

## **EDU-3266 Instructional Dynamics for the Elementary Educator - Curriculum, Instruction & Assessment for Integrated, Engaging & Creative Lessons; Part II: Numeracy & Quantitative Reasoning for Diverse Learners**

3 credits

Prerequisite(s): EDU-2370; MAT-2030; EDU-TEW2; overall 2.75 or higher GPA; pass PRAXIS I; permission of program director

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 for the Elementary Educator - Curriculum, Instruction & Assessment for Integrated, Engaging & Creative Lessons; Part I: Language, Literacy, & Literature for Diverse Learners. **Fall only**

## **EDU-3300 Introduction to Classroom Management**

1 credits

Prerequisite(s): Permission of department chair

Advanced research, theories and practices of classroom management at elementary, middle and high school levels are studied in this course.

## **EDU-3311 Foundations of Inclusive Practices**

3 credits

Prerequisite(s): EDU-3265 or EDU-3266 or EDU-3112 or EDU-3140

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. **Fall only**

## **EDU-3360 Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum**

3 credits

Prerequisite(s): 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(s): EDU-3265 or EDU-3266 or EDU-3112 or EDU-3140

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. **Spring only**

## **EDU-3811 Instructional Practicum**

3-6 credits

Prerequisite(s): Permission of instructor

Students are assigned to work with a cooperating teacher in a school under the guidance of a college supervisor. Students provide individual, small group and whole class instruction. Using educational literature and best practices, they design, instruct and assess formal, standards-based lessons in their content area. As well, they participate in and contribute to the general operation of the classroom and school. Students receive critique and feedback from the

classroom teacher and the supervisor, and construct a professional self-assessment. The course involves regular meetings with the supervisor. Practicum hours vary by program. Repeatable for Credit: Yes

### **EDU-4051 Strategies to Promote Inclusive Practices**

3 credits

This course addresses the strategies to promote inclusive practices in the classroom. The course will review basic remedial principles, specific teaching methods, principles of universal instruction, lesson planning, and IEP development for students with unique learning characteristics. The course will also address the causes of emotional problems in school-aged children. Students will review specific behavior and adjustment problems and study appropriate classroom management and educational procedures. Emphasis will be placed on functional behavior assessment, positive behavior intervention plans and positive behavior instructional supports. **Spring only**

### **EDU-4130 Implementing Content Specific Methods in a Secondary Classroom**

4 credits

Prerequisite(s): EDU-3360; EDU-3311; EDU-TEW3

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. **Fall only**

### **EDU-4310 The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts**

3 credits

Prerequisite(s): EDU-3112; EDU-3311; EDU-TEW3

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. **Fall only**

### **EDU-4368 Classroom Strategies Practicum**

3 credits

Prerequisite(s): EDU-TEW3 Corequisite(s): EDU-4630 or permission of department chair

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 & Presence**

9 credits

Prerequisite(s): EDU-3265, EDU-3266, EDU-3311 and EDU-TEW3 Corequisite(s): EDU-3125, EDU-4368 and EDU-TEW4.

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." (Fall semesters)

## **EDU-4640 Special Education Practices & Procedures**

3 credits

Prerequisite(s): EDU 4368; EDU-4630

The purpose of this course is to examine theoretical and practical methods for effective collaboration and consultation to assist in developing inclusive programming for students with diverse learning needs in schools. Students will learn various models of consultation and collaboration for working with colleagues, families and community agencies. Students will explore the referral process, IEP procedures and other special education responsibilities, including the development of an individualized education plan. **Spring only**

## **EDU-4650 Capstone & Thesis Seminar**

3 credits

Corequisite(s): EDU-4812 or EDU-4820 or EDU-4830 or EDU-4835 or EDU-4850 and EDU-TEW5.

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. Repeatable for Credit: Yes, one time

## **EDU-4812 Art Student Teaching**

12 credits

Prerequisite(s): EDU-4310; EDU-TEW4; overall 3.0 or higher GPA; pass PRAXIS II; permission of placement 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(s): EDU-4368, EDU-4630; EDU-TEW4; overall 3.0 or higher GPA; pass PRAXIS II; permission of placement 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(s): EDU-4310; EDU-TEW4; overall 3.0 or higher GPA; pass PRAXIS II; permission of placement 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(s): EDU-4310; EDU-TEW4; overall 3.0 or higher GPA; pass PRAXIS II; permission of placement coordinator

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(s): EDU-4130; EDU-TEW4; overall 3.0 or higher GPA; pass PRAXIS II; permission of placement 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*)

## **EDU-4910 Independent Study in Education**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **English**

### **ENG-1005 College Reading**

3 credits

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ENG-1031 College Writing 1A**

3 credits

This course -- with ENG-1032, which must be taken afterward -- covers 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 both courses are successfully completed, students earn 6 credits toward graduation. (First half of Foundational Skills: Written Expression when combined with ENG-1032) *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ENG-1032 College Writing 1B**

3 credits

Prerequisite(s): ENG-1031

This course -- with ENG-1031, which must be taken beforehand -- covers the material of ENG-1071. Students must earn a grade of C- or better in ENG-1031 in order to enroll in this course. If both courses are successfully completed, students earn 6 credits toward graduation. (First half of Foundational Skills: Written Expression when combined with ENG-1031) *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ENG-1070 Effective Speaking**

3 credits

Recommended: ENG-1072

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **ENG-1071 College Writing**

3 credits

Prerequisite(s): 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. (First half of Foundational Skills: Written Expression) *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **ENG-1072 Exposition & Analysis**

3 credits

Prerequisite(s): PLE 0004 or ENG-1071 or ENG-1031 or ENG-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. (Second half of Foundational Skills: Written Expression) *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **ENG-1090 FYS: The Vampire in Western Culture**

3 credits

First-year students 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 18th 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. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-1220 Rhetorical Expression**

3 credits

EDP students only

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. Pass/No Pass only. (EDP students only: Writing Proficiency Exam) (Key Skills: Rhetorical Expression)

## **ENG-1260 Introduction to Photojournalism**

3 credits

Prerequisite(s): ART-2301

This course introduces students to the art and craft of visual narrative and provides the skills needed to produce effective images in a journalistic context. Students 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 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ENG-1310 Introduction to Literature**

3 credits

This is an examination of poetry, fiction and drama, emphasizing key literary concepts and techniques, including plot, theme, character, point of view and prosody. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

### **ENG-1330 FYS: Language of Film**

3 credits

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 technology bring the tools for video creation to personal computers and devices. Today's students and workers have unprecedented opportunity for video expression in both their academic and professional careers. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ENG-1360 FYS: Dystopia: Cautionary Tales of a Nightmarish Future**

3 credits

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. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ENG-1420 FYS: Journaling: Writing in New Territory**

3 credits

First-year students 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. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ENG-2005 The Self-Sufficient Writer**

3 credits

Prerequisite(s): Failure of the Writing Proficiency Exam

This 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 General Education 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 is 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2031 Editing & Publishing: The Literary Magazine**

3 credits

Prerequisite(s): ENG-1071

This course teaches 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 are responsible for producing and publishing an edition of the journal over the course of the semester. Students act as editors and editorial assistants, reading, identifying and selecting well-written manuscript submissions, as well as selecting art. They also work in both production and marketing; develop skills in evaluating and reading copy and editing prose and poetry; evaluate art and photography; developing skills in layout and production; and interview and write articles on contemporary writers. This is primarily a lab course, academic in nature. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* Repeatable for Credit: yes, three times

## **ENG-2051 Introduction to Newswriting**

3 credits

Prerequisite(s): ENG-1032 or ENG-1071

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 and editing stories, and designing pages. The course also covers some aspects of the history of journalism and helps students develop news judgment and exercise journalistic ethics. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2052 Newspaper Publishing: Writing, Editing, Layout & Design**

3 credits

Prerequisite(s): ENG-1072; 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 (desktop 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. *General Education (on-campus) Course Type: JCP (Civic Perspective) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2101 Creative Writing**

3 credits

Prerequisite(s): ENG-1071

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* Repeatable for Credit: No (*shared course in VSC*)

## **ENG-2171 World Literature I**

3 credits

Prerequisite(s): ENG-1032 or ENG-1071

This course introduces students to fiction, poetry, essays and drama in translation, primarily from the European tradition, but also including works from the Near and Far East and Latin America. Included are works by Homer, Biblical and Buddhist writers, and the Chinese poet Tu Fu. Each work is viewed in its cultural context, with common themes and ideas

also examined. This course may be taken separately or in sequence with ENG-2172. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2172 World Literature II**

3 credits

Prerequisite(s): ENG-1032 or ENG-1071

Major figures in this course include Dante, Rumi, Chekhov, Kafka and Neruda. Each work is viewed in its cultural context, with common themes and ideas also examined. This course may be taken separately or in sequence with ENG-2171.

*General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2281 Survey of English Literature I**

3 credits

Prerequisite(s): ENG-1032 or ENG-1071

Students in this course study representative works by writers from the British Isles (England, Ireland, Scotland and Wales), starting with Beowulf and Old English literature, proceeding through the Middle Ages with a focus on Chaucer, followed by an exploration of representative literature from the Age of Elizabeth, and concluding with Shakespeare and Donne. We'll read a variety of genres and in the process develop an overview of literary history -- its themes, generic changes and cultural contexts. In order to understand and appreciate literature from distant periods and places, we'll consider the intellectual, cultural and political climates of the time. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2282 Survey of English Literature II**

3 credits

Prerequisite(s): ENG-1032 or ENG-1071

Students in this course study representative works by writers from the British Isles (England, Ireland, Scotland and Wales), starting with John Milton's epic poem *Paradise Lost* and concluding with Romantic poetry. We'll read a variety of genres, including epic, poetry, prose and drama, and in the process develop an overview of literary history -- its themes, generic changes and cultural contexts. In order to understand and appreciate literature from distant periods and places, we'll consider the intellectual, cultural and political climates of the time, gaining insight into how and why texts represent the world and what's in it -- monsters, devils, heroes, gods and wayward lovers. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2283 Survey of English Literature III**

3 credits

Prerequisite(s): ENG 1071 or ENG-1032

Students in this course study representative works by writers from the British Isles (England, Ireland, Scotland and Wales), focusing on Victorian poetry and prose by writers from Robert Browning to Dickens to Oscar Wilde, and concluding with a survey of Modernist works and poetry from the World Wars. We'll read a variety of genres and in the process develop an overview of literary history -- its themes, generic changes and cultural contexts. In order to understand and appreciate literature from distant periods and places, we'll consider the intellectual, cultural and political climates of the time. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2321 Survey of American Literature I**

3 credits

Prerequisite(s): ENG 1032 or ENG 1071

This is the first of two courses surveying the American tradition of literature from the early colonial period to the present. The focus is on major figures and on genres such as diaries, journals, poetry, essays and fiction. This course 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2322 Survey of American Literature II**

3 credits

Prerequisite(s): ENG-1032 or ENG-1071

This is one of two courses surveying the American tradition of literature from the early colonial period to the present. The focus is on major figures and on genres such as diaries, journals, poetry, essays and fiction. This course extends from the late 19th century through the first half of the 20th century and includes such writers as Twain, James, Crane, Frost, Eliot, Hemingway, Faulkner and Stevens. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2323 FYS: 1492: Reading the Conquest**

3 credits

First-year students only

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. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2355 FYS: Tradition & Identity in Contemporary Literature**

3 credits

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? *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-2510 Women & Literature**

3 credits

Prerequisite(s): ENG-1032 or ENG-1071

This course provides a culturally diverse survey of fiction and poetry by women authors that explores women as characters and the condition of women in the world. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **ENG-2810 Internship**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **ENG-2910 Independent Study in English**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **ENG-3020 Feature Writing**

3 credits

Prerequisite(s): ENG-1072

An advanced course in the preparation and production of feature articles and essays, this 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.

*General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-3022 Advanced Newspaper Publishing: Writing, Editing, Layout & Design**

3 credits

Prerequisite(s): ENG-2052

This class is available to students who have taken ENG-2052 and choose to return to the newspaper staff a second semester. Responsibilities include more page layout, more investigative reporting and more line editing and rewriting.

*General Education (EDP) Course Type: IHR (Individual & Human Relationships) Repeatable for Credit: Yes*

## **ENG-3032 Advanced Editing & Publishing: The Literary Magazine**

3 credits

Prerequisite(s): ENG-1071

This course builds on ENG-2031, teaching 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 are responsible for producing and publishing an edition of the journal over the course of the semester. Students act as editors and editorial assistants, reading, identifying and selecting well-written manuscript submissions, as well as selecting art. They also work in both production and marketing; develop skills in evaluating and reading copy and editing prose and poetry; evaluate art and photography; developing skills in layout and production; and interview and write articles on contemporary writers. This is primarily a lab course, academic in nature. *General Education (on-campus) Course Type: JCP (Civic Perspective) General Education (EDP) Course Type: IHR (Individual & Human Relationships) Repeatable for Credit: Yes, up to three times*

## **ENG-3090 Horse & Human Culture**

3 credits

Prerequisite(s): ENG-1072

Horses and humans have lived in close contact with each other for centuries, beginning with the domestication of the horse by humans 6,000 years ago. The horse has served throughout history as food, transportation, machine, god, athlete and companion, and is second only to the dog in its effects on human culture. In the 20th century, horses have assumed the role, for the most part, of recreational partner or pet. In some ways, however, we are only starting to understand the potential of horse-human relationships. This course will engage with questions of how the horse has shaped human culture and how human culture has shaped the horse, through the study of anthropology, history, art and literature, psychology and business, starting even before domestication and continuing into the present day. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-3120 Poetry Workshop**

3 credits

Prerequisite(s): ENG-2101 or permission of 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. *General Education (EDP) Course Type: IHR* (Individual & Human Relationships) Repeatable for Credit: Yes **Spring only, odd years**

### **ENG-3130 Fiction Workshop**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR* (Individual & Human Relationships) Repeatable for Credit: Yes **Fall only, odd years**

### **ENG-3140 The Creative Essay**

3 credits

Prerequisite(s): ENG-2051; ENG-2101; or permission of instructor

The essay as creative nonfiction 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 help students become writers of essays that move as well as inform readers.

*General Education (EDP) Course Type: IHR* (Individual & Human Relationships) Repeatable for Credit: Yes **Fall only, even years**

### **ENG-3270 Myth & Myth Making**

3 credits

Prerequisite(s): ENG-1072 and ENG-1310; and also one of the following 2000-level survey courses: ENG-2171, ENG-2172, ENG-2281, ENG-2282, ENG-2283, ENG-2321, 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. *General Education (EDP) Course Type: IHR; UPR* (Individual & Human Relationships; Universal & Philosophical Relationships)

### **ENG-3320 The English Novel**

3 credits

Prerequisite(s): ENG-1072 and ENG-1310; and also one of the following 2000-level survey courses: ENG-2171, ENG-2172, ENG-2281, ENG-2282, ENG-2283, ENG-2321, 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. *General Education (EDP) Course Type: IHR* (Individual & Human Relationships)

### **ENG-3345 Contemporary Canadian Literature**

3 credits

Prerequisite(s): ENG-1072 and one of the following courses: ENG-1310, ENG-2171, ENG-2172, ENG-2281, ENG-2282, ENG-2283, ENG-2321, ENG-2322 or ENG-2510

Students in this course will gain an appreciation for the literature of the U.S. 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? *General Education (EDP) Course Type: IHR* (Individual & Human Relationships)

## ENG-3380 British Romantic Literature

3 credits

Prerequisite(s): ENG-1072 and ENG-1310; and also one of the following 2000-level survey course: ENG-2171, ENG-2172, ENG-2281, ENG-2282, ENG-2283, ENG-2321, ENG-2322 or ENG-2510

In this investigation of English romanticism, students engage in close readings of poetry and prose by the major writers in the tradition: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats and Mary Shelley. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## ENG-3390 Literature of the Grotesque

3 credits

Prerequisite(s): ENG-1072 and ENG-1310; and also one of the following 2000-level survey courses: ENG-2171, ENG-2172, ENG-2281, ENG-2282, ENG-2283, ENG-2321, 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## ENG-3395 Satire in Literature

3 credits

Prerequisite(s): ENG-1072; and one of the following courses: ENG-1310, ENG-2171, ENG-2172, ENG-2281, ENG-2282, ENG-2283, ENG-2321, 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## ENG-3405 Literary Journalism

3 credits

Prerequisite(s): ENG-1072

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## ENG-3435 Practical Grammar

3 credits

This course is intended to enhance readers' appreciation of elegance of expression in literature; to expand available rhetorical choices for writers; to increase precision and efficiency of expression; and to help prospective teachers of English respond to student writing with thorough, accurate and helpful instruction. Weekly activities include short writing assignments that expand the writer's tools, grammatical analysis of passages and editing exercises. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* **Spring only, even years**

## ENG-3480 Modern Literature

3 credits

Prerequisite(s): ENG-1072 and ENG-1310; and also one of the following 2000-level survey courses: ENG-2171, ENG-2172, ENG-2281, ENG-2282, ENG-2283, ENG-2321, 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-3510 Contemporary Literature**

3 credits

Prerequisite(s): ENG-1072; and one of the following courses: ENG-1310, ENG-2171, ENG-2172, ENG-2281, ENG-2282, ENG-2283, ENG-2321, 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-3520 American Poetry**

3 credits

Prerequisite(s): ENG 1072; and one of the following courses: ENG 1310, ENG 2171, ENG 2172, ENG 2281, ENG 2282, ENG-2283, ENG 2321, ENG 2322, ENG 2510, ENG-2260 (CU course) or ENG-2270 (CU course)

This is 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **ENG-3525 Victorian Literature**

3 credits

Prerequisite(s): ENG-1072 and ENG-1310; and also one of the following 2000-level survey courses: ENG 2171, ENG 2172, ENG 2281, ENG 2282, ENG 2283, ENG 2321, ENG 2322 or ENG 2510

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-3530 The American Novel**

3 credits

Prerequisite(s): ENG-1072; and one of the following courses: ENG-1310, ENG-2171, ENG-2172, ENG 2281, ENG 2282, ENG-2283, ENG 2321, ENG 2322, ENG 2510, ENG-2260 (CU course) or ENG-2270 (CU course)

This course examines novels by Americans in historical context, beginning with the first half of the 19th century and including major works by novelists such as Hawthorne, Melville, Twain, James, Crane, Faulkner, Hemingway and Fitzgerald. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **ENG-3565 Shakespeare**

3 credits

Prerequisite(s): ENG-1072 and ENG-1310; and also one of the following 2000-level survey courses: ENG 2171, ENG 2172, ENG 2281, ENG 2282, ENG 2283, ENG 2321, ENG 2322 or ENG 2510

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) **Fall only, even years***

## **ENG-3580 African American Literature**

3 credits

Prerequisite(s): ENG 1072; and one of the following courses: ENG-1310, ENG-2171, ENG-2172, ENG 2281, ENG 2282, ENG-2283, ENG 2321, ENG 2322, ENG 2510, ENG-2260 (CU course) or ENG-2270 (CU course)

This course examines 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 20th century. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **ENG-3680 Linguistics & Language History**

3 credits

Prerequisite(s): ENG-1072 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-4010 Issues in Journalism**

3 credits

Prerequisite(s): ENG 2051

This course is a senior-level seminar that leads 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). *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ENG-4110 The Form & Theory of Fiction**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) **Fall only, even years***

## **ENG-4120 The Form & Theory of Poetry**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) **Spring only, even years***

## ENG-4130 The Form & Theory of Nonfiction

3 credits

Prerequisite(s): ENG-1072 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* **Fall only, odd years**

## ENG-4150 Literary Criticism & Theory

3 credits

Prerequisite(s): ENG-1072; two of the following survey courses: ENG-2171 , ENG-2172 , ENG-2281 , ENG-2282 , ENG-2283 , ENG-2321 , ENG-2322 or ENG-2510 ; and one of the following upper-level literature courses: ENG-3270, ENG-3320, ENG-3345, ENG-3380, ENG-3390, ENG-3395, ENG-3435, ENG-3480, ENG-3510, ENG-3520, ENG-3525, ENG-3530, ENG-3565 , ENG-3580 or ENG-3680 .

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* **Spring only, odd years**

## ENG-4160 Investigative Journalism

3 credits

Prerequisite(s): ENG-2051; ENG-2052; ENG-3022

This course focuses on best practices for in-depth reporting- reporting that goes beyond the immediate facts and official accounts. Students 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 toward greater understanding of important public issues. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## ENG-4510 Literary Research Tutorial

3 credits

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## ENG-4720 Seminar in Literature

3 credits

Prerequisite(s): ENG-1072; two of the following survey courses: ENG 2171, ENG 2172, ENG 2281, ENG 2282, ENG 2283, ENG 2321, ENG 2322, ENG 2510 ; and one of the following upper-level literature courses: ENG-3270, ENG-3320, ENG-3345, ENG-3380, ENG-3390, ENG-3395, ENG-3435, ENG-3480, ENG-3510, ENG-3520, ENG-3525, ENG-3530, ENG-3565, ENG-3580 or ENG-3680

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

### **ENG-4810 Internship**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

### **ENG-4900 Independent Study in English**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

### **ENG-4920 Senior Thesis**

3 credits

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 & Literature faculty for detailed information about developing a thesis project, finding a thesis adviser and carrying out the project. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) Repeatable for Credit: Yes, if genre of second thesis differs from the first*

## **English as a Second Language**

### **ESL-1010 Conversation & Listening Skills**

3 credits

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ESL-1021 Written Expression I**

3 credits

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ESL-1022 Written Expression II**

3 credits

Prerequisite(s): ESL-1021

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **ESL-1031 Understanding & Using English Grammar & Vocabulary I**

3 credits

This course focuses on the correct usage of grammar and vocabulary in written and spoken English. Students study

intermediate-level grammar and add more challenging and complex structures as the semester progresses. The vocabulary component focuses on words essential for college students. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ESL-1032 Understanding & Using English Grammar & Vocabulary II**

3 credits

Prerequisite(s): ESL-1031

This course builds on ESL-1032, enabling students to further master the correct use of grammar and vocabulary in written and spoken English. Students study intermediate-level grammar and add more challenging and complex structures as the semester progresses. The vocabulary component focuses on words essential for college students. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ESL-1040 Editing Lab**

1 credits

Prerequisite(s): ESL-1021 or permission of instructor Corequisite(s): Writing or writing-intensive course

This lab deals 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) Repeatable for Credit: Yes*

## **ESL-1050 Supplemental Instruction Bridge**

1 credits

Prerequisite(s): 500 TOEFL score or ESL-1021 or ESL-1022; and ESL-1031 or ESL-1032 Corequisite(s): Enrollment in GEC disciplinary exploration course

This 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 is 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 and economics). Pass/No Pass grading only. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **ESL-2910 Independent Study in English as a Second Language**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **Environmental Science**

### **ENV-1020 Introduction to Computers for the Sciences**

2 credits

This course builds skills in the use of Microsoft Word, Excel and PowerPoint; Adobe Illustrator and Photoshop; web browsers and search engines, and standard computer hardware, including flatbed scanners, film scanners and recorders. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **ENV-1040 Introduction to Oceanography**

3 credits

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. *General Education (on-campus) Course Type: JGP* (Global Perspective) *General Education (EDP) Course Type: EWR* (Environmental & World Relationships)

## **ENV-1050 Introduction to Earth Science**

4 credits (with lab)

An introduction to earth systems and processes, this course emphasizes understanding the reasons for the distribution patterns of minerals, rocks and continents, as well as a basic understanding of the principles of geology, geomorphology, meteorology and climatology. It is recommended as a beginning course for students in the environmental sciences major. *General Education (on-campus) Course Type: JNS* (Foundational Skills: Natural Science) *General Education (EDP) Course Type: EWR* (Environmental & World Relationships)

## **ENV-1060 FYS: Nuclear Power & Society**

3 credits

First-year students only

This introductory, interdisciplinary course examines 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; and some of the class time will be devoted to the use for computer technology to develop presentations (e.g., Adobe Illustrator and Microsoft PowerPoint, Excel and Word). *General Education (on-campus) Course Type: JFY* (First-Year Seminar) *General Education (EDP) Course Type: EWR* (Environmental & World Relationships)

## **ENV-1090 Introduction to Weather, Climate & Climate Change**

3 credits

This course is designed to give students an appreciation of the difference between weather and climate and to have them develop an understanding of how weather phenomena are generated and the role/importance of weather in daily life. Also in this course, students will be exposed to one of the most hotly debated issues of the modern era, the topic of human-induced climate change. *General Education (on-campus) Course Type: JGP* (Global Perspective) **Every other fall semester beginning Fall 2015**

## **ENV-1110 Introduction to Environmental Problems**

3 credits

This course surveys environmental issues that arise from their interaction, with particular emphasis on the impact of and on human beings. *General Education (on-campus) Course Type: JGP* (Global Perspective) *General Education (EDP) Course Type: EWR* (Environmental & World Relationships)

## **ENV-2025 Natural History Photography**

3 credits

Prerequisite(s): BIO-1210 or BIO-1211 or BIO-1212

Natural history photography is the particular application of digital photography to convey information about the natural world through artful and compelling images as well as written narrative to produce gallery-quality exhibits and articles that inspire stewardship of the environment and promote the respectful treatment of all animals and plants. *General Education (on-campus) Course Type: JAP* (Aesthetic Perspective) *General Education (EDP) Course Type: EWR* (Environmental & World Relationships)

## **ENV-2050 The Natural History of Vermont**

3 credits

This course explores the historical development of the geology, weather, wildlife and vegetation of Vermont. Field work is required. *General Education (EDP) Course Type: EWR (Environmental & World Relationships) (shared course in VSC)*

## **ENV-2210 Current Topics in Science**

1 credits

A number of current environmental topics are 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. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*  
Repeatable for Credit: Yes, for maximum of 3 credits

## **ENV-2270 START Seminar**

1 credits

START scholars only

This seminar provides opportunities to cultivate improvement in the following areas: note-taking, test-taking, oral presentation, critical reading of scientific literature, laboratory techniques, research methods, writing skills, mathematics, time management, financial management, grant proposal preparation and preparation for participation in conferences. Assistance will also be provided for the identification of internship opportunities, future employment, developing applications to see advanced degrees, interviewing skills and development of a personal resume. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **ENV-2810 Internship in Environmental Science**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **ENV-2910 Independent Study in Environmental Science**

1-12 credits

## **ENV-3010 Land Use Planning**

3 credits

Prerequisite(s): ENV-1110 junior 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. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **ENV-3020 Environmental Law**

3 credits

Prerequisite(s): POS 1010 or POS 1020; ENV-1110 junior standing

This is 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. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **ENV-3030 Water Resources**

3 credits

Prerequisite(s): ENV-1050; ENV-1110; 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3040 Energy & Mineral Resources**

3 credits

Prerequisite(s): ENV-1050; ENV-1110; CHE-1031

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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3130 Environmental Geology**

4 credits (with lab)

Prerequisite(s): 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3150 Toxic & Solid Waste Management**

3 credits

Prerequisite(s): ENV-1050; ENV-1110; CHE-1031

This course investigates 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3160 Coastal & Marine Resources**

3 credits

Prerequisite(s): ENV-1050; ENV-1110

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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3220 Environmental Interpretation**

3 credits

Permission of instructor

This is 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3230 National Parks & Wilderness Management**

3 credits

Prerequisite(s): 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.

*General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3240 Fundamentals of Soil Science**

4 credits (with lab)

Prerequisite(s): CHE-1031 Not open to first-year students

This is 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3250 Meteorology & Climatology**

4 credits (with lab)

Prerequisite(s): 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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3260 Global Climate Change**

3 credits

Prerequisite(s): ENV-1050 or equivalent

This course will focus on the scientific principles underpinning climate change and the differences between natural climate change/climate variability and human-induced (anthropogenic) climate change. It will explore what processes/factors have led to climate change in the geological past and how these have shaped the world as we experience it today. Discussion of traditional fossil fuel energy resources as agents of climate change and the value of alternative energy strategies will be explored. The course will also examine the social, economic and political factors that are being and have been used to frame our current understanding of this issue, especially with regard to how we mitigate its impacts.

*General Education (EDP) Course Type:* EWR (Environmental & World Relationships) **Spring, even years**

## **ENV-3310 Applications in GIS**

4 credits (with lab)

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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-3400 Advanced GIS: Spatial Modeling**

4 credits (with lab)

Prerequisite(s): ENV-3310

This course focuses on using spatial reasoning to create spatially and time explicit models. Topics include how statistics can be used to quantify existing patterns, advanced suitability modeling, dynamic modeling and reserve design. The course also teaches the fundamentals of scripting programming in the object-oriented environment, which is necessary for customizing the GIS environment and developing more complex relationships. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-4010 Global Environmental Issues**

3 credits

Prerequisite(s): ENV-1110 Junior standing

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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-4020 Remote Sensing**

4 credits (with lab)

Prerequisite(s): ENV-1050 Junior standing

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 GIS. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-4710 Special Topics in Environmental Science**

1-3 credits

The topics addressed in this course vary and are noted prior to the registration period. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-4720 Senior Thesis**

3 credits

Senior standing

Students conduct an individual research project, write a thesis, give 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, internship or on-campus research. The project must be completed within two semesters. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-4730 Senior Seminar**

3 credits

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. *General Education (EDP) Course Type:* EWR (Environmental & World Relationships)

## **ENV-4810 Internship in Environmental Science**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (EDP)*  
*Course Type:* EWR (Environmental & World Relationships)

## **ENV-4910 Independent Study in Environmental Science**

1-12 credits

## **French**

### **FRE-1111 French I**

3 credits

Corequisite(s): FRE-1111L

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. *General Education (EDP)* *Course Type:* IHR (Individual & Human Relationships) (*shared course in VSC*)

### **FRE-1111L French I Lab**

1 credits

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. *General Education (EDP)* *Course Type:* IHR (Individual & Human Relationships) **Fall only** (*shared course in VSC*)

### **FRE-1112 French II**

3 credits

Prerequisite(s): FRE-1111 or two years of high school French or permission of instructor Corequisite(s): FRE-1112L

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. *General Education (EDP)* *Course Type:* IHR (Individual & Human Relationships) (*shared course in VSC*)

### **FRE-1112L French II Lab**

1 credits

Prerequisite(s): FRE-1111 or two years of high school French 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. *General Education (EDP)* *Course Type:* IHR (Individual & Human Relationships) **Spring only** (*shared course in VSC*)

### **FRE-2011 French III**

3 credits

Prerequisite(s): FRE-1112 or three years of high school French or permission of instructor Corequisite(s): FRE-2011L

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. It further develops 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. *General Education (EDP) Course Type:* IHR (Individual & Human Relationships) **Fall only** (*shared course in VSC*)

### **FRE-2011L French III Lab**

1 credits

Prerequisite(s): FRE-1112 or three years of high school French 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. It further develops 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. *General Education (EDP) Course Type:* IHR (Individual & Human Relationships) **Fall only** (*shared course in VSC*)

### **FRE-2012 French IV**

3 credits

Prerequisite(s): FRE-2011 or four years of high school French or permission of instructor Corequisite(s): FRE-2012L

This is a continued study of French grammar, vocabulary and syntax, with further development of oral proficiency. The course includes 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. *General Education (EDP) Course Type:* IHR (Individual & Human Relationships) **Spring only** (*shared course in VSC*)

### **FRE-2012L French IV Lab**

1 credits

Prerequisite(s): FRE-2011 or four years of high school French or permission of instructor

This is a continued study of French grammar, vocabulary and syntax, with further development of oral proficiency. The course includes 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. *General Education (EDP) Course Type:* IHR (Individual & Human Relationships) **Spring only** (*shared course in VSC*)

### **FRE-2910 Independent Study in French**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type:* IHR (Individual & Human Relationships)

### **FRE-3010 Culture & Civilization through Correspondence & Conversation**

3 credits

This course is intended for students at the intermediate level and those wishing to complete a 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, 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. *General Education (EDP) Course Type:* IHR (Individual & Human Relationships) Repeatable for Credit: Yes

## **FRE-4910 Independent Study in French**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **Geography**

### **GEO-1010 Introduction to Geography**

3 credits

This course acquaints students with the basic political and cultural diversity of planet Earth, as well as the geographic principles 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. The focus is on understanding the spatial or geographic processes that create diversity -- including the diffusion of ideas from fast centers to slow margins, endemism, and cultural barriers and conduit. Techniques such as Geographic Information Systems, remote sensing and migration analysis using Human Genome Project data are introduced. 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. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **Geology**

### **GEY-3110 Hydrogeology**

4 credits (with lab)

Prerequisite(s): 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. *General Education (EDP) Course Type: EWR (Environmental & World Relationships) (shared course in VSC)*

### **GEY-3120 Field Geology**

4 credits (with lab)

Prerequisite(s): 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. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

### **GEY-4910 Independent Study in Geology**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)*

## **History**

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 & Gender**

3 credits

First-year students only

This first-year seminar provides students with a new, more diverse perspective on the history of class, ethnicity and gender in Vermont and their place within it. Students 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 Vermont. Guest speakers provide students with firsthand information of how class, ethnicity and gender shape the experiences of Vermonters. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HIS-1101 FYS: Truthiness 101: A Brief History of Consumer Culture**

3 credits

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 goal 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? *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HIS-1111 World History I**

3 credits

This course is 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. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) Fall only (shared course in VSC)*

## **HIS-1112 World History II**

3 credits

This course explores 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. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) Spring only (shared course in VSC)*

## **HIS-1211 American History I**

3 credits

This is 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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) Fall only (shared course in VSC)*

## **HIS-1212 American History II**

3 credits

This is a 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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) **Spring only** (shared course in VSC)*

## **HIS-2140 The Civil War**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **HIS-2210 Women in U.S. History**

3 credits

Recommended: HIS-1211 and HIS-1212

This course examines the changing roles and important contributions of women in American history. Well-known figures such as Abigail Adams, Elizabeth Cady Stanton and Jane Adams are explored along with less prominent women. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) **Spring only, even years** (shared course in VSC)*

## **HIS-2255 Early Modern Europe**

3 credits

This course examines European history from the medieval period through the French Revolution. We will survey the major events of this period, such as the Crusades, the Renaissance, the Reformation, the Age of Exploration and the Enlightenment, while also paying particular attention to the cultural, intellectual and social developments that accompanied these events. While this course is primarily concerned with European history, we will consider this history in a global context throughout the semester. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **HIS-2285 Modern Europe**

3 credits

This course examines European history from the French Revolution to the collapse of the Soviet Union. The class surveys the critical events of the period, including the Industrial Revolution, imperialism, the two world wars and the Cold War. We focus particularly on the rapid cultural, economic, political and social transformations of Europe in the last two centuries, the projection of European power around the world and the response to European imperialism both inside and outside of Europe. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **HIS-2810 Internship in History**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **HIS-2910 Independent Study in History**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HIS-3020 Greek & Roman History**

3 credits

Recommended: HIS-1111 and ENG-2171

This is 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **HIS-3040 Ancient Civilizations of the New World**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **HIS-3050 Community in America**

3 credits

This course explores 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **HIS-3060 Church & State in America**

3 credits

Recommended: HIS-1211 and HIS-1212

This course examines 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **HIS-3080 Colonial America: History & Life**

3 credits

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 that form part of our heritage. (Fall semesters, odd years) *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **HIS-3090 Modern German History**

3 credits

Prerequisite(s): One history course Recommended: Two or more history courses

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **HIS-3141 History of the United States in the 20th Century I**

3 credits

This examination of the American response to the problems of the 20th century focuses on the 1898-1945 time period,

paying particular attention to the Progressive Movement, the 1920s and the New Deal. Harry S Truman and the Cold War, and the Kennedy-Johnson era. First semester: 1898-1945; second semester: 1945- present. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HIS-3142 History of the United States in the 20th Century II**

3 credits

This examination of the American response to the problems of the 20th century focuses on 1945 to the present, with particular attention paid to President Harry S Truman, the Cold War and the Kennedy-Johnson era. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HIS-3160 Vermont's Coastal Regions**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HIS-3165 Vermont History**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **HIS-3167 Women in Vermont History**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HIS-3225 Latin America: Mexico to Chile; History, Politics, Cultures**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HIS-3270 Renaissance & Reformation**

3 credits

Prerequisite(s): HIS-1111 or HIS-1112

This course examines Europe from the 15th 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)* **Fall only, odd years**

## **HIS-3311 Europe in the 19th Century**

3 credits

Prerequisite(s): HIS-1111 and 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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **HIS-3312 Europe in the 20th Century**

3 credits

Prerequisite(s): One history course Recommended: Two or more history courses

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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **HIS-3350 Struggle for Democracy**

3 credits

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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **HIS-3351 English History to 1714**

3 credits

Prerequisite(s): HIS 1111, HIS 1112 Recommended: ENG 2282

This course surveys the political, social, economic and cultural development of England, Scotland, Wales and Ireland from the earliest times to 1714. Emphasis is on the origins and growth of democratic attitudes and institutions.

## **HIS-3352 English History Since 1714**

3 credits

Prerequisite(s): HIS-1111; HIS-1112; or permission of instructor Recommended: ENG-2282

This is 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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships) **Spring only, even years**

## **HIS-3355 The European Enlightenment**

3 credits

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 18th 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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **HIS-3370 Nationalism & Rebellion in Irish History**

3 credits

This course explores events and topics in Irish history from 1600 to present, including 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **HIS-3400 Modern French History**

3 credits

Prerequisite(s): One history course Recommended: Two or more history courses

This course examines the political, social and cultural history of France from the ancient regime through the end of the 20th 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)* **Offered every third year**

### **HIS-3420 French Revolution**

3 credits

Prerequisite(s): One history course Recommended: Two or more history courses

This course examines the French Revolution of 1789, the modern democratic revolution that profoundly changed not only French society but transformed Europe and gave birth to modern nationalism and continuing movements for social-political reform and revolution. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)* **Fall only, odd years** (*shared course in VSC*)

### **HIS-3430 History of the Soviet Union**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **HIS-3450 Women in European History**

3 credits

Prerequisite(s): HIS-1111 or 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **HIS-3510 Chinese History & Culture**

3 credits

This is an introductory survey of Chinese history and culture from early China to today. Topics include arts and religion, the dynastic system and empire, major movements for reform and revolution, and China's international interests. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)* (*shared course in VSC*)

### **HIS-3520 Japanese History & Culture**

3 credits

This is 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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships) (*shared course in VSC*)

## **HIS-4010 History of the Middle East**

3 credits

This course sweeps through the Middle East from the ancient times to the present. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **HIS-4730 Seminar in Historical Communication**

3 credits

Senior standing or permission of instructor; secondary education majors can register as juniors  
Students will read, write about 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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships) **Fall only**

## **HIS-4740 Seminar in Historical Investigation**

3 credits

Senior standing or permission of instructor; secondary education majors can register as juniors  
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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships) **Spring only**

## **HIS-4810 Internship in History**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships) (*shared course in VSC*)

## **HIS-4910 Independent Study in History**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

# **Hospitality & Tourism Management**

## **HTM-1010 Survey of Hospitality & Tourism**

3 credits

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 only**

## **HTM-2010 Ecotourism**

3 credits

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 only**

## **HTM-2910 Independent Study in Hospitality & Tourism Management**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **HTM-3010 Food & Beverage Management**

3 credits

Prerequisite(s): HTM-2020 or permission of instructor

This course introduces the student to all areas of restaurant management. Students learn menu development and planning; proper ordering, receiving and inventory practices; and food-production management techniques. Students develop and supervise a variety of food-service events and explore the issues of concept development, kitchen design and space allocations. Student teams also develop a restaurant concept and design during the course of the semester. **Spring only**

## **HTM-3110 Lodging & Resort Operations**

3 credits

Prerequisite(s): HTM-2020 or permission of instructor

This course introduces students to the operation and management of a wide variety of lodging and resort facilities. students 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 only**

## **HTM-3150 Event Management**

3 credits

Prerequisite(s): 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 students learn 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 students the opportunity to learn through hands-on research and direct interaction with industry professionals. students is also expected to volunteer in a local or state tourism business for at least 50 hours during the semester. **Spring only**

## **HTM-3210 International Travel & Tourism**

3 credits

Prerequisite(s): HTM-2010; HTM-3150

This course takes students on a journey through time and space exploring the past, present and future of international travel and tourism. Students are 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 only**

## **HTM-3230 Facility Planning & Design**

3 credits

Prerequisite(s): HTM-2020 or permission of 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 & Tourism**

1-3 credits

Permission of instructor

Current issues and advanced subjects in hospitality and tourism management are explored to complement the regular HTM curriculum.

## **HTM-4910 Independent Study in Hospitality & Tourism Management**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **Humanities**

### **HUM-1020 FYS: Cultivating the Cross-Cultural Mind**

3 credits

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. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: IHR; SHR (Individual & Human Relationships; Social & Historical Relationships)*

### **HUM-1040 FYS: The Long Emergency & the Coming War**

3 credits

The U.S. 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 Arab ethnic groups? 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? Hezbollah? 9/11? Oklahoma bombing? Osama bin Laden? A war without end? etc. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: IHR; SHR (Individual & Human Relationships; Social & Historical Relationships)*

### **HUM-1060 FYS: Culture, Heritage & the Public: Encountering Our Collective Past**

3 credits

Cultural heritage tourism is one of the great American growth industries. This freshman-level course examines the history of heritage tourism as well as modern place-based education (museums, living history centers, theme parks, etc.). The course examines contemporary techniques such as digital presentation and persona-based living history experiences that are used to advertise and interpret local cultural history and geography. *General Education (on-campus) Course Type: JFY*

(First-Year Seminar) *General Education (EDP) Course Type:* IHR; SHR (Individual & Human Relationships; Social & Historical Relationships)

### **HUM-2810 Internship in Humanities**

1-12 credits

Students plan and complete an internship in a humanities field in consultation with their advisor.

### **HUM-2910 Independent Study in Humanities**

1-12 credits

Students develop and complete an independent study in a humanities field in consultation with their advisor.

### **HUM-3010 Myth & the Modern Age**

3 credits

Myths have emerged in every society since the dawn of the human race. This course examines recurrent mythological themes and their significance not only to their original time and place but to ours. Central to this study is 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." *General Education (EDP) Course Type:* IHR; UPR (Individual & Human Relationships; Universal & Philosophical Relationships)

### **HUM-3030 The Mythic Journey**

3 credits

The human experience is 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. *General Education (EDP) Course Type:* IHR; UPR (Individual & Human Relationships; Universal & Philosophical Relationships)

### **HUM-3040 Genesis**

3 credits

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. *General Education (EDP) Course Type:* IHR; UPR (Individual & Human Relationships; Universal & Philosophical Relationships)

### **HUM-3110 Native American History & Culture**

3 credits

This course focuses on 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. *General Education (on-campus) Course Type:* JSH (Social & Historical Perspective) *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

### **HUM-3115 Native American Worldview & Spirituality**

3 credits

This course examines 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. Students examine how stories, decorative arts and ethno history are woven into every aspect of First Nation material and political life. The course critically examines 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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR; UPR (Social & Historical Relationships; Univeral & Philosophical Relationships)*

## **HUM-3120 The Abenaki & Their Neighbors**

3 credits

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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HUM-3125 Religions of the World**

3 credits

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. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships)*

## **HUM-3150 People & Cultures of the Middle East & North Africa**

3 credits

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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HUM-3160 African Culture**

3 credits

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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **HUM-3170 Popular Culture in America**

3 credits

A consideration of the forms and functions of American popular fiction as reflectors and determinants of popular culture, this course examines Westerns, detective thrillers and sentimental romances. *General Education (EDP) Course Type: IHR; SHR (Individual & Human Relationships; Social & Historical Relationships)*

## **HUM-3310 Cultures through Cuisine**

3 credits

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 food ways 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. *General Education (EDP)*  
*Course Type:* SHR (Social & Historical Relationships)

## **HUM-4810 Internship in Humanities**

1-12 credits

Students plan and complete an internship in a humanities field in consultation with their advisor.

## **HUM-4910 Independent Study in Humanities**

1-12 credits

Students develop and complete an independent study in a humanities field in consultation with their advisor.

## **Interdisciplinary**

### **INT-4XXX Senior Seminar in Professional Studies**

3 credits

Prerequisite(s): TILT, ENG-1220 or waiver; MAT-1080 or GRS-2000 EDP students only

This capstone course for the Professional Studies major integrates coursework, knowledge, skills and experiential learning to enable the student to demonstrate an understanding of a field of study as defined by the individualized degree plan.

### **INT-1025 Explore & Connect**

1 credits

Undeclared major or permission of instructor

This class consists of a combination of weekly discussions, in-class exercises and faculty presentations designed to help students Increase awareness of their own strengths, interests and skills; engage in an active process of self and career exploration in order to identify majors that are appropriately matched with skills and interests; become familiar with JSC's academic programs and faculty; and develop a relationship with the class instructor who will serve as your academic advisor. **Fall only**

### **INT-2910 Independent Study in Interdisciplinary Studies**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

### **INT-3010 Natural Landscapes & Literature**

3 credits

Upper-division status

This is 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### **INT-3045 The Bible: History, Literature, Spirituality**

3 credits

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. *General Education (EDP) Course Type: IHR; UPR (Individual & Human Relationships; Universal & Philosophical Relationships)*

### **INT-3050 The Art & Culture of Cuba**

3 credits

Permission of Instructor

This extended-classroom course will be based in Havana, Cuba, and will essentially offer students an experiential course in cultural immersion and aesthetics. Students will spend seven days observing historical, contemporary and popular visual art, architecture, music and dance. Additionally, students will experience many facets of Cuban history and culture in an urban setting, including food, local rituals and traditions. Students will study and observe a spectrum of extraordinary artistic endeavors as it has played out over centuries, and they will experience contemporary Cuban life as it is lived. Much of this travel experience will include visits to museums and studying cultural heritage, with guided tours by local Cubans and academic instruction by the professors. There will be field lectures during the day and presentations at night providing a context, historical and aesthetic, for what will be observed each day. *General Education (EDP) Course Type: IHR; SHR; UPR (Individual & Human Relationships; Social & Historical Relationships; Universal & Philosophical Relationships)*

### **INT-3130 Compassion & You: An Introduction to Mahayana Buddhism**

3 credits

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. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships)*

### **INT-3150 Gödel, Escher, Bach: An Eternal Golden Braid**

3 credits

Prerequisite(s): Successful completion of Foundation Skills - Mathematics Junior standing

This course examines 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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships) Fall only, even years*

### **INT-3210 The Holocaust: An Interdisciplinary Approach**

3 credits

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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships)*

### **INT-4610 Senior Seminar in Interdisciplinary Studies**

3 credits

Senior Interdisciplinary Studies majors only

The culminating learning experience for students seeking the B.A. in Interdisciplinary Studies, this course provides the opportunity for students to push the learning 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 Interdisciplinary Studies**

3 credits

The topics addressed in this course vary and are noted prior to the registration period.

### **INT-4910 Independent Study in Interdisciplinary Studies**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

### **INT-4950 Senior Seminar in Professional Studies**

3 credits

This capstone course for the Professional Studies major integrates coursework, knowledge, skills and experiential learning to enable the student to demonstrate an understanding of a field of study as defined by the individualized degree plan.

## **Mathematics**

### **MAT-0410 Fundamentals of Algebra**

3 credits

Prerequisite(s): 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(s): 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. (Half of Foundational Skills: Mathematics) (Key Skills: Mathematics) (*shared course in VSC*)

## **MAT-1070 Mathematics in our Culture**

3 credits

Prerequisite(s): 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 that 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 only: half of Foundational Skills: Mathematics) (Key Skills: Mathematics)

## **MAT-1080 Introduction to Quantitative Reasoning**

3 credits

Prerequisite(s): 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. (Half of Foundational Skills: Mathematics) (Key Skills: Mathematics)

## **MAT-1090 FYS: Mathematical Puzzles through History**

3 credits

First-year students 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. *General Education (on-campus) Course Type: JFY (First-Year Seminar)* (Key Skills: Mathematics)

## **MAT-1221 Finite Mathematics**

3 credits

Prerequisite(s): 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. (Half of Foundational Skills: Mathematics) (Key Skills: Mathematics) (*shared course in VSC*)

## **MAT-1320 Pre-Calculus**

3 credits

Prerequisite(s): MAT-1020 or PLM 0004

This course is a study of the functions used in calculus, including the exponential, logarithmic and trigonometric functions. (Half of Foundational Skills: Mathematics) (Key Skills: Mathematics) (*shared course in VSC*)

## **MAT-1531 Calculus I**

4 credits

Prerequisite(s): MAT-1320 or PLM-0005

This course is 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. (Foundational Skills: Mathematics) (Key Skills: Mathematics) (*shared course in VSC*).

## **MAT-2020 Mathematical Reasoning**

3 credits

Prerequisite(s): MAT-1531 (Students may take MAT-1531 before taking MAT-2020 or concurrently with MAT-2020)

You've found enough answers to odd-numbered questions and checked them in the back of the book! It's time to learn deeper mathematics and to think like a mathematician. In this class students will learn what constitutes a mathematical proof, a variety of classical proof techniques and how to apply them in numerous mathematical contexts such as set theory, graph theory, number theory, geometry and others as chosen by the instructor. (Key Skills: Mathematics) **Spring only**

## **MAT-2030 Probability & Statistics**

3 credits

Prerequisite(s): PLM 0003

This introductory course is designed to prepare students to interpret quantitative information. Topics include descriptive statistics, probability, probability distributions and the normal distribution, and an introduction to inferential statistics, including estimation and hypothesis testing. (Half of Foundational Skills: Mathematics) (Key Skills: Mathematics)

## **MAT-2532 Calculus II**

4 credits

Prerequisite(s): MAT-1531

A continuation of MAT-1531, this course explores techniques and applications of integration, indeterminate forms and improper integrals, sequences and series. (Key Skills: Mathematics) **Fall only** (*shared course in VSC*)

## **MAT-2533 Calculus III**

4 credits

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. (Key Skills: Mathematics) **Spring only, even years** (*shared course in VSC*)

## **MAT-2810 Internship in Mathematics**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. (Key Skills: Mathematics) (*shared course in VSC*)

## **MAT-2910 Independent Study in Mathematics**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. (Key Skills: Mathematics)

## **MAT-3210 Linear Algebra**

3 credits

Prerequisite(s): 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. (Key Skills: Mathematics) **Fall only** (*shared course in VSC*)

## **MAT-3240 Probability Theory with Statistics**

3 credits

Prerequisite(s): 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. (Key Skills: Mathematics) **Fall only, even years**

## **MAT-3310 Differential Equations**

3 credits

Prerequisite(s): MAT-2532 or permission of instructor

This course is a study of first- and second-order ordinary differential equations, many of their applications and related topics. (Key Skills: Mathematics) **Fall only, odd years** (*shared course in VSC*)

## **MAT-4130 Abstract Algebra**

3 credits

Prerequisite(s): MAT-3210 or permission of instructor Recommended: MAT-2532

This course introduces the fundamental concepts of groups, rings and fields. (Key Skills: Mathematics) **Spring only, odd years** (*shared course in VSC*)

## **MAT-4140 Geometry**

3 credits

Prerequisite(s): MAT-3210 or permission of instructor 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. (Key Skills: Mathematics) **Spring only, even years** (*shared course in VSC*)

## **MAT-4710 Special Topics in Mathematics**

3 credits

Prerequisite(s): MAT-2532 and MAT-3210 or permission of instructor

This course is offered to advanced students as circumstances warrant. Topics are identified based on student and faculty interests. (Key Skills: Mathematics) (*shared course in VSC*)

## **MAT-4810 Internship in Mathematics**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. (Key Skills: Mathematics) (*shared course in VSC*)

## **MAT-4910 Independent Study in Mathematics**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. (Key Skills: Mathematics)

## **MAT-4930 Senior Project in Mathematics**

3 credits

Prerequisite(s): Successful completion of core assessment examination; 9 credits of approved mathematics electives  
Senior standing

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. (Key Skills: Mathematics)

## **Music**

### **MUS-1015 Meet the Masters**

3 credits

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. *General Education (EDP) Course Type:* UPR (Univereal & Philosophical Relationships); second half

### **MUS-1030 Music Fundamentals**

3 credits

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. *General Education (on-campus) Course Type:* JAP (Aesthetic Perspective) *General Education (EDP) Course Type:* UPR (Univereal & Philosophical Relationships); second half (*shared course in VSC*)

### **MUS-1045 FYS: Songwriting for Beginners**

3 credits

This course provides a pathway to the ability to write original songs of various types. Topics include fundamental aspects of music, basics songwriting skills and an historical perspective on successful songwriters from the distant past to today. Extensive use of YouTube allows students to observe, listen and analyze songs directly performed by master songwriters. Students will write at least three complete songs during the semester, along with many exercises during the process. Each song will be recorded. At the end of the semester, a CD recording will be produced, and there will be a final performance of each student's best works. *General Education (on-campus) Course Type:* JFY (First-Year Seminar) *General Education (EDP) Course Type:* UPR (Univereal & Philosophical Relationships); second half

### **MUS-1050 Elementary Piano Class**

2 credits

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. *General Education (EDP) Course Type:* UPR (Univereal & Philosophical Relationships); second half Repeatable for Credit: Yes

## **MUS-1051 Keyboard Harmony I**

1 credits

Corequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-1052 Keyboard Harmony II**

1 credits

Prerequisite(s): MUS-1051 or permission of instructor Corequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-1061 Ear Training I**

1 credits

Corequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-1062 Ear Training II**

1 credits

Prerequisite(s): MUS-1061 or permission of instructor Corequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-1120 Applied Music Lessons**

0.5 credits

Prerequisite(s): Prior experience; ability to read music

This is a 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.) *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half (*shared course in VSC*)

## **MUS-1120L Applied Music Lesson Lab**

0 credits

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.) *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-1160 FYS: Music & Culture of New Orleans**

3 credits

First-year students only

This course looks at the musical and cultural "gumbo" of New Orleans. Beginning with the history of its founding and the development and natural history, the city's African- American, Franco-American and Anglo-American cultural traditions and the music that developed from them will be examined, as well as how they function and are expressed in present day New Orleans. Styles covered will include traditional jazz, r & b/funk, Cajun, zydeco, brass bands and Mardi Gras Indians music. The effects of Hurricane Katrina on the culture and music of New Orleans will also be considered. The course will culminate with a trip to the French Quarter Festival in New Orleans in mid-April to experience the music and culture firsthand. *General Education (on-campus) Course Type: JFY (First-Year Seminar) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **MUS-1231 Music Theory I**

3 credits

Prerequisite(s): MUS-1030 or permission of instructor Corequisite(s): \*Required concurrent enrollment with MUS-1051 & MUS-1061 .

This 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **MUS-1232 Music Theory II**

3 credits

Prerequisite(s): MUS-1231 or permission of instructor Corequisite(s): \*Required concurrent enrollment with MUS-1052 & MUS-1062.

This is a continuation of MUS-1231, with continued study of non-harmonic tones, figured bass and the musical. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **MUS-2013 Jazz/Contemporary Theory & Improvisation III**

3 credits

Prerequisite(s): MUS-1231 and MUS-1232 or permission of instructor Corequisite(s): \*Required concurrent enrollment with MUS-2023 & MUS-2211.

This course focuses on the five general elements of music: melody, harmony, rhythm, form and sound. It explores how these elements apply to the jazz/contemporary idiom. Detailed analysis of the five elements will be emphasized in this course. Through composition and improvisation, students will apply these concepts to their own creative tendencies. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **MUS-2014 Jazz/Contemporary Theory & Improvisation IV**

3 credits

Prerequisite(s): MUS-2013 or permission of instructor Corequisite(s): \*Required concurrent enrollment with MUS-2024 and MUS 2212 .

This is a continuation of MUS-2013. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **MUS-2023 Ear Training III**

1 credits

Prerequisite(s): MUS-1062 or permission of instructor Corequisite(s): \*Required concurrent enrollment with MUS-2053 & MUS-2313.

This is a continuation of MUS-1062 and continues the development and establishment of skills in interval recognition,

sight singing, solfege, and rhythmic, melodic and harmonic dictation. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2024 Ear Training IV**

1 credits

Prerequisite(s): MUS-2023 or permission of instructor Corequisite(s): \*Required concurrent enrollment with MUS-2054 and MUS-2314.

This is a continuation of MUS-2023. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2040 Foreign Language Diction**

2 credits

This course provides 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2053 Keyboard Harmony III**

1 credits

Prerequisite(s): MUS-1052 or permission of instructor Corequisite(s): \*Required concurrent enrollment in MUS-2023 & MUS-2313.

This is a continuation of MUS-1052. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2054 Keyboard Harmony IV**

1 credits

Prerequisite(s): MUS-2053 or permission of instructor Corequisite(s): \*Required concurrent enrollment in MUS-2024 & MUS-2314.

This is a continuation of MUS-2053. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2080 Songwriting I**

2 credits

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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2120 String Instrument Teaching Methods**

2 credits

Prerequisite(s): MUS-1231 or concurrent enrollment

Basic techniques of violin, viola, cello and double bass are covered, as well as selection and presentation of teaching

materials. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half (*shared course in VSC*)

## **MUS-2160 Introduction to Technology in Music**

2 credits

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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half (*shared course in VSC*)

## **MUS-2211 Jazz/Contemporary Keyboard III**

1 credits

Prerequisite(s): MUS-1052 or permission of instructor Corequisite(s): \*Required concurrent enrollment with MUS-2013 & MUS 2023 .

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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-2212 Jazz/Contemporary Keyboard IV**

1 credits

Prerequisite(s): MUS-2211 or permission of instructor Corequisite(s): \*Required concurrent enrollment with MUS-2014 & MUS 2024 .

This is a continuation of MUS-2211. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-2220 Music Ensemble**

0 or 0.5 or 1 credits

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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half (*shared course in VSC*)

## **MUS-2231 Studio Recording I**

3 credits

Prerequisite(s): MUS-2160 or permission of instructor

This course offers students a hands-on opportunity to explore the exciting world of multitrack recording. Topics include studio setup, use of the equipment in the recording studio, over-dubbing, mixing and general producing concepts. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-2250 Introduction to Music Education**

2 credits

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 National Association for Music Education, 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half **Fall only, every other year**

### **MUS-2313 Music Theory III**

3 credits

Prerequisite(s): MUS-1232 or permission of instructor Corequisite(s): \*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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half (*shared course in VSC.*)

### **MUS-2314 Music Theory IV**

3 credits

Prerequisite(s): MUS-2313 or permission of instructor Corequisite(s): \*Required concurrent enrollment with MUS-2024 & MUS-2054.

This is a continuation of MUS-2313. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2330 Elementary Voice Class**

3 credits

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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2350 Music Theater Production**

0 or 3 credits

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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2361 Instrumental Techniques I**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-2362 Instrumental Techniques II**

3 credits

Prerequisite(s): MUS-2361

This course picks up where MUS-2361 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **MUS-2810 Internship in Music**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (shared course in VSC)*

## **MUS-2910 Independent Study in Music**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **MUS-3031 History of Western Music I**

3 credits

Prerequisite(s): MUS-1231; MUS-1232; or the equivalent

This is 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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **MUS-3032 History of Western Music II**

3 credits

Prerequisite(s): MUS-1231; MUS-1232; or the equivalent

This is 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **MUS-3040 Jazz in America**

3 credits

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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR; SHR (Univeral & Philosophical Relationships; Social & Historical Relationships); second half*

## **MUS-3050 The Social History of Rock & Roll**

3 credits

This course is 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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: UPR; SHR (Universal & Philosophical Relationships; Social & Historical Relationships); second half*

## **MUS-3060 Vocal Pedagogy**

2 credits

Students in the course will receive grounding in the structure and function of the vocal mechanism, combined with a survey of basic pedagogical approaches to healthy vocal production and singing technique. Students will have introductory experiences in teaching basic constructs for both group and individual contexts. Students will be introduced to the International Phonetic Alphabet as a tool for teaching diction in both the choral and solo arenas. Attention will be given to psychological and technical problems that may occur at all stages of vocal development. Time granted for an introduction to solo vocal repertoire may be considered. While this course focuses on foundational singing technique in Bel Canto style, course discussions and projects are expected to branch into other styles, techniques of singing, and specialized areas of interest such as Belt Technique, jazz style, the changing adolescent voice, the aging voice, vocal issues in relation to gender transitions, etc. -- the final goal being a platform from which to deal more effectively with teaching voices of all types in both the group and individual contexts. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## **MUS-3080 Choral Literature**

2 credits

Permission of instructor

This course comprises 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. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half Repeatable for Credit: Yes*

## **MUS-3130 Composition**

3 credits

Prerequisite(s): MUS-1231; MUS-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. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## **MUS-3140 Arranging/Orchestration**

3 credits

Prerequisite(s): MUS-1231; MUS-1232; or permission of instructor

This course introduces students to the essential materials needed to orchestrate and arrange music in a variety of idioms. Students will study specific combinations of instrumentation and learn how to apply them to a score and parts. Students will complete a minimum of three major arrangements during the semester as well as other assignments. Sibelius notation program will be used during class and will be an additional skill needed. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## **MUS-3160 Elementary School Music Methods**

3 credits

This course is 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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## **MUS-3210 Secondary School Music Methods**

3 credits

The emphasis in this course is on vocal and instrumental music in the secondary schools, organization and rehearsal techniques. General music classes and musical theater also receive attention. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## **MUS-3215 Technology for the Music Classroom**

3 credits

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 explores 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. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## **MUS-3220 History of Blues**

3 credits

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 1960s 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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR; SHR (Universal & Philosophical Relationships; Social & Historical Relationships); second half*

## **MUS-3230 Survey of American Musical Theater**

3 credits

This course follows 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 1940s and onward. Primary emphasis will be given to the works of the major creators of the genre. *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## **MUS-3240 Applied Music Lessons**

1 credits

Prerequisite(s): MUS-1120 or equivalent; permission of instructor

Students study techniques and literature in the music performance media for one hour per week. (Students taking applied lessons will automatically be registered for a 0-credit applied music lesson lab. See MUS-1120L.) *General Education (EDP) Course Type: UPR (Universal & Philosophical Relationships); second half*

## **MUS-3260 Music Theater Workshop**

3 credits

Prerequisite(s): THA-1041; THA-2122; 2 credits of applied voice lessons

This 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes **Fall only**

## **MUS-3270 Choral Music Methods**

3 credits

This course is designed for music majors planning to attain licensure in PreK-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). *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships), second half; **Fall only**

## **MUS-3271 Choral Methods I**

3 credits

Prerequisite(s): MUS 3270

This course is designed for music majors who are planning to obtain licensure endorsement to teach music in grades preK-12. In the spring semester, emphasis will focus on curriculum, literature, methods of teaching, vocal development, special ensembles and productions, and issues specific to the high school (grades 9-12) choral program.

## **MUS-3272 Studio Recording II**

3 credits

Prerequisite(s): MUS-2231

This is 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-3310 Band Methods**

2 credits

This course 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-3330 Worlds of Music**

3 credits

This is 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. *General Education (on-campus) Course Type:* JGP (Global Perspective) *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-3350 Music of the Americas**

3 credits

This course acquaints 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. *General Education (EDP)*

*Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-3401 Conducting I**

3 credits

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. *General Education (EDP)*

*Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-3402 Conducting II**

3 credits

Prerequisite(s): MUS-3401

This course is a continuation of MUS-3401 with an emphasis on extensive refinement of techniques. *General Education (EDP)*

*Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-3710 Special Topics in Music**

3 credits

The topics addressed in this course vary and are noted prior to the registration period. *General Education (EDP) Course*

*Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-4010 Music Theater Production**

0 or 3 credits

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 *General Education (EDP) Course*

*Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-4020 Final Production in Studio Recording**

2 credits

Prerequisite(s): MUS 1231; MUS 1232; MUS 2013; MUS 2014; MUS 2160; MUS 2231; MUS 3140; MUS-3272

Students design individual projects that combine various skills in composition, performance, engineering and production.

The project culminates in the production of a professional-quality CD recording containing each student's proposed musical format. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **MUS-4030 Applied Music Lessons**

1.5 credits

Prerequisite(s): MUS-1120

These lessons comprise 1.5 hours per week. (Students taking applied lessons will automatically be registered for a 0-

credit applied music lesson lab. See MUS-1120L.) *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-4420 Seminar in Professional Preparation for Music Education**

2 credits

Prerequisite(s): MUS-2250 or MUS-2101 (CSC course) or MUS-2102 (CSC course); MUS-2361; MUS-2362; MUS-3215; MUS-3270; and MUS-3310.

This course is 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 National Association for Music Education, read articles in its professional journal and attend the annual Vermont Music Educators Conference. Field observations in area schools are required. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **MUS-4720 Senior Recital**

2 credits

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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half (*shared course in VSC*)

## **MUS-4810 Internship in Music**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half (*shared course in VSC*)

## **MUS-4910 Independent Study in Music**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

# **Outdoor Education & Recreation**

## **OER-1000 Introduction to Outdoor Education**

4 credits

Outdoor Education majors only, 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**

0.5 credits

Choices include snowshoeing, cross-country skiing, river kayaking and fly-fishing.

## **OER-1050 Hiking & Camping**

1 credits

Students are 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 credits

Students have the opportunity to experience group-initiative problems, trust-building activities, and low and high ropes-course challenges. Students gain an understanding of how the ropes course is a valuable recreational, educational and developmental tool.

## **OER-1061 Backpacking**

1 credits

This course provides students with the skills and knowledge to safely participate in this recreational activity on their own. Topics 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 credits

This course includes instruction in map and compass use for land navigation. Through practical outdoor experiences, students gain the skills and knowledge to participate in the recreational sport of orienteering and to aid them in wilderness travel.

## **OER-1090 FYS: Deep Survival: Wilderness Lessons for a Complex World**

3 credits

First-year students only

While NOT designed to teach the primitive living skills associated with surviving in the wilderness, this course does involve a wilderness experience and associated coursework that explores how and/or why some people manage to survive life-threatening experiences while others don't live to tell their story. Using a case-study approach to analyze misadventures, one can draw conclusions about what it takes to survive adversity, then link these ideas to personal success while navigating the complexities and challenges of the college experience. This course combines a multi-day backpacking experience during the summer with follow-up meetings in the fall semester to help participants understand how the concepts of leadership, community and a sense of place are integral to surviving a wilderness living and travel experience, and how these lessons directly relate to surviving and thriving in the college experience, and in life. Students must read pertinent course information and sign a contract. *General Education (on-campus) Course Type: JFY (First-Year Seminar)*

## **OER-1131 Rock Climbing I**

1 credits

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 credits

Prerequisite(s): 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 learn in controlled and off-campus locations.

## **OER-1162 Coastal Kayaking**

1 credits

This course is designed as an introduction to recreational kayak touring. Course content includes physical preparation, equipment requirements, paddling and self-rescue skills and minimum-impact techniques. It focuses primarily on the experience of lake touring and includes exposure to technical skill development. Students practice skills in the college pool and partake in an off-campus field trip.

## **OER-1165 Coastal Kayak Guide Training**

2 credits

Recommended: OER-1161; OER-1162 Must have kayaking experience

This 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 credits

Prerequisite(s): OER-1131 or 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(s): OER-1131; OER-2080 or 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

Sophomore standing

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(s): OER-1061 or 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(s): 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

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

Contract required

Students plan and complete an approved internship in consultation with their faculty supervisor. This shared course may have different prerequisites at the other VSC colleges. *(shared course in VSC)*

### **OER-2910 Independent Study in Outdoor Education**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

### **OER-3010 Learning in the Outdoors**

4 credits

Prerequisite(s): 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 weeklong 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

Junior standing

This is a study of the principles involved in 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 & Practice**

3 credits

Prerequisite(s): Three OED activity courses Junior standing

This course explores the nature of the adventure participant's experience from a variety of theoretical perspectives including risk-seeking, motivation, 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

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(s): OER-2060 or equivalent; OER 2062; OER 3070 Junior 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 & Recreation**

3 credits

The topics addressed in this course vary and are noted prior to the registration period.

### **OER-4810 Internship in Outdoor Education**

6-12 credits

Prerequisite(s): OER 3010 with a grade of C- or higher, 2.50 cumulative GPA, leadership documentation for Adventure Education & Wilderness Leadership concentration only, and faculty recommendation. Contract required. Junior or senior standing

Students plan and complete an approved internship in consultation with their faculty supervisor. *(shared course in VSC)*

### **OER-4900 Research in Outdoor Education**

3 credits

Corequisite(s): MAT-2030 Junior standing; OED majors in Adventure Education & Wilderness Leadership concentration only; faculty recommendation

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.

### **OER-4910 Independent Study in Outdoor Education**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## Philosophy

### PHI-1010 Introduction to Philosophy

3 credits

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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships) (shared course in VSC)*

### PHI-1030 Introduction to Logic

3 credits

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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships) (shared course in VSC)*

### PHI-1040 Introduction to Ethics

3 credits

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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships) (shared course in VSC)*

### PHI-2910 Independent Study in Philosophy

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships)*

### PHI-3150 Philosophy Through Literature

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships)*

### PHI-4910 Independent Study in Philosophy

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships)*

## Physical Education

## **PED-1010 Physical Education Activities**

5 credits

Choices include 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, and Burning with the Bar.

## **PED-1150 Foundations of Physical Education**

3 credits

Students explore such 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 (*shared course in VSC.*)

## **PED-2030 Educational Games, Dance & Gymnastics**

2 credits

This course introduces 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

This course provides 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 & Lifetime Activities**

2 credits

This course introduces 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**

0.5 credits

Corequisite(s): EDU-3311, contract required.

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **PED-2810 Internship in Physical Education for Exceptional Populations**

0.5 credits

Corequisite(s): EDU-2110, contract required.

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **PED-2910 Independent Study in Physical Education**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **PED-3070 Methods of Teaching Elementary Physical Education**

4 credits

Prerequisite(s): EDU-2365; PED-1150

Principles and methods of physical education for grades K-6 are presented. Movement, exploration, fundamental motor-skill learning and their relationship to the development of the child are studied. Early teaching experience is included in the content of the course. **Spring only, even years** (*shared course in VSC*)

## **PED-3120 Measurement & Evaluation**

3 credits

Prerequisite(s): MAT-1080 or successful completion of Quantitative Reasoning Assessment Physical Education majors seeking teaching endorsement only, or instructor's permission

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(s): EDU-2365; PED-1150; or permission of instructor

This course 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*)

## **PED-4910 Independent Study in Physical Education**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **Physics**

### **PHY-1041 Physics I**

4 credits (with lab)

Prerequisite(s): PLM 0003 or PLM 0004 or PLM 0005 or MAT-1020 or MAT-2532

This is an introductory course that explores the basic principles of physics. *General Education (on-campus) Course Type: JNS (Foundational Skills: Natural Science) General Education (EDP) Course Type: EWR (Environmental & World Relationships)* (*shared course in VSC*)

### **PHY-1042 Physics II**

4 credits (with lab)

Prerequisite(s): PHY-1041

This is a continuation of PHY-1041. Emphasis is on understanding the basic physical principles as they relate to practical situations and semiconductor physics. *General Education (EDP) Course Type: EWR (Environmental & World Relationships)* (*shared course in VSC*)

### **PHY-2910 Independent Study in Physics**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## PHY-4910 Independent Study in Physics

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## Political Science

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

This course is 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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

### POS-1020 American Politics & Government

3 credits

This is an 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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

### POS-1030 Comparative Government

3 credits

This is an 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. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) **Spring only, even years** (shared course in VSC)*

### POS-1040 African-American History & Politics

3 credits

From slavery to emancipation, through the Civil Rights Movement 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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### POS-2010 Observation of the Legislative Process

3 credits

This course gives students an opportunity to observe the legislative process in action, by attending party caucuses, committee meetings and public hearings at the Vermont State House while the legislature is in session. *General Education (on-campus) Course Type: JCP (Civic Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-2040 International Relations**

3 credits

An examination of the relations between the nations and peoples of the world, with attention to the various theoretical attempts to make sense of international relations. Topics include crisis, conflict and peace, shifting balances of power, problems of development, and the search for global and economic order. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships) Spring only, even years (shared course in VSC)*

## **POS-2050 International Economics & Politics**

3 credits

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. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-2110 State & Local Government**

3 credits

This course provides a study of the principles and problems of American government at the state and local level. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **POS-2810 Internship in Political Science**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-2910 Independent Study in Political Science**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-3010 Survey of Western Political Thought**

3 credits

This course provides 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) Fall only, odd years*

## **POS-3025 Research Design & Analysis**

3 credits

Prerequisite(s): MAT-1080 or successful completion of Quantitative Reasoning Assessment

Students gain basic knowledge and understanding of the theory and methods of social science research with a focus on political science. Students will learn the strengths and weaknesses of the scientific techniques that are used to assess political behavior and therefore improve their abilities to interpret policies. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) Fall only*

## **POS-3030 Contemporary Political Theory: Race, Class & Gender**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)* **Spring only, even years**

## **POS-3040 The Politics of Gender**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-3050 Environmental Ethics & Politics**

3 credits

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. *General Education (on-campus) Course Type: JGP (Global Perspective) General Education (EDP) Course Type: SHR; UPR (Social & Historical Relationships; Universal & Philosophical Relationships)*

## **POS-3060 Vermont Politics**

3 credits

Students explore the electoral and political party structures, partisan activities, interest groups, the role of the media and other timely issues. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)* **Fall only, odd years** (*shared course in VSC*)

## **POS-3070 Terrorism, Religion & the Nation-State**

3 credits

This course provides an overview of the histories and theologies of Judaism, Christianity, Islam and Hinduism - the four religions in the territories where terrorism is a major force and where regions have been divided into a myriad of artificial states. Students will explore how these regions are reacting to Western influences (democracy, capitalism, modernization) and discuss the different interpretations of "terrorism." 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? We will debate these issues and more. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-3130 Church & State Separation: The First Amendment to the U.S. Constitution**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-3150 Campaigns & Elections**

3 credits

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 that 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-3160 Modern Politics through Drama & Fiction**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-3170 U.S. Constitutional Law**

3 credits

This course examines Supreme Court decisions, constitutional law in the United States, and the rights of state governments and of the individual. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **POS-3180 Politics in Film**

3 credits

The course introduces students to the role films can have in representing and shaping politics. Because films can capture and sometimes shape political knowledge, the course examines the nature of propaganda. Moreover, the class uses films as a vehicle for learning fundamental political concepts. The course is designed to enhance student's ability to interpret the political content of mass media. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) **Spring only, even years***

## **POS-3210 Canadian Politics**

3 credits

The course surveys Canadian history as a means of assessing Canadian political culture. The class also reviews Canadian political institutions, federalism and provinces, political parties, the Canadian constitution, the importance of ethnicity, aboriginal issues, and Canadian foreign policy. The goal of the course is to outline and investigate the contours of political behavior in Canada. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **POS-3220 Genocide: Inhumanity Across the Ages**

3 credits

This course will study the history and geographical background of physical and cultural genocide as well as the political,

economic and religious motivations for genocide. *General Education (on-campus) Course Type: JGP (Global Perspective)*  
*General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **POS-3230 Third World Politics**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **POS-3270 Revolutions, Transformed Economics & Social Change**

3 credits

Recommended: At least one political science or history 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/what are these movements? What factors play a role in their development? What are their religious, national, psychological, economic and social consequences? Who leads and participates in them, who wins and who loses, and why? We shall study all. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **POS-4010 American Foreign Policy**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)* **Spring only, even years**

### **POS-4020 International Relations**

3 credits

This seminar provides an investigation of the political and economic elements of national power, transnational interests and international organizations. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **POS-4730 Senior Seminar in Political Science**

3 credits

Senior Standing

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.

### **POS-4810 Internship in Political Science**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **POS-4910 Independent Study in Political Science**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## Psychology

### PSY-1010 Introduction to Psychology

3 credits

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. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective) General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

### PSY-2040 Social Psychology

3 credits

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

### PSY-2070 Developmental Psychology

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### PSY-2410 Research Methods in Psychology

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

### PSY-2420 Group Process: Theory & Practice

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **PSY-2810 Internship in Psychology**

1-12 credits

Prerequisite(s): Permission of internship coordinator

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (on-campus) Course Type: JCP (Civic Perspective) (shared course in VSC)*

## **PSY-2910 Independent Study in Psychology**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **PSY-3010 Theories of Personality**

3 credits

Prerequisite(s): PSY-1010 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **PSY-3030 Organizational Psychology**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **PSY-3065 Abnormal Behavior**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **PSY-3110 Adulthood & Aging**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **PSY-3140 Play & Its Role in Human Development**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **PSY-3230 Psychology of Gender**

3 credits

Prerequisite(s): PSY-2070 Junior or senior 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 lifespan, 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **PSY-3250 Multicultural Psychology**

3 credits

Prerequisite(s): PSY-1010

This course studies 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. *General Education (EDP) Course Type: IHR; UPR (Individual & Human Relationships; Universal & Philosophical Relationships)*

## **PSY-3330 Psychology of Addictions**

3 credits

Prerequisite(s): PSY-1010

This course is an introduction to problems associated with addiction. It is targeted at problems associated with substance abuse but also addresses issues associated with other compulsive behaviors, such as eating disorders and addictive sexual behavior. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **PSY-3360 Cognitive & Behavioral Psychology**

3 credits

Prerequisite(s): PSY-1010

This course will explore a variety of topics from the fields of human learning, memory and cognition. We will use these theories and current research to more deeply understand clinical syndromes as well as their successful treatments. Depression, autism, anxiety, addiction, self-injury, obsessions and compulsions will all be examined. We will also delve into questions related to self, emotion and consciousness from the perspective of cognitive science. The class will involve discussion and experiential learning. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) **Fall only, even years***

## **PSY-4010 Biological Psychology**

3 credits

Prerequisite(s): 9 credits in psychology; or BIO-1210 and BIO-2011 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **PSY-4080 Psychology & the Civil War**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **PSY-4090 Controversial Issues in Psychology**

3 credits

Prerequisite(s): PSY-1010 junior standing or permission of instructor

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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **PSY-4110 Creative Therapies**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **PSY-4125 The Evolution of Psychology**

3 credits

Prerequisite(s): PSY-1010 junior standing or permission of instructor

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 *General Education (EDP) Course Type: IHR (Individual & Human Relationships)*

## **PSY-4151 Counseling**

3 credits

Prerequisite(s): PSY-1010; PSY-3010; PSY-3065

This course provides 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. *General Education (EDP) Course Type: IHR (Individual & Human Relationships) (shared course in VSC)*

## **PSY-4760 Topical Seminar in Psychology**

3 credits

Prerequisite(s): PSY-1010 Recommended: 2000- and 3000-level psychology courses

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. Repeatable for Credit: Yes *(shared course in VSC)*

## **PSY-4770 Senior Seminar in Psychology**

1 credits

Prerequisite(s): PSY-1010; PSY-2420 permission of instructor senior standing

This course is a capstone experience for seniors and must be taken in conjunction with three credits of PSY-4810, Internship in Psychology, which must be arranged the semester prior to when it is to take place. Students will process and discuss their learning, as well as explore current topical issues in psychology.

## **PSY-4810 Internship in Psychology**

1-12 credits

Prerequisite(s): Permission of internship coordinator

Students plan and complete an approved internship in consultation with their faculty supervisor. *General Education (on-campus) Course Type: JCP (Civic Perspective) (shared course in VSC)*

## **PSY-4910 Independent Study in Psychology**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **Science**

### **SCI-2910 Independent Study in Science**

1-12 credits

Courses not included in the traditional disciplines of anthropology, psychology or sociology are designated social science courses (SSC). These multi-disciplinary courses may be used to meet degree requirements in anthropology and sociology (ANS) and/or psychology (PSY).

### **SCI-4910 Independent Study in Science**

1-12 credits

Courses not included in the traditional disciplines of anthropology, psychology or sociology are designated social science courses (SSC). These multi-disciplinary courses may be used to meet degree requirements in anthropology and sociology (ANS) and/or psychology (PSY).

## **Social Science**

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

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

First-year students 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 project and learn about social issues, social activists, local community organizations and initiatives, and ways to make change in our community. *General Education (on-campus) Course Type: JFY (First-Year Seminar)*

## **SSC-1060 FYS: All Grown Up? Exploring Your Quarter Life Crisis through Psychology & Literature**

3 credits

First-year students only

The purpose of this course is to explore young adult developmental and psychological change through characters in literature. Using their experiences and stories, we will examine the central forces in adult identity development including separation and affiliation, religion and spirituality, intimacy and sexuality, culture, work and family. Students will be encouraged to examine their own developmental challenges and opportunities by observing parallel psychological processes in literary characters. *General Education (on-campus) Course Type: JFY (First-Year Seminar)*

## **SSC-3150 Sociodrama**

3 credits

Prerequisite(s): PSY-1010; 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 acquaints participants with the basic techniques to facilitate role-playing and explore methods to increase individual and collective spontaneity and empathy. Discussions focus on applications for education, community action and industry. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **Sociology**

### **SOC-1010 Introduction to Sociology**

3 credits

This is 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

### **SOC-1040 Integrative Health & Professional Series**

1 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **SOC-2040 Race/Ethnicity, Class & Gender**

3 credits

This course explores 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

### **SOC-2050 Drugs, Herbs & Society**

3 credits

This course examines 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **SOC-2140 Sociolinguistics**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **SOC-2150 Social Solutions**

3 credits

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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **SOC-2810 Internship in Sociology**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

### **SOC-2910 Independent Study in Sociology**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

### **SOC-3020 Environment & Society**

3 credits

This course is designed 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

### **SOC-3040 Social Movement, Culture & Activism**

3 credits

This course introduces students to key issues in studying social movements through exploring a range of contemporary movements -- including the protest cycle of the 1960s, police accountability activism, the women's movement, the LGBTQ movement, the environmental and animal rights movements, the U.S. conservative movement, the global justice movement and Occupy. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **SOC-3050 Gender & Society**

3 credits

This course explores 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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships) (*shared course in VSC*)

## **SOC-3060 Sexuality & Intimacy**

3 credits

Junior standing

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: how to manage their sexuality throughout their lifespan, which is certain to experience considerable personal and social change. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **SOC-3080 Wellness & Alternative Medicine**

3 credits

Prerequisite(s): Permission of 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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **SOC-3130 Mass Media & Society**

3 credits

This course examines the operation of mass media industries and the political, social and psychological consequences of media culture in our media-saturated society. Television, print, film and popular music are considered to explore the different dimensions of advertising, news and entertainment. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **SOC-3170 Power, Politics & Inequality**

3 credits

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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **SOC-3230 Alternative Medicine, Science & Disease**

3 credits

Prerequisite(s): 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 healthcare 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, 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, as well as the cross-cultural communication skills to articulate collective evidence about disease healing. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **SOC-3240 Nutrition, Food & Society**

3 credits

Prerequisite(s): SOC-1040 or SOC-3080 or Permission of Instructor

What foods are considered healthy? Which diets really work? Is eating at McDonalds really bad for me? Why won't other countries buy Genetically Modified Foods? Which fats are good to eat? Is there a difference between high fructose syrup and cane sugar? What does it mean if a food is labeled "organic" or "natural"? What's the big deal about grass fed versus corn fed cows? This interdisciplinary course will explore the personal, social and biochemical role of nutrition in individual lives and the economic and political issues underlying food production, food choice and consequences for personal and environmental health. The basic biochemical foundations of nutritional concepts for individual nutrition will be examined including the dietary reference intake (DRI) committee recommendations for the RGA, AI, and UL for the energy yielding nutrients, vitamins and minerals. Mainstream and alternative nutrition theories and current controversies will be explored throughout the semester. **Spring semesters**

## **SOC-3250 To War and Back**

3 credits

This course is a multi-disciplinary study of recent wars with particular attention paid to the social, political, economic and personal consequences of war. The wars in Vietnam, Iraq and Afghanistan will be the focus of study with particular attention paid to the personal costs and consequences of those wars on the men and women who are the veterans of those conflicts. *General Education (on-campus) Course Type: JSH (Social & Historical Perspective)* **Fall semesters**

## **SOC-4010 Family Violence**

3 credits

Prerequisite(s): ANT-1010 or SOC-1010; and permission of 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 are examined to understand why people batter, sexually abuse and kill within families. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **SOC-4020 Sociological Theory**

3 credits

Prerequisite(s): SOC-1010 or permission of instructor

This course focuses on an analysis of the development of sociological thought from the French philosopher Auguste Comte to the present, with particular emphasis on the theoretical contributions that have been instrumental in the emergence of sociology as an academic discipline. *General Education (EDP) Course Type: SHR (Social & Historical Relationships) (shared course in VSC)*

## **SOC-4030 Global Health, Diversity & Policy**

3 credits

Junior standing or permission of instructor

In this course students 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. *General Education (EDP) Course Type: SHR (Social & Historical Relationships)*

## **SOC-4730 Topical Seminar in Sociology**

1-3 credits

This course explores new topics and current developments in the discipline. The seminar emphasizes student research, presentation and discussion. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships) Repeatable for Credit: Yes

## **SOC-4740 Senior Integrative Health Care Seminar**

1 credits

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. *General Education (EDP) Course Type:* SHR (Social & Historical Relationships)

## **SOC-4810 Internship in Sociology**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **SOC-4910 Independent Study in Sociology**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **Spanish**

### **SPA-1011 Spanish I**

3 credits (with lab)

Corequisite(s): Coinciding lab.

This is the first course in a two-course sequence providing a systematic introduction to the Spanish language. Students develop aural comprehension and speaking, reading and writing skills. The curriculum includes an introduction to the culture of Latin America and Spain. A one-hour laboratory, taken concurrently, is required. *General Education (EDP) Course Type:* IHR (Individual & Human Relationships) **Fall only** (*shared course in VSC*)

### **SPA-1011L Spanish I**

1 credits

Corequisite(s): Coinciding lab.

This one-hour laboratory is taken concurrently with SPA-1011. *General Education (EDP) Course Type:* IHR (Individual & Human Relationships) **Fall only** (*shared course in VSC*)

### **SPA-1012 Spanish II**

3 credits (with lab)

Prerequisite(s): SPA-1011 or two years of high school Spanish; or permission of instructor

This is the second course in a two-semester sequence designed to introduce students to the Spanish language. There is continued development of aural comprehension and speaking, reading and writing skills, as well as further study of the

culture of Latin America and Spain. A one-hour laboratory per week is required *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* **Spring only** (*shared course in VSC*)

## **SPA-1012L Spanish II**

1 credits

Prerequisite(s): SPA-1011 or two years of high school Spanish; or permission of instructor

This one-hour laboratory is taken concurrently with SPA-1012. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* **Spring only** (*shared course in VSC*)

## **SPA-2011 Spanish III**

3 credits (with lab)

Prerequisite(s): SPA-1012 or three years of high school Spanish; or permission of instructor

This course provides a systematic and intensive review of first-year college Spanish (or 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 the acquisition of vocabularies for everyday use. The course requires informal oral and written reports as well as laboratory work. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* **Fall only** (*shared course in VSC*)

## **SPA-2011L Spanish III**

1 credits

Prerequisite(s): SPA-1012 or three years of high school Spanish; or permission of instructor

This one-hour laboratory is taken concurrently with SPA-2011. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* **Fall only** (*shared course in VSC*)

## **SPA-2012 Spanish IV**

3 credits (with lab)

Prerequisite(s): SPA-2012 or four years of high school Spanish; or permission of instructor

This course provides further development of oral proficiency, the continued study of Spanish grammar, directed composition, and the acquisition of vocabularies for everyday use. Informal oral and written reports, as well as laboratory work, is required. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* **Spring only** (*shared course in VSC*)

## **SPA-2012L Spanish IV**

1 credits

Prerequisite(s): SPA-2012 or four years of high school Spanish; or permission of instructor

This one-hour laboratory is taken concurrently with SPA-2012. *General Education (EDP) Course Type: IHR (Individual & Human Relationships)* **Spring only** (*shared course in VSC*)

## **SPA-2910 Independent Study in Spanish**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **SPA-4910 Independent Study in Spanish**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

# Theater Arts

## THA-1040 Interpreting Contemporary Dramatic Literature

3 credits

Period plays and masterworks are explored 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. *General Education (on-campus) Course Type: JAP (Aesthetic Perspective) General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (shared course in VSC)*

## THA-1041 Introduction to Theater Arts

3 credits

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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (shared course in VSC)*

## THA-1111 Stagecraft

3 credits

This hands-on course introduces students to the basic techniques of scenery and set construction and philosophy and the mechanics of lighting, properties, sound and technical effects. The course also includes crew work on productions. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half (shared course in VSC)*

## THA-2020 Theater Lab

3 credits

This course introduces students to serious, hands-on work in technical theater. Students can work at entry-level positions and repeat the class for credit upon assuming more advanced levels of responsibility. Major areas include 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 events. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes*

## THA-2030 Costume History & Design

3 credits

This course provides 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. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half **Odd years***

## THA-2035 Costume Construction & Stage Makeup

3 credits

Prerequisite(s): THA-1041

The primary focus of this course is on the principles of drafting, cutting and constructing costumes for theater. Costume crew work for department productions is expected. Theatrical makeup in relation to costuming also is explored. *General Education (EDP) Course Type: UPR (Univeral & Philosophical Relationships); second half*

## **THA-2040 Performance & Production Lab**

0 or 3 credits

Prerequisite(s): Permission of instructor via audition or interview

This lab course involves the rehearsal and performance of a major, faculty-directed theater production or equivalent theater performance. In order to receive full credit for this course, students must be cast in the semester production or fulfill a crew assignment. Students also may be expected to complete one academic exercise by production's end. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes

## **THA-2121 Acting I**

3 credits

Corequisite(s): THA-2121L

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 fundamental elements of the acting craft -- including imaginary environment, character analysis and development, voice, body, relaxation and concentration -- are applied to work on monologues and scenes. A laboratory, THA-2121L, must be taken concurrently. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes (*shared course in VSC*)

## **THA-2121L Acting I Lab**

1 credits

Corequisite(s): THA-2121

Vocal training in this class addresses the vital components that develop the young voice, including the phonetic alphabet, projection, volume, articulation, diction, tone, accents, and dialects and their effect on character. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **THA-2122 Acting II**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half (*shared course in VSC*)

## **THA-2810 Internship in Theater**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **THA-2910 Independent Study in Theater**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **THA-3010 Shakespeare: On the Stage & On the Page**

3 credits

Prerequisite(s): THA-1041

This survey of Shakespeare examines the playwright's use of various dramatic genres -- comedy, romance, tragedy and

history -- from a theatrical perspective. Students explore ways in which a playwright's blueprint -- the text of the play -- becomes a full-blown theater production. Dramatic structure, character, themes and plot are explored as embodied in performance. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **THA-3030 Children's Theater**

3 credits

This is a study of the techniques of children's theater, which students employ in the field during the last eight weeks of the semester, when they perform at local elementary schools and work with the students there. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half **Even years** (*shared course in VSC*)

### **THA-3040 Improvisation for Actors**

3 credits

Prerequisite(s): 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 instead focus on "living in the moment." They should find the courage to give up having to "get it right" and instead trust in the adventure of spontaneity. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **THA-3110 Dramatic Literature: Classical/Modern**

3 credits

Prerequisite(s): THA 1041; THA 2121; ENG 1072 or a literature course

This course studies selected plays from the Classical Greek period through modern times. Plays are examined for dramatic style and structure, content and their place in the historical evolution of drama. The predominant social, political and cultural events at the time of writing, as well as the meaning and subject for the contemporary audience, are explored. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half **Odd years**

### **THA-3123 Acting III**

3 credits

Prerequisite(s): 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes **Odd years** (*shared course in VSC*)

### **THA-3130 Introduction to Scene Design & Stage Lighting**

3 credits

Prerequisite(s): THA-1111

This is 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

### **THA-3140 Theater History**

3 credits

Prerequisite(s): THA-1041; THA-1111 or THA-2121

This course provides an 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 course 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half **Odd years**

## **THA-3150 Introduction to Stage Management**

3 credits

Prerequisite(s): THA-1041; THA-1111

This course explores both the art and the science of stage management. 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 toward effective stage management. It also introduces students to less tangible aspects of management, including prioritizing, problem-solving, communicating and facilitating the resolution of interpersonal conflict. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **THA-3210 Introduction to Directing**

4 credits

Prerequisite(s): THA-1041; THA-2121; THA-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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half **Odd years**

## **THA-3710 Special Topics in Theater**

3 credits

The topics addressed in this course vary and are noted prior to the registration period.

## **THA-4010 Performance & Production Lab**

0 or 3 credits

Prerequisite(s): THA 2040; permission of instructor via audition or interview Junior standing

This lab comprises rehearsal and performance of a major, faculty-directed theater production or equivalent performance project in theater. In order to receive full credit, students must be cast in the semester production or fulfill a crew assignment. Students also may be expected to complete one academic exercise by production's end. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half

## **THA-4050 Theater Lab**

3 credits

Prerequisite(s): THA 2020

This course exposes the student to advanced hands-on work in technical theater, building on initial skills developed through THA 2020. Major areas include 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. *General Education (EDP) Course Type:* UPR (Univeral & Philosophical Relationships); second half Repeatable for Credit: Yes

## **THA-4720 Senior Project in Theater**

3 credits

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 and THA-3210 will be required prerequisites. (*shared course in VSC*)

## **THA-4730 Seminar in Professional Preparation for the Actor**

3 credits

Prerequisite(s): THA-1041; THA-2121; THA-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. *General Education (EDP) Course Type: UPR* (Universal & Philosophical Relationships); second half

## **THA-4810 Internship in Theater**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **THA-4910 Independent Study in Theater**

1-12 credits

Students plan and complete an approved independent study in consultation with their faculty supervisor.

## **Placement Track**

This type will be used to designate PLE and PLM courses, which are placement levels in English and math assigned at the time of admission.

### **PLE-0003 English Placement, Level 3**

0 credits

Students are placed in the appropriate level of English, ranging from 0001 to 0005, at the time of admissions based on courses taken in high school, grades earned in those courses, and/or SAT or ACT test scores. PLE-0003 indicates placement in the third level.

### **PLE-0004 English Placement, Level 4**

0 credits

Students are placed in the appropriate level of English, ranging from 0001 to 0005, at the time of admission based on courses taken in high school, grades earned in those courses, and/or SAT or ACT test scores. PLE-0004 indicates placement in the fourth level.

### **PLM-0001 Mathematics Placement, Level 1**

0 credits

Students are placed in the appropriate level of mathematics, ranging from 0001 to 0005, at the time of admissions based

on courses taken in high school, grades earned in those courses, and/or SAT or ACT test scores. PLM-0001 indicates placement in the first level.

### **PLM-0002 Mathematics Placement, Level 2**

0 credits

Students are placed in the appropriate level of mathematics, ranging from 0001 to 0005, at the time of admissions based on courses taken in high school, grades earned in those courses, and/or SAT or ACT test scores. PLM-0002 indicates placement in the second level.

### **PLM-0003 Mathematics Placement, Level 3**

0 credits

Students are placed in the appropriate level of mathematics, ranging from 0001 to 0005, at the time of admissions based on courses taken in high school, grades earned in those courses, and/or SAT or ACT test scores. PLM-0003 indicates placement in the third level.

### **PLM-0004 Mathematics Placement, Level 4**

0 credits

Students are placed in the appropriate level of mathematics, ranging from 0001 to 0005, at the time of admissions based on courses taken in high school, grades earned in those courses, and/or SAT or ACT test scores. PLM-0004 indicates placement in the fourth level.

### **PLM-0005 Mathematics Placement, Level 5**

0 credits

Students are placed in the appropriate level of mathematics, ranging from 0001 to 0005, at the time of admissions based on courses taken in high school, grades earned in those courses, and/or SAT or ACT test scores. PLM-0005 indicates placement in the fifth level.

## **Degree Requirements**

This is used for only ENG-3999 (Writing Proficiency Exam) and GRS-3000 (TILT).

### **ENG-3999 Writing Proficiency Exam**

0 credits

Prerequisite(s): All *on-campus* baccalaureate- and associate-level students must pass the Writing Proficiency Exam or the course ENG-2025 The Self-Sufficient Writer in order to graduate. (EDP students must pass ENG 1220 or pass the Challenge Exam in order to graduate.) Students should take the exam when they have accumulated between 15-60 credits to ensure completion of this graduation standard. Students who fail the exam once may attempt it a second time; those who fail twice must take and pass ENG 2005.

### **GRS-3000 The Information Literacy Tutorial (TILT)**

0 credits

Prerequisite(s): All baccalaureate- and associate-level students must complete The Information Literacy Tutorial (TILT)

and score 80% or higher on each of the accompanying quizzes in order to graduate. TILT and the quizzes are available to students on the VSC Moodle site after registering for a section of GRS-3000. *It is recommended that students take TILT during their first year at JSC.*

## Wellness & Alternative Medicine

### WAM-2010 Native American Healing - The Lakota & Shamanic Traditions

1 credits

This course will introduce students to Native American healing beliefs, technologies and practices through insight into Lakota traditions. American allopathic healing uses drugs and surgery to treat illness. Native American healing uses the metaphorical power of story, sacred relationships to animals and the land, and rituals such as healing circles where people share their collective stories of illness, to help people find their own way to healing. Students will have the opportunity to observe or participate in a traditional Native American Sweatlodge Ceremony. **Fall, spring and summer**

### WAM-2020 Chinese Medicine & Acupuncture I

1 credits

Traditional Chinese Medicine and Acupuncture is one of the oldest forms of recorded medicine on earth. It is rooted in beliefs that the body is also part of the earth, with both in a balance of Yin and Yang to either permit the flow or block the flow of Qi -- the vital life/earth force. Yin represents cold, slow or passive life flow, while Yang represents hot, excited or active life flow. Both are needed to sustain a healthy life, in balance. Chinese Medicine offers a different vision of how to achieve good health than that of conventional allopathic medicine supported in America. Today, Chinese Medicine and Acupuncture are offered alongside conventional allopathic medicine in over 50 of the top U.S. hospitals. **Fall semesters**

### WAM-2030 Wellness Lifestyle & Career Seminar

1 credits

What challenges hold you back from being happy, healthy and successful? How will you fulfill your dreams for a good life and an exciting career? This course will provide opportunities to learn new skills and offer experiences to help you identify academic planning strategies and personal lifestyle plans to help you build the life you hope to live and the future careers you image when you graduate from college. Wellness & Alternative Medicine (WAM) is an interdisciplinary major where you take classes in several different disciplines to provide knowledge and skills for a diverse approach to social and cultural issues as well as to health and wellness. This seminar offers you opportunities, readings and exercises to identify what excites you and what challenges you as you complete your WAM degree. In this discussion-based seminar, you will meet WAM and Anthropology & Sociology seniors, share stories of your successes and challenges, and review books and films relevant to the "Quarter Life Crisis," as the unique stresses facing young people today are sometimes called, to help meet your life and career goals. **Fall and spring semesters**

### WAM-2040 Introduction to Meditation

1 credits

In the 1960s, the Beatles brought Transcendental Meditation to the United States. Dr. Herbert Benson of Harvard University studied the physiological effects of people who meditated and found that people who meditated lowered their heart rate, their blood pressure, and their response to stress. Dr. Benson went on to call this the "Relaxation Response" and "Remembered Wellness". The National Institute of Health (NIH) Office of Complementary & Alternative Medicine (NCCAM) research supports meditation to reduce stress response through parasympathetic engagement, enhance healing of disease and foster wellness. Today, meditation is widely used in hospitals to reduce the stress of medical treatment. In this class, students will explore the history, practice, science and diverse forms of meditation that include: Native American Meditation, Transcendental Meditation, Mindfulness Meditation, Visualization Meditation, Tibetan Meditation, Walking Meditation and Therapeutic Meditation used for healing. **Spring semesters**

### WAM-2050 Herbs: The Medicine Garden

1 credits

This course focuses on the practical skills of wildcrafting (harvesting from the wild) and cultivating medicinal plants. We will explore sustainable options to harvest at-risk medicinal plants from their wild populations, such as organic cultivation, using substitute plants that offer similar medicinal activity to their at-risk counterparts, and support of ethical growers and harvesters. Cultivating medicinal plants and creating a medicine garden, as ways to grow one's own health-giving medicinal plants at home, are covered. The skill and technique of proper plant harvesting, drying, and storage as a sound basis for making high quality medicines are discussed. Students will visit Zack Woods Farm in Hyde Park to see a working herb farm in action. **Fall and summer semesters**

## **WAM-2060 Naturopathic Medicine**

1 credits

Naturopathic medicine is primary care with an emphasis on prevention and natural therapies -- using a combination of homeopathy, nutrition, Chinese medicine, Ayurveda and Botanical. Naturopathic doctors are trained in 4-5 year medical schools to diagnose and treat most common health conditions using the most natural, safe and gentle therapies that work given the situation. Naturopathic doctors have recently been given legal status to practice medicine comparable to Allopathic medical physicians in the state of Vermont. A Naturopathic doctor can now be a patient's primary care physician who can prescribe pharmaceutical drugs, some surgical procedures and natural medical options for the treatment of disease. Naturopathic doctor medical services are now also covered by insurance. This course will cover the historical context, scientific background, training, scope of practice, regulation, appropriate use and therapies utilized in naturopathic medicine. **Spring semesters**

## **WAM-2070 Massage & Bodywork**

1 credits

This course will explore the diverse types of massage, basic concepts of massage therapy and professional credentials needed to practice as a massage therapist. Anatomy, physiology, body mechanics and various massage/bodywork modalities will be discussed in this concentrated, hands-on class. An overview of a massage therapy session including requisite professional ethics regarding touch, draping and privacy will be demonstrated. **Spring and summer semesters**

## **WAM-2080 Homeopathy I**

1 credits

Homeopathy was created by Dr. Samuel Hahnemann who discovered a South American tribe that ate "chinchona bark" that cured malaria. He began examining this bark and noted that when he ate a small amount of it he developed similar physical symptoms to malaria. Thus developed the first principle of Homeopathy -- that like cures like. This course examines the history and principles of Homeopathic Medicine and its place in modern medicine today. Students will learn the fundamentals of this elegant, yet profound, medicine that has been used world wide for over 200 years. Of note, the FDA approved Homeopathy as a safe and effective treatment in 1940. **Fall and summer semesters**

## **WAM-2810 Internship in Wellness & Alternative Medicine**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## **WAM-3010 Living the Good Life**

3 credits

Prerequisite(s): SOC-1040 or SOC-3080 or Permission of Instructor

The emphasis of this course is to explore diverse theories of stress, health and wellness by combining study with experiential learning focused on the actualization of stress reduction. Students will assess their own lifestyle conditions that support or undermine health while learning through direct experience specific ways to transform unhealthy behavior patterns through mindfulness, self-awareness, connection to nature, and easy to learn evidence-based skills for emotional

regulation and stress reduction. Students will explore a variety of mind-body techniques including meditation, yoga postures, and yogic breathing. Students will explore the healing power of nature through ceremony, nature-based Rites of Passage, and medicine walks. The goal of this course is for students to gain skills necessary to begin, refine or deepen their own spiritual life while developing insight into compassionate and skillful ways to contribute to a globally conscious and sustainable lifestyle of health and wellbeing. This course will also prepare students to bring greater presence, ease and sustained care to personal and professional relationships in their lives. **fall and summer semesters**

## **WAM-3020 Chinese Medicine & Acupuncture II**

3 credits

Prerequisite(s): WAM-2020 or Permission of Instructor

Students will learn traditional concepts of Chinese medicine. They will study the scientific review of acupuncture for the successful treatment of autoimmune disease, cancer cardiovascular disease, knee osteoarthritis, weight loss and addiction to smoking. Students will learn the practice of Qi Gong used daily in China as a way to rebalance Qi. Students will learn advanced tongue assessment and pulse diagnosis as a feature of Chinese medical examinations. Chinese medicine is supported by the World Health organization to enhance wellness and reduce disease. The instructor will also share parts of his recent publication on climate change to demonstrate how people's personal lifestyles are important to the larger issue of climate change. **Spring semesters**

## **WAM-3025 Epigenetics: Diet, Lifestyle & Environment**

3 credits

Prerequisite(s): SOC-1040 or SOC-3080 or Permission of Instructor

Epigenetics explores how modern diets, lifestyles and environmental toxicity may change the expression of our genes. How? By influencing a network of chemical switches within our cells collectively known as the epigenome. The ethical questions that are inherent in the study of epigenetics are important to discuss, explore and challenge. This course will investigate a new understanding of our bodies in terms of our genetic inheritance, our food choices, our lifestyle choices, and our environment ... and their impact on our longevity and others around the world. **Fall semesters**

## **WAM-3030 Applied Herbal Pharmacology**

3 credits

Prerequisite(s): WAM-2050 or Permission of Instructor

This course introduces students to the historical and cultural foundations, biochemical principles and clinical applications of drug pharmacology and herbal pharmacology. The pharmacology of synthetic drugs used in allopathic medicine and the pharmacology of herbal preparations as medicinal plants used in naturopathic medicine will be explored empirically for their strengths and weaknesses in treating disease. Students will learn experiential techniques to prepare different herbal preparations used for curative purposes. This course will use a disease-based approach to permit comparative study of the pharmacology of selected herbs and the pharmacology of synthetic drugs for their safety and efficacy in treating disease. **Spring semesters**

## **WAM-3040 Mindfulness Meditation**

3 credits

Prerequisite(s): WAM-2040 or Permission of Instructor

Mindfulness Meditation was introduced in America by Chogum Trunpa Rinpoche and his lectures were captured in his book [The Myth of Freedom and the Way of Meditation](#) in 1976. His lectures offered a mind-body connective approach -- versus a drug management approach -- to managing stress and suffering. His approach was supported by Dr. Herbert Benson's research in the early 1970s as per how meditation enhanced immune response by reducing the stress response. In the 1990s, Jon Kabat Zinn used Mindfulness Meditation as the basis for creating a natural pain treatment clinic in Massachusetts where people with advanced pain who could find no relief with traditional medical narcotic drugs or surgery could seek help. This course presents fundamental principles and practice of Mindfulness Meditation designed to mobilize mind/body energies for balancing and complementing personal health and spiritual wellness. Experiential exercises, journal writing, outside readings, home practice, and off-campus weekly meetings plus two 8-hour, day-long retreats highlight the course experience. **Fall semesters**

## **WAM-3050 Herbalism, Wellness & Healing**

3 credits

Prerequisite(s): WAM-2050 or Permission of Instructor

This course focuses on the study and practice of Western Herbalism, the use of plants to support human health and healing/recovery from an unhealthy state (disease). Therapeutic skills and guidelines, such as the relative safety-toxicity of medicinal plants, the prudent weaning of patients off pharmaceutical drugs, and the conscious observations that are made in order to assess one's health status, are covered. Two hotly debated issues in herbalism today, the licensing of practicing herbalists and the therapeutic use of standardized extracts, continue to be discussed as herbalism becomes more mainstream. The study of herbalism also embraces the study of the human body, system by system (or, in the case of the liver, organ), the anatomy and physiology of each system, the herbal material medica and lifestyle choices that support each system as well. **Spring and summer semesters**

## **WAM-3060 Healing All Wounds: Global Humanitarian Aid and Warzone Medicine**

3 credits

Prerequisite(s): SOC-1040 or SOC-3080 or Permission of Instructor

Blurring the boundaries of allopathic and alternative medicine, of traditional and culture, and of personal beliefs, religions and war, this course takes students through the warzones of Iraq and Afghanistan and through the danger zones of Africa and Haiti on a global journey to heal all wounds. Students will examine the impact of cultural ethnocentrism. Is there a "right" way to treat the trauma of war and disaster? Students will learn how social stereotype of race, gender, and class across global nations may influence who is treated and what type of medicine is used to heal trauma. Students will explore their own fears, feelings and personal beliefs as they witness international healing and aid work through readings and visual media on controversial ethical issues on war, religion, class, race, gender, society and medicine for healing. **Fall semesters**

## **WAM-3070 Massage, Science & Wellness**

3 credits

Prerequisite(s): WAM-2070 or Permission of Instructor

Massage was introduced to America in the early 1900s. Back then, it was often associated with prostitution. Today, massage is one of the foremost healing therapies in Mind-Body medicine and the field of Psychoneuroimmunology. Massage is used together with allopathic medicine in some of the top Integrative Medical hospitals in the United States, including John Hopkins hospital and the Mayo Clinic. Massage has extensive evidence for enhancing immune response and reducing stress, for creating wellness and for reducing illness. Students will explore the science of massage, learn diverse massage techniques, and also personally experience massage as a tool for health and wellness. Reflexology, Swedish and Thai traditions will be the main focus of investigation. **Spring semesters**

## **WAM-3080 Homeopathy II**

3 credits

Prerequisite(s): WAM-2080 or Permission of Instructor

This course is designed for the intermediate student of homeopathy. Students should have completed Homeopathy I or the equivalent knowledge of the fundamentals of homeopathy. Students will complete an in-depth study of the 10 constitutional remedies and 18 acute and chronic remedies. As a class, we will practice case taking and prescribing with each other. We will learn how to make remedies and even do a trial "proving" experiment within the class. The class will focus on women's and children's common illnesses, allergies, the common cold, and the flu. **Spring semesters**

## **WAM-4810 Internship in Wellness & Alternative Medicine**

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

## WAM-4810 Internship in Wellness & Alternative Medicine

1-12 credits

Students plan and complete an approved internship in consultation with their faculty supervisor.

# Advancing through a Teacher Education Program at JSC

1. Advancement through a Teacher Education Program requires attending all five Teacher Education Workshops (EDU-TEW1, EDU-TEW2, EDU-TEW3, EDU-TEW4 and EDU-TEW5). These are one-time meetings held each semester in multiple sections; see the Course Sequence Plans in the *Teacher Education Program Handbook* for details. Each workshop provides guidance on completing the next set of requirements for the program.  
**Students who do not meet these benchmark requirements will not be permitted to proceed in the program.**
2. Students must earn a B- or better in all endorsement-specific courses. Students must have a 3.0 cumulative GPA, a 3.0 GPA in the major, and a passing score on the PRAXIS II examination before applying for the Teaching Internship (i.e., student teaching).
3. Students in all Teacher Education Programs complete numerous fieldwork assignments, which take place during typical public school hours (Monday-Friday, 7 a.m. to 3:30 p.m.). Students are expected to arrange their own transportation to fieldwork sites.
4. Students seeking endorsement for licensure from JSC must submit a complete **Level I Portfolio** (see below) ready for scoring, by the due date established within the Teacher Internship semester.

### The Level I Portfolio

The Level I Portfolio is used to assess a candidate's readiness to apply for a Level I Professional Educator's License from the Vermont Agency of Education. A collection of specific assignments that demonstrate a candidate's knowledge, skill and disposition, it also 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 Vermont Educators*.

Portfolios must be constructed in accordance with the current guidelines established by the Vermont Standards Board for Professional Educators; refer to the JSC Portfolio Handbook for details. Portfolios that do not meet guidelines will not be accepted for review.

Portfolios must achieve passing scores from two reviewers: a faculty member and the JSC Board of Reviewers. *Note:* In some cases, reviewers may request revisions, giving the student an opportunity for a second review. Portfolios that do not pass after the second review will be marked "No Pass." While the review process typically takes a few weeks, it can last many months to a year if a 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 in submitting their portfolio due to unexpected circumstances, but *requests must be made during the Teaching Internship semester*. Portfolios submitted after the Teaching Internship semester or the extension due date, as well as portfolios that do not meet guidelines, will not be accepted for review. In such cases, the student will not receive a recommendation for licensure from JSC.

5. Students will participate in three interviews spread throughout the program: an entry interview, a midway interview and an exit interview. These take place on the JSC campus and last about one hour each.
6. **In order to earn a recommendation for licensure from JSC, students must meet all applicable requirements for licensure in place at the time of the recommendation.** If the requirements for licensure established by the Vermont Standards Board for Professional Educators, the Vermont Agency of Education or the U.S. Department of Education change over the span of a student's enrollment, the student must consult with his or her Program Director to determine whether the changes apply and, if so, how best to meet the new requirements.

For additional details, refer to the *Teacher Education Program Handbook*.

## Applying to a Teacher Education Program at JSC

1. In order to apply to a Teacher Education Program, students must have a minimum 3.0 cumulative GPA and a passing score on one of the following exams: Praxis Core tests, SAT, ACT or GRE.
2. Students should obtain a Teacher Education Program Handbook from the JSC Education Department and take EDU-TEW1 Teacher Education Workshop 1: Introduction to Teacher Education, to learn about the application process. They also should enroll in the beginning coursework for the program (EDU-2360 or EDU-2365) at this time.
3. Students should work with the Education Department Program Director (and their major advisor if pursuing Secondary or Unified Arts licensure endorsement) to construct a course sequence covering all requirements. Discuss course equivalents, substitutions or waivers with the Program Director.
4. Students transferring credits from other institutions (including other Vermont State Colleges) must schedule a transcript review with the Program Director to determine which courses satisfy which requirements, if any.

## Preparation, Application & 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 and other VSC colleges) 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 onetime 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. Students 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, 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 Vermont Standards Board for Professional Educators, the Vermont 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.

# 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 Vermont 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.

## 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. These two realms provide a foundation for the development of content-specific professional knowledge, the use of action research to design pedagogical strategies, the use of critical theory to confidently serve as a progressive colleague and advocate, and the pursuit of continuous personal growth. Taken together, these four strands of learning and inquiry support the program theme, "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; and
- Use self-study grounded in an understanding of diverse world-views to rethink longstanding, conventional notions toward an open-minded, strength-based perspective.

## Academic Calendar

### Fall 2015

August 1	Deadline to apply for December 2015 graduation
Monday, August 24	Classes begin
Friday, September 4	Deadline for independent study and internship contracts to be submitted to the Academic Dean's Office. Final day to add/drop courses
Monday, September 7	Labor Day -- classes held
Friday, October 2	Fall recess begins after last class
Saturday, October 3	Residence halls close at 10 a.m.

Sunday, October 11	Residence halls open at 10 a.m.
Monday, October 12	Classes resume
Friday, October 16	Deadline to complete Spring 2014 Incomplete grades
Monday, October 19	Second-half semester courses begin
Friday, October 30	Last day for course withdrawals. Last day to add and drop second-half semester courses
Monday, November 9	Registration for Spring 2016 begins
Friday, November 20	Thanksgiving break begins after last class
Saturday, November 21	Residence halls close at 10 a.m.
Sunday, November 29	Residence halls open at 10 a.m.
Monday, November 30	Classes resume
Friday, December 11	Last day of classes
Mon.-Fri., December 14-18	Final exams
Friday, December 18	Last day of semester
Saturday, December 19	Residence halls close at 10 a.m.

## Spring 2016

Monday, January 18	Classes begin
Friday, January 29	Deadline for independent study and internship contracts to be submitted to the Academic Dean's Office. Final day to add and drop courses
Monday, February 1	Deadline to apply for May 2016 graduation
Friday, February 19	Winter recess begins after last class
Saturday, February 20	Residence halls close at 10 a.m.
Sunday, February 28	Residence halls open at 10 a.m.
Monday, February 29	Classes resume
Friday, March 11	Deadline to complete Fall 2016 Incomplete grades
Monday, March 14	Second-half semester courses begin
Friday, March 25	Last day for course withdrawals. Last day to add and drop second-half semester courses
Monday, March 28	Registration for Summer and Fall 2016 begins
Friday, April 1	Spring break begins after last class

Saturday, April 2	Residence halls close at 10 a.m.
Sunday, April 10	Residence halls open at 10 a.m.
Monday, April 11	Classes resume
Friday, May 6	Last day of classes
Mon.-Fri., May 9-13	Final exams
Friday, May 13	Last day of semester. Residence halls close at 5 p.m.
Saturday, May 14	Commencement

## Student Services

# Academic & Student Life

## Orientation

New first-year and transfer students must attend an orientation program that 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 consists of the following components:

- New Student Orientation
- First-Year Seminars
- Common Reading Initiative
- Residential Programming
- Peer Mentoring

## Advising & Career Center

This Center coordinates a variety of programs and services, encouraging students to be active participants in their own educational and career development. It serves as 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. Programs and services include:

- Academic advising
- Assistance in choosing a major

- JSC's Exploratory program for students who have not declared a major
- Career development and planning
- Job, internship and volunteer opportunities
- Career resource library
- International student support
- National Student Exchange
- Study-abroad opportunities and advising

## Academic Support Services

The Office of Academic Support Services offers a range of support to JSC students as they progress through their college careers. The goal is to provide support that empowers students to successfully complete their college education and prepares them for further education and employment. The office works with all students at JSC, coordinates services for TRIO students, works with students to develop essential "college survival" skills such as note and test taking, active reading, study and research skills, and time management.

### 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 in the Office of Academic Support Services works with students with disabilities to obtain appropriate accommodations, such as testing accommodations, note-taking assistance, sign language interpreters, textbooks in alternative formats, and assistive technologies.

Current and comprehensive documentation of a disability is necessary to be eligible for academic accommodations. Guidelines and necessary forms are available on the JSC website and the MyJSC Portal at <http://MyJSC.jsc.edu>.

### Academic Coaching & Tutoring

Academic Support Services provides a friendly and supportive environment for students seeking to improve their academic performance. Professional staff and peer coaches can help foster academic success by encouraging students to become more independent learners.

### 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 post-secondary education. To be eligible for TRIO 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 family of low or modest income; or have a documented disability.

Services to students accepted into the TRIO program at JSC include priority standing for academic coaching, access to technology, financial-literacy information, and free tickets to selected campus cultural events.

## National Student Exchange

The National Student Exchange (NSE), coordinated out of the Advising & 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 typically at JSC tuition rates. International exchange opportunities are available through participating institutions with study-abroad programs open to NSE exchange students.

# 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 & Career Center at least six months prior to the semester in which they wish to study abroad. All study-abroad experiences that are not part of a class must be arranged through the Advising & Career Center.

# Support for 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 helps expand the JSC community's awareness of world and intercultural issues and events. Students at JSC have come from numerous 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; and academic support to meet the needs of international students and English language learners.

# Public Safety

The Office of Public Safety is here for the safety of all students, faculty and staff on the JSC campus. In addition to overseeing campus security and This office also coordinates the work of the Campus Crisis Response Team, a group of staff and faculty that meets regularly to plan procedures in the event of a crisis or emergency on campus.

In addition, a variety of safety and security training programs are offered through the Residence Life office 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 at [www.jsc.edu/offices-non-academic-departments/public-safety/campus-safety-information](http://www.jsc.edu/offices-non-academic-departments/public-safety/campus-safety-information).

# Residence Life

The Office of Residence Life facilitates student growth and development by providing a variety of options in living environments, programs and activities. Student growth is fostered in an environment that encourages freedom of choice and responsible behavior. All residence halls and residence hall rooms are smoke-free. Each room offers Internet access, telephone service (with voicemail) and cable TV connection.

## **Housing Policies & the On-Campus Residence Requirement**

To the extent that space is available, Johnson State requires full-time first- and second-year students to reside in on-campus housing and participate in the College meal plan. 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.

Detailed information about JSC residence halls and exemptions from the on-campus housing requirement is available on the JSC website at [www.jsc.edu](http://www.jsc.edu).

### **College Meal Plan**

All students living on campus are required to participate in the College Meal Plan. Sodexo 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 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. Refer to the JSC website or Student Handbook for meal exemption criteria. See Tuition & Fees for current costs.

### **Student Health & Wellness**

Johnson State College partners with Community Health Services of Lamoille Valley (CHSLV) to provide comprehensive health-care services to students. Students receive priority appointments on weekdays, with free transportation provided by the College to and from the nearby clinic in Morrisville. In addition, the College provides transportation and other services as needed to Copley Hospital, Mansfield Orthopedics and other medical facilities in the region.

On campus, the JSC Wellness Center, staffed by professional and graduate-student counselors, provides free counseling and referrals, presentations and workshops, campus-wide mental-health screenings, and mental-health crisis assistance. All services provided by the Wellness Center are free to students.

For details, please refer to the Student Services section of the JSC website ([jsc.edu](http://jsc.edu)).

## **Clubs, Organizations & Athletics**

### **Student Government Association & 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 SGA budget is derived from the annual student activities fee. The budget provides funding for an extensive schedule of dances, concerts, films, lectures and other student-planned activities and events.

### **Clubs & Organizations**

JSC has several clubs and student organizations that 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 in consultation with the Office of Student Activities.

Detailed information about JSC clubs and student activities is available on the Student Life section of the JSC website at [www.jsc.edu](http://www.jsc.edu).

### **Athletics & Recreation**

Johnson State College fields 15 varsity teams that compete in NCAA Division III (North Atlantic Conference):

- Basketball
- Cross Country
- Golf (men)
- Lacrosse
- Soccer
- Softball (women)
- Track and Field
- Tennis
- Volleyball (women)

The mission of the JSC Department of Athletics & Recreation is to provide comprehensive and competitive varsity programs for skilled student-athletes as well as recreational opportunities for all students. Varsity athletics programs at JSC are operated in a way that contributes to the personal development of all student-athletes. Students interested in competing on the intercollegiate teams must meet NCAA eligibility standards, which include maintaining good academic standing and satisfactory progress toward degree as defined by Johnson State College (see Academic Regulations & Requirements).

The Athletics & Recreation staff helps student-athletes develop skills in leadership, communication/motivation and time management. JSC student-athletes commit to serving as role models in the community and participate in a variety of community service and mentoring programs. Recent programs include Readers as Role Models, Kids' Night Out, Gym Days, Shooting for Goals, Special Olympics Basketball Clinic, Veterans Wheelchair Basketball, and camps and clinics in basketball, soccer, softball and volleyball.

JSC also offers numerous sports, fitness and recreational facilities and opportunities to all students on campus. See the Student Life section of the JSC website at [www.jsc.edu](http://www.jsc.edu) and the Athletics website at [athletics.jsc.edu](http://athletics.jsc.edu) for information about facilities, intramurals and recreation programs.

## Code of Conduct

Each student is responsible for being aware of the policies, rules and regulations that govern the campus and set standards for behavior. The Code of Conduct is published in the Student Handbook and on the JSC Portal. 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.

## 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

**Beach, Jensen.** Assistant Professor  
M.F.A., Fiction, University of Massachusetts-Amherst  
M.A., English, Stockholm University

**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

**Born, Staci.** Assistant Professor  
Ed.D., Counselor Education & Supervision, Minnesota State University

**Bou-Nacklie, N.E.** 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

**Cezar, Henrique.** Associate Professor  
M.B.A., McGill University  
Specializations: Financial market analyst, asset management, and international business

**Cline, Sharon Elise.** Associate 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  
Specializations: History of modern France, modern European intellectual and cultural history, European women's and gender history

**Comen, Todd.** Professor.  
M.P.S., Hotel Administration, Cornell University.  
Specializations: Impact of the hospitality industry on the community at large, organizations that operate with a mission of social responsibility, 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

**Eddy, Isaac.** Visiting Assistant Professor  
M.F.A., Performance & Interactive Media Art, Brooklyn College, CUNY

**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.** Associate Professor  
Ph.D., Kinesiology with an emphasis in Exercise Physiology, University of Wisconsin - Madison

**Johnson, Leslie.** Associate Professor  
Ph.D., General/Experimental Psychology and Social Psychology, University of Vermont  
Specializations: Stigma, the self, body image, and the psychology of women

**Kanat, Leslie H.** Professor  
Ph.D., Earth Sciences, University of Cambridge, England  
Specializations: Structural geology and metamorphic petrology

**Leslie, Kenneth.** Professor  
M.F.A., Painting and Printmaking, University of Pennsylvania  
Specializations: Painting, drawing and artist's books

**Martin, Mary.** Associate Professor  
Ph.D., Art History and Cultural Policy, University of Iowa  
Specializations: 20th century art, African art, legal issues in art

**McGough, David.** 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

**Petrics, Gregory.** Assistant Professor  
Ph.D., Mathematics, Dartmouth College

**Plazek, David.** Associate Professor  
Ph.D., Political Science, West Virginia University

**Plissey, Bethany.** Assistant Professor  
M.A., Music, Indiana University

**Powell, Elizabeth.** Professor  
M.F.A., Fiction Writing, Vermont College  
Specializations: Poetry, fiction, non-fiction

**Saeed, Timothy.** Visiting Assistant Professor  
Ph.D., Music Theory, Louisiana State University and A & M College

**Schulze, Robert.** Assistant Professor  
Ed.D., Education, University of Massachusetts Amherst

Specializations: Special Education

**Shaw, Tyrone.** Associate 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.** 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

**Tretjak, Kaya.** Assistant Professor  
Ph.D., Anthropology, City University of New York

**Twigg, Sharon.** Associate 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

**Welch, Amy.** Associate Professor  
Ph.D., Sport and Exercise Science, University of Leeds

**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

**Zebrowski, Michael.** Assistant Professor  
M.A., Architecture, Cranbrook Academy of Arts

## Part-Time Faculty

*(Partial list, subject to change without notice.)*

**Alberi, Sawyer.** B.S., U.S. Coast Guard Academy

**Altman, Andrea.** M.S., University of Bridgeport

**Austin, Mary Jane.** B.M., Cleveland Institute of Music

**Baird, Sandra.** M.A., University of Wisconsin  
**Baker, William.** M.A., Johnson State College  
**Bandar, Leila.** M.F.A., Boston University

**Bathory-Kitsz, Dennis.** Ph.D., Paideia Institute

**Berryman, Laurie.** Ed.D, University of Vermont

**Bickerstaff, Jeffrey.** Ph.D., Miami University of Ohio

**Blueter, DeAnne.** M.A., Johnson State College

**Bond, Bethany.** M.F.A., Savannah College of Art & design  
**Capps, Joe.** B.M., Berklee College of Music  
**Chase, Victoria.** Ph.D., Columbia University  
**Cravedi, Stefanie.** M.A., Middlebury College  
**Delongis-Shively, Danielle.** M.S.W., Smith College, School for Social Work  
**Eastman, Linda.** M.S., University of Vermont

**Foster-Weston, Colette.** B.S., Johnson State College  
**Hale, David.** M.F.A., University of Michigan

**Higgins, Philip.** M.A., Johnson State College

**Johnston, Kevin,** Ph.D., Yale University

**Kramer, Marjorie.** B.F.A., Cooper Union School of Art and Architecture  
**Kroncke, Eric.** B.A., University of Colorado, Boulder

**Langley, Jacqueline.** M.S., Columbia University  
**Light, Steven.** M.F.A., Sarah Lawrence College  
**May, Amy.** M.F.A., Indiana University  
**McAleer, Alexandra.** M.S., University of Vermont

**McCarthy, Sally.** M.A., Johnson State College  
**Mecklosky, Carolyn.** B.F.A., Johnson State College

**Mehn-Madrona, Lewis.** Ph.D., Psychological Studies Institute

**Metcalf, Michael.** M.A., University of Arkansas at Fayetteville  
**Moore, Mark.** A.A., Shepherd College, NOLS Certified  
**Moran, James.** J.D., Vermont Law School  
**Perline, Kelly.** M.Ed. with C.A.S., University of Vermont

**Perline, Kevin.** M.A., Johnson State College

**Peryea, Bree.** Ph.D., University of Vermont

**Philips, Shaun.** M.S., Southern New Hampshire University

**Puleio, Mark.** B.A., Prescott College  
**Rosovsky, Judy.** B.S., University of Massachusetts at Boston  
**Rossiter, Timothy.** Ed.D., University of Vermont  
**Salerno, S. Joseph.** M.F.A., Indiana University  
**Schoenbeck, Lorilee.** N.D., National College of Natural Medicine

**Shanley, Richard.** M.A. and Certificate of Adv. Graduate Studies, University of Vermont  
**Sparrow, John.** Ph.D., University of New Hampshire

**Spivak, Dawnine.** M.Ed., University of Massachusetts at Amherst  
**Stieglitz-Shell, Deborah.** M.S., Johnson State College

**Supple, Jennifer.** M.S. University of Connecticut  
**Turkle, Ann.** Ph.D., Florida State University  
**Verderber, Gustav W.** M.A., Ohio State University

**Warren, Robert.** M.A., University of Connecticut  
**Weiss, Russ.** M.A., Johnson State College  
**Winkler, Robert.** M.S., State University of New York at Plattsburgh  
**Zolnoski, Victoria.** B.F.A., Johnson State College

## Emeritus Faculty

**Philip Chiaravalle.** Emeritus Professor of Biology, Ph.D., University of Rhode Island (Deceased)  
**Kathleen "Kit" Cooke.** Emeritus Professor of History, M.Litt., Oxford University  
**John Duffly,** 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 & 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

**Elaine Collins,** President of the College  
Ph.D., Ohio State University

**Daniel Regan,** Dean of Academic Affairs  
Ph.D., Yale University

**Sharron Scott,** Dean of Administration, Chief Technology Officer  
M.S., University of Vermont

**David Bergh,** Dean of Student Life & College Relations  
Ed.D., University of Vermont

**Lloyd Adams,** Maintenance Master Technician, Physical Plant  
**Loralie Adams,** Associate Registrar, Advising & Registration Center  
**Tom Adams,** Custodian II, Physical Plant  
**Dianne Allaire,** Mailroom Supervisor, Mailroom  
**Jeffrey Angione,** Circulation Coordinator, Library  
**Jessica Auperlee,** Administrative Assistant, Public Safety  
**Lisa Baranyay,** Database Manager, Development and Alumni Relations  
**Leila Bandar,** Writing/Humanities Specialist, Academic Support Services  
**Amy Beattie,** Coordinator of Online Learning and Services, External Degree Program  
**Jeff Bickford,** Coordinator of Residential Life, Dean of Students & Residence Life  
**Saul Blocher,** Laboratory Technician, EPSCOR  
**Tony Blueter,** Director, Upward Bound

**Andrea Bourdeau**, Admissions Specialist, Admissions  
**Deborah Bouton**, Director of College Communications  
**Raymond Brior**, Librarian II, Library

**Eric Bronson**, Assistant Network Administrator  
**Bonnie Burns**, Custodian II, Physical Plant  
**Renate Callahan**, Administrative Assistant, Business & Economics Department  
**Kristin Cannon**, Assistant Athletic Director for Student Athletic Development, SHAPE Facility  
**David Cavanagh**, Advisor, External Degree Program  
**David Coolbeth**, Maintenance Technician III, Physical Plant

**Cormier, Ashley**, Professional Advisor for First-Year Students  
**Lisa Cummings**, Director of Financial Aid, Student Financial Services

**Daniel Dunnem**, Custodian, Physical Plant  
**Linda Davis**, Senior Accounting Specialist, Student Financial Services  
**Lynda Despault**, Custodian II, Physical Plant  
**Woody Dionne**, Director, Physical Plant  
**Carolyn D'Luz**, Staff Assistant, Academic Support Services  
**Sandy Duffy**, Director of Payroll/Benefits, Student Financial Services  
**Douglas Eastman**, Registrar, Advising & Registration Center

**Greg Eckman**, Senior Financial Aid Officer, Student Financial Services  
**Valerie Edwards**, Director, External Degree Program

**Erickson, Christopher**, Campus Visit & Outreach Coordinator  
**Joseph Farara**, Faculty Librarian, Library  
**Barbara Flathers**, Assistant to the Dean of Students, Dean of Students & Residence Life  
**Pamela Gelineau**, Serials/Government Documents Specialist, Library

**Gervais, Robert**, Coordinator of Institutional Technology & Head Softball Coach

**Lori Gillies-Turner**, Records Specialist III, Advising & Registration Center  
**Alice Godin**, Interlibrary Loan Supervisor, Library  
**Kimberly Goodell**, Associate Director of Financial Aid, Student Financial Services  
**Tammy Goss**, Assistant Registrar, Advising & Registration Center  
**Elga Gruner**, Assistant Director of Admissions, Admissions  
**Matthew Hall**, Security Officer, Public Safety  
**Bethany Harrington**, Admissions Specialist, Admissions  
**Elaine Harvey**, Assistant Athletic Director for External & Internal Communications, SHAPE Facility  
**Peter Haselbacher**, Badger Bullet Driver  
**Cynthia Hennard, Director**, Counseling Services  
**Catherine Higley**, Administrative Assistant, Graduate Office  
**Ellen Hill**, Internship Program Coordinator, Career & Internship Center

**Penny Paradee Howrigan**, Associate Dean of Enrollment Services, Admissions Office

**Jarrold Irwin**, Master Maintenance Technician, Physical Plant  
**Jennifer Johnson**, Staff Accountant, Student Financial Services  
**Edson Jones**, Master Maintenance Tech. III, Physical Plant  
**Lisa Kent**, Access Services Librarian, Library  
**Sara Kinerson**, Director of Advising, Advising & Registration Center  
**Keith Kirchner**, Chemical Hygiene Officer  
**Eric Kirk**, Marketing Design & Production Manager  
**Carrie Koniuto**, Office Coordinator, Health Center  
**Linda Kramer**, Public Services Librarian, Library  
**Cindy Kullmann**, Administrative Assistant, Academic Support Services  
**Michael Laflin**, Security Officer, Public Safety  
**Jo Ann Lamore**, Assistant Academic Dean, Academic Dean's Office

**Jessica Lane**, Records Specialist III, Advising & Registration Center  
**Joan Langlois**, Custodian II, Physical Plant  
**Kenneth Lanpher**, Master Maintenance Technician, Physical Plant

**Stacy Lanpher**, Custodian II, Physical Plant

**Nita Lanphear**, Staff Assistant, Physical Plant  
**Rosanne Lehouillier**, Custodian II, Physical Plant  
**Elizabeth Lyon**, Advising Programs Coordinator, Advising & Registration 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

**Kathleen McCarthy**, College Counselor, Counseling Center  
**Martin McMahon**, Mechanical Systems Technician II, Physical Plant  
**Ken Moore**, Mechanical System Tech II, Physical Plant  
**Zachary Morse**, Custodian II, Physical Plant  
**Patrick Moulton**, Maintenance Tech III, Physical Plant  
**David E. Muir**, Maintenance Supervisor, Physical Plant  
**Emily Neilsen**, Professional Advisor for First-Year Students

**James Nichols**, Head Athletic Trainer, SHAPE Facility

**Susan Nichols**, Assistant to the Dean of Academic Affairs, Academic Dean's Office  
**Sandra Noyes**, Staff Assistant, Humanities and Writing/Literature Departments

**Cecelia North**, Executive Assistant to the President  
**Tommy O'Connor**, Admissions Counselor

**Ron Osbourne**, Manager, Bookstore  
**Rhonda Osgood**, Staff Assistant, External Degree Program  
**Michael Palagonia**, Director, Public Safety  
**Lauren Philie**, Director of Development and Alumni Relations  
**Josh Reed**, Graduate Assistant, Athletics and Recreation, SHAPE Facility

**Dennis Richards**, Custodian III, Physical Plant  
**Patrick Rogers**, Associate Director of Admissions, Admissions  
**Deneen Russell**, Accounts Receivable Supervisor, Student Financial Services  
**Vicky Sanborn**, Staff Assistant, Behavioral Sciences and Education Departments  
**Richard Simmons**, Learning Specialist, Academic Support Services  
**Earl Smith**, Security Officer, Public Safety

**Miles Smith** Assistant Athletic Director & Head Men's Basketball Coach, SHAPE Facility  
**Jeff Snyder**, Graduate Assistant, Athletics & Recreation, SHAPE Facility

**Elizabeth Spier**, Program Assistant, Conference and Events Programming

**Dorothy Spoerl**, Asst. Chief Technology Officer, Information Technology Services  
**Dannielle Spring**, Director of Conference & Events Programming  
**Clyde Stats**, Assistant Director and EDP Advisor, Academic Support Services  
**Jennifer Stefanski**, Coordinator, First-Year Support

**Michelle Stemper**, Assistant Athletic Trainer, SHAPE Facility  
**Toby Stewart**, Controller, Student Financial Services  
**Krista Swahn**, Director of Student Activities and Community Services

**Ted Thorndike**, College Counselor, Counseling Center

**Jamey Ventura**, Director of Athletics and Recreation, SHAPE Facility

**Andrea Wadlington**, Accounting Specialist III, Student Financial Services

**Beth Walsh**, Coordinator of Career Development, Career & Internship Center

**Margaret Warden**, Director of First-Year Experience, First-Year Experience Office

**Melissa Weinstein**, Web and Digital Communications Manager, Communications Department

**Michele Whitmore**, Associate Dean of Students, Dean of Students & Residence Life

**Deborah Whitney**, Custodial/Housekeeping Supervisor, Physical Plant

**Krystal Woodward**, Athletics Office Assistant, SHAPE Facility

## 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](mailto:cihe@neasc.org)