

Sterling College

Working Hands. Working Minds.

COMMUNITY GUIDEBOOK

CONTENTS

OUR ROLE IN THE WORLD	3
WHO WE ARE & WHAT WE BELIEVE	3
THE STERLING MODEL	3
STERLING COLLEGE COMMITMENT TO EQUITY	5
ACADEMIC CALENDAR	5
COMMUNITY	7
A SENSE OF PLACE	7
COMMUNITY POLICIES	8
DRUG AND ALCOHOL POLICY	8
STERLING COLLEGE MANDATORY REPORTING POLICY	10
PETS	11
BREAK POLICY	12
ACADEMIC POLICIES	13
COURSE PROPOSAL PROCESS	18
TABLING AND EVENTS	19
WORK POLICIES	22
COMMUNITY ACCOUNTABILITY	27
WELLNESS	28
CAMPUS SECURITY INFORMATION	31
DISCRIMINATION, HARASSMENT, AND SEXUAL ASSAULT	32
SEXUAL ASSAULT	34
STUDENT LIFE	35
STUDENT ACCOUNTS	37
TEACHING AT STERLING COLLEGE	40
LIBRARY	47
COMPUTERS	49
STUDENT RECORDS	51
THE COLLEGE AND ITS PEOPLE	53
FACILITIES AND HOURS OF OPERATION	55
STERLING'S A-Z LIST	56

OUR ROLE IN THE WORLD

The mission of Sterling College is strongly linked to the critical environmental challenges facing humanity in the 21st century. Our vision of the future, detailed in this plan, is to strengthen the capacity of the College to prepare graduates who will commit themselves to environmental stewardship.

To accomplish this purpose the Sterling curriculum equips graduates with the knowledge and the applied skills necessary at this particular crossroad in history. The long-term protection of the planet's food system, water, air, soil, and climate is critical and informs the Sterling College educational model and emphases in Ecology, Environmental Humanities, Outdoor Education, and Sustainable Agriculture.

For more than 30 years this small college in Vermont has looked at the liberal arts through the lens of ecology and sought to shed light on the value of conservation:

“At the core of all Sterling programs is the concern for the relationship between man [sic] and his [sic] environment. No more critical issue faces society today and it has become very clear that neither the narrow technician nor the uninformed idealist can reach a solution alone. Sterling provides a comprehensive bridge between thought and deed as its students confront questions that affect the future of us all.”

—Sterling College publication, 1978

We remain as committed to this purpose now as we were then. Our graduates are vital to the development of a just and sustained approach to supporting the resilience of the natural world around us.

WHO WE ARE & WHAT WE BELIEVE

Founded in 1958 in Craftsbury Common, Vermont, U.S.A., Sterling College is a baccalaureate degree-granting, non-sectarian, co-educational, residential institution of higher learning. Sterling is accredited by the New England Association of Schools and Colleges.

Motto:

Working Hands. Working Minds.

Mission Statement:

The Sterling College community combines structured academic study with experiential challenges and plain hard work to build responsible problem solvers who become stewards of the environment as they pursue productive lives.

Vision Statement:

Sterling will remain a small college but one that speaks with a big voice. Consistent with its historic values, the College will embark upon a strategic path to become a global leader in the promotion of a unique educational model that prepares students to become environmental stewards.

To meet this vision, Sterling embraces its rural location as one of its defining characteristics and strives to foster a community in which people of all backgrounds and identities feel at home, where differences are embraced and individuals take responsibility for furthering the dignity of all.

THE STERLING MODEL

The Sterling College educational model of study, work, and community represents a challenging and overlapping set of theory-based and applied learning experiences. The individual components of our educational model are often formally recognized as our curriculum or program, but the program is understood to also include the informal co-curricular and

integrative learning experiences of students who participate in a broad range of daily activities that contribute to their education.

A Sterling education is fundamentally experiential and place-based in character, with the world as the primary classroom, laboratory, and research setting. Whether offered in a room on campus, at the State House, on a mountainside on the other side of the continent, classes foster deep inquiry and close relationships between faculty and students. With shared educational outcomes and experiences across our disciplines, the College uses the liberal arts to strengthen our understanding of the natural world (*Ecology*), interpret the human experience with the natural world (*Environmental Humanities*), understand human adaptation of the natural world (*Sustainable Agriculture*), and prepare ourselves and others for experience in and with the natural world (*Outdoor Education*).

Among the most valued elements of a Sterling College education is the 50-year tradition of *Expedition* and *Bounder*, including a four day and night winter wilderness trek. Sterling also links academic growth and skill building to daily work responsibilities, encouraging reflection on the relationship of the individual to the community, thereby strengthening the interpersonal skills necessary for effective and shared stewardship of the environment.

Competencies:

A Sterling College education builds the competency of its graduates to:

1. Live satisfying and productive lives as environmental stewards.
2. Understand the ecology of the natural world.
3. Understand historical and global cultural contexts of social dynamics.
4. Practice both critical and systems thinking.
5. Collect, evaluate, and use information.
6. Apply theories and concepts to practical situations.
7. Communicate accurately and effectively in writing and in speech.
8. Work effectively independently and in collaboration with others.
9. Demonstrate resilience when facing challenges
10. Practice leadership and participate intentionally in communities.
11. Develop and appreciate creativity in expression, work, and problem-solving.
12. Cultivate curiosity and actively pursue life-long learning.

Academics:

The academic curriculum is based on a combination of core courses and elective choices. All students follow an interdisciplinary path toward a Bachelor of Arts degree through which they develop an increasingly focused concentration that culminates in an individually designed research project. Students may select from the majors offered by the College or, as is often the case, develop a self-designed major in conjunction with the faculty.

Community:

Among the most powerful examples of experiential learning is living in community. Together we care for our campus and provide for the College's needs with the understanding that by working collectively we sustain our community and provide a compelling learning experience. The shared commitment to environmental stewardship among students, faculty, and staff engenders a sense of belonging from the start. This bond also provides a sense of daily purpose in our studies and work, as well as in how individuals relate.

Work:

Sterling is one of only seven federally recognized Work Colleges in the United States and also one of a small number of liberal arts colleges that require students to complete an off-campus internship. Regardless of financial need all students participate in the Work Program on-campus and also support nearby communities with service.

Through work experiences, students gain insight into group dynamics, the needs of a community, and the use of finite resources. At Sterling, the community depends on the work of students, and the campus is a laboratory for gaining insight into the role of the individual in the health and welfare of the community.

STERLING COLLEGE COMMITMENT TO EQUITY

We believe that all people deserve to be treated with respect and dignity, and that our community is strengthened through diversity.

Sterling College is committed to creating and maintaining a community which:

- Is free from racism, sexism, homophobia, and other prejudices
- Is free from the weight of hate, discrimination and fear
- Promotes and fosters physical and emotional safety
- Fosters civil and respectful dialogue

ACADEMIC CALENDAR

The Sterling College calendar is a unique integration of intensives, long blocks, and summer sessions. The academic calendar is developed by the Calendar Committee in consultation with the faculty approximately 1-2 years in advance.

The College observes the following holidays:

- New Year's Eve
- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving & Friday after Thanksgiving
- Christmas Eve
- Christmas Day

FALL SEMESTER 2015

Thursday	August 27	Faculty retreat
Friday	August 28	All-Employee Meeting
Sunday	August 30	Students arrive
Monday	August 31	Start of Fall Intensive
Monday	September 7	No classes (Labor Day)
Friday	September 11	Last day of Fall Intensive
Monday	September 14	Start of Fall Long Block Semester
Monday-Thurs.	Sept. 14 - 17	Community Days
Friday	September 18	Long Block classes begin
Friday	September 25	Long Block add/drop deadline
Friday-Sunday	Oct. 2 - 4	Sterling Days (Open House, Alumni, and Family Weekend)
Friday	October 16	School Holiday (No classes)
Tuesday	October 20	All-College Work Day
Wednesday	November 11	Veterans Day (No classes)
Wednesday	November 25	Residences close at noon for Thanksgiving
Weds. - Sun.	Nov. 25 - 29	Thanksgiving holiday—no classes
Sunday	November 29	Students taking Bounder must be on campus
Mon. - Tues.	Nov. 30 - Dec. 1	Bounder Overnight
Wednesday	December 2	Classes resume for everyone
Monday	December 7	Classes follow Wednesday schedule
Weds. - Thurs.	Dec. 9 - 10	Exam Days

Thursday	December 10	Fall Long Block Ends
Sat. - Weds.	Dec. 12 - 16	Winter Expedition & Debrief

SPRING SEMESTER 2016

Monday	18-Jan	Martin Luther King Jr. Day
Thursday	21-Jan	Faculty Retreat
Sunday	24-Jan	Registration & Residences Open
Monday	25-Jan	Spring Semester begins: Start of Winter Intensive
Friday	5-Feb	Winter Intensive ends
Mon. - Weds.	Feb. 8 - 10	Community Days
Thursday	11-Feb	Long Block Classes begin (Follow Monday schedule)
Tuesday	1-Mar	Town Meeting Day (no classes)
Sat. - Sun.	March 12 - 20	Spring Break (no classes)
Saturday	12-Mar	Residences close at noon.
Sunday	20-Mar	Residences open at noon.
Monday	21-Mar	Classes resume
Sun. - Weds.	April 10 - 13	NEASC campus visit
Monday	18-Apr	School holiday (no classes)
Thursday	28-Apr	Wood & Art Show
Friday	29-Apr	All-College Work Day
Tuesday	3-May	Last Day of Classes
Weds. - Thurs.	May 4 - 5	Study & Exam Days
Saturday	7-May	Commencement
Sunday	8-May	Residences close at noon (non-graduating students)
Monday	9-May	Residences close at noon (for graduating students)

SUMMER SEMESTER 2016

Monday	May 30	Memorial Day
Tuesday	May 31	Summer Session I begins (Registration 9 am - noon)
Friday	June 10	Summer Session I ends
Saturday	June 11	Residences close at noon
Monday	June 13	Summer Session II begins (Registration 9 am - noon)
Friday	June 24	Summer Session II ends
Saturday	June 25	Residences close at noon
Monday	June 27	Summer Session III begins (Registration 9 am - noon)
Monday	July 4	Independence Day (no classes)
Friday	July 8	Summer Session III ends
Saturday	July 9	Residences close at noon
Monday	July 11	Summer Session IV begins (Registration 9 am - noon)
Friday	July 22	Summer Session IV ends
Saturday	July 23	Residences close at noon

COMMUNITY

Among the most powerful examples of experiential learning is living in community. Together we care for our campus and each other. We provide for the College's collective needs with the expectation that through the intentional expression of our values we sustain our community and provide a compelling learning experience. The shared commitment to environmental stewardship among students, faculty, and staff engenders for a sense of belonging from the start. This bond also provides a sense of daily purpose in our studies, work, and in how individuals relate.

Community Meeting

Community Meeting is a weekly opportunity to come together, face-to-face, to share announcements, discuss community issues and concerns, and demonstrate our appreciation for each other. All members of the Sterling community are encouraged to attend.

All-College Meeting

The President or Deans will call All-College Meetings as needed. Attendance at these meetings is required. Whenever possible, the community will be notified in advance of the issues to be discussed. Any community member who feels that an All-College Meeting is needed should speak to the President or a Dean.

Community Council

Community Council is a regular opportunity to engage in conversations around the state of the College and our strategic plan. All members of the College may join Community Council, and there is a core group of students, administrators, and advisors who have committed to the concepts of restorative justice and community accountability. Additionally, Community Council will convene when it is determined that deeper conversations around community behavior guidelines are necessary.

A SENSE OF PLACE

Every member of the Sterling College community is actually part of two communities: the Sterling community and the village of Craftsbury Common. Each of these communities makes special demands on the everyday lives of its members, demands that require a change in lifestyle for many of us.

Residents of Craftsbury Common and the Northeast Kingdom contribute a wealth of knowledge and experience to the Sterling curriculum. Our neighbors deserve respect and consideration. This requires an adjustment to quiet country ways, which may be quite a new experience for some of you. The first impressions we make as individuals may determine someone's attitude about the College for years to come. Our actions determine whether Sterling is a welcome and vital part of our region or a nuisance.

For Sterling College itself, the important objective is learning—academic, practical, personal, and interpersonal. Our programs are by design intensive, demanding, and may involve risk or danger. Each individual needs to be in full control of mental and physical faculties at all times. We have a great deal to accomplish every day, and we want to keep ourselves focused on the tasks at hand.

Our program requires commitment and self-discipline. We feel that community support for an individual in trouble is very important and can help change a life for the better. At the same time, an individual who is not committed to Sterling's goals, who continually saps energy from more constructive activity, may find that they are more productive in a program better designed for her or his needs.

We all hope, of course, that the year will run smoothly. We hope each individual will recognize the compromises that must be made to live as part of a larger community and will honor her or his commitment to that community. It is important, however, to define our community standards well in advance to prevent misunderstanding in case something goes wrong. If a policy or guideline seems unclear or unfair to you, please ask now.

A Sense of Place (ASOP) serves as an opportunity to identify students who may need increased learning and community support. It is imperative that all Learning Support staff and advisors to new students be actively engaged in A Sense of Place.

All students receiving a C- or lower for ASOP will be placed on Academic Review immediately following Intensive. Student will meet with their advisor weekly to mid-term to review progress, celebrate successes, and adjust supports.

Student's support team will communicate regularly to provide advisor with attendance and performance information. An accurate Attendance and Advising form, updated by all faculty and work program supervisors, will be key.

If progress is negligible at mid-semester, and student remains on academic review,

- student may be asked to withdraw from the college immediately, or at the end of the semester.
- student may be invited to return the next semester, with an enhanced learning plan and community accountability plan (may include commitment to address mental health concerns) (will work with advisor and Deans to formulate plans)
- student may be asked to successfully complete a semester at another accredited college or university before returning to Sterling.

COMMUNITY POLICIES

Community Behavioral Guidelines

Each student at Sterling deserves to have a positive learning experience. We consider two guidelines to be critical to our functioning as an educational community. Students who do not abide by these guidelines will experience consequences that may include dismissal from the College.

1. Behavior that threatens the physical or mental health, security, privacy, property or learning experience of other members of the community will not be tolerated.
2. Students must abide by the drug and alcohol policy.

DRUG AND ALCOHOL POLICY

By enrolling in Sterling College, or by accepting employment, individuals agree to abide by college substance abuse standards and certify awareness of this policy.

Possession, use, or distribution of illegal drugs (including alcohol for those less than 21 years of age) is prohibited on the Sterling College campus. This policy includes being under the influence of such substances while on campus or participating in college-sponsored activities (such as classes, meetings, presentations, social events, etc.). Abuse of legal substances (including alcohol for those 21 years and older) which results in destructive behaviors will be addressed by the Dean of Community as a violation of the first guideline for Community Behavior. Supplying underage drinkers with alcohol is considered a serious offense by the State of Vermont and by Sterling College.

Sterling faculty and staff do not consider themselves to be police. It is important for faculty and staff to feel comfortable greeting students anywhere on campus, without fear of being confronted by policy violations. If substance abuse violations are found, we will proceed with the Sterling College Accountability Procedures.

Sterling College faculty and staff reserve the right to excuse students from class or other college-sponsored activities who appear, or may appear, to be under the influence of drugs or alcohol. Further discussion will take place between the student and faculty/staff member and may involve the Dean of Community.

At Sterling there are two alternatives for addressing drug and alcohol problems. The first is health and counseling services for those who voluntarily seek help with a substance abuse problem. The second is disciplinary action for students found to be in violation of the College drug and alcohol policy.

Effects of Alcohol Abuse

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increases the incidence of a variety of aggressive acts. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central

nervous system, much lower doses of alcohol will produce the effects just described, including death.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol use is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Longterm consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

1. What Happens to Your Body When You Get Alcohol Poisoning?

Alcohol depresses nerves that control involuntary actions such as breathing and the gag reflex (which prevents choking). A fatal dose of alcohol will eventually stop these functions.

It is common for someone who drank excessive alcohol to vomit since alcohol is an irritant to the stomach. There is then the danger of choking on vomit, which could cause death by asphyxiation in a person who is not conscious because of intoxication.

You should also know that a person's blood alcohol concentration (BAC) can continue to rise even while he or she is passed out. Even after a person stops drinking, alcohol in the stomach and intestine continues to enter the bloodstream and circulate throughout the body. It is dangerous to assume the person will be fine by sleeping it off.

2. Critical Signs and Symptoms of Alcohol Poisoning

- Mental confusion, stupor, coma, or person cannot be roused.
- Vomiting.
- Seizures.
- Slow breathing (fewer than eight breaths per minute).
- Irregular breathing (10 seconds or more between breaths).
- Hypothermia (low body temperature), bluish skin color, paleness.

3. What Should I Do If I Suspect Someone Has Alcohol Poisoning?

- Know the danger signals.
- Do not wait for all symptoms to be present.
- Be aware that a person who has passed out may die.
- If there is any suspicion of an alcohol overdose, call 911 for help. Don't try to guess the level of drunkenness.

4. What Can Happen to Someone With Alcohol Poisoning That Goes Untreated?

- Victim chokes on his or her own vomit.
- Breathing slows, becomes irregular, or stops.
- Heart beats irregularly or stops.
- Hypothermia (low body temperature).
- Hypoglycemia (too little blood sugar) leads to seizures.
- Untreated severe dehydration from vomiting can cause seizures, permanent brain damage, or death.

Even if the victim lives, an alcohol overdose can lead to irreversible brain damage. Rapid binge drinking (which often happens on a bet or a dare) is especially dangerous because the victim can ingest a fatal dose before becoming unconscious.

Don't be afraid to seek medical help for a friend who has had too much to drink. Don't worry that your friend may become angry or embarrassed-remember, you cared enough to help. Always be safe, not sorry.

<http://www.collegedrinkingprevention.gov/otheralcoholinformation/factsaboutalcoholpoisoning.aspx>

Employee Responsibilities

If any employee is aware of an infraction of the drug and alcohol policy, the employee should confront the student and ask him or her to report the incident to the Dean of Community. If the student does not follow through, the employee should report the incident to the Dean of Community.

STERLING COLLEGE MANDATORY REPORTING POLICY

Title IX Reporting:

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. All faculty, employees, and students in supervisory positions are expected to report acts of sexual and gender discrimination - including sexual violence and harassment - involving any member(s) of the campus community, guests, or visitors to the Title IX Coordinator(s) without delay.

Sterling College Title IX Coordinators:

Anne Morse, x144, amorse@sterlingcollege.edu

Michael Heffernan, x106, mheffernan@sterlingcollege.edu

Clery Act Reporting:

The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. Under the Clery Act, all faculty, staff, and students in supervisory positions are expected to report to the Dean of Community a broad range of serious crimes, including the following:

Murder and Non-Negligent Manslaughter: The willful killing of one human being by another.

Negligent Manslaughter: The killing of another person through gross negligence.

Robbery: the taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and / or by putting the victim in fear.

Aggravated Assault: An unlawful attack of one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault is usually accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in serious personal injury if the crime were successfully completed.)

Burglary: the unlawful entry of a structure to commit a felony or a theft. For reporting purposes, this definition includes: unlawful entry with intent to commit a larceny or felony; breaking and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the aforementioned.

Motor Vehicle Theft: The theft or attempted theft of a motor vehicle.

Arson: Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Arrests for Weapons Law Violations: The violation of laws or ordinances dealing with weapon offenses, regulatory in nature, such as: manufacture, sale, or possession of deadly weapons; carrying deadly weapons, concealed or openly; furnishing deadly weapons to minors; and all attempts to commit any of the aforementioned.

Arrests for Drug Abuse Violations: Violations of State and local laws relating to the unlawful possession, sale, use, growing, manufacturing, and making of narcotic drugs. the relevant substances include: opium or cocaine and their derivatives (morphine, codeine, heroin); marijuana; synthetic narcotics (Demerol, methadones); and dangerous nonnarcotic drugs (barbituates, Benzedrine).

Arrests for Liquor Law Violations: the violation of laws or ordinances prohibiting: the manufacture, sale, transporting, furnishing, possessing of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating a still; furnishing liquor to a minor or intemperate person; using a vehicle for illegal transportation of liquor; drinking on a train or public conveyance; and all attempts to commit any of the aforementioned. (Drunkenness and driving under the influence are not included in this definition.)

Hate Crimes: A criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin, gender presentation, or sexual orientation.

Sex Offenses: Any sexual act directed against another person, forcibly and / or against that person's will; or not forcibly or against the person's will where the person is incapable of giving consent.

PETS

Pets are not allowed in classrooms, on-campus housing, College-owned vehicles, or at College-sponsored events. Service Animals and Assistance Animals are permitted on a case-by-case basis. Contact the Dean of Community to learn about accommodations for Service and Assistance Animals (*see Service Animals and Assistance Animals*).

Service Animals and Assistance Animals

Sterling College recognizes that Service Animals and Assistance Animals can play an important role in facilitating the independence and successful college experience of some individuals with certain types of disabilities. Service Animals and Assistance Animals that meet the criteria described below will be exempt from the pet provision above.

The health and safety of Sterling College students, faculty, staff, and the Service Animal or Assistance Animal is an important concern. College community members who have questions about the presence of Service Animals or Assistance Animals on campus should direct those questions to the Dean of Community.

Service Animals

A Service Animal is defined under the Americans with Disabilities Act (ADA) as any dog (or in some cases, a miniature horse) that is individually trained to do work or perform tasks for the benefit of an individual with a disability. The work or task must be directly related to the person's disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of this definition (see "Assistance Animals," below). Service Animals in training who are with a member of the College community who has a disability, and with whom the animal will be working as a Service Animal, are provided the same rights as Service Animals under this policy.

Students with Service Animals are permitted generally to bring their Service Animals in all areas of a place of public accommodation, such as classrooms, residence halls (including the private residence assigned to the student), activities and events, and dining facilities. However, Service Animals are not permitted if they pose a direct threat to health or safety, if their presence constitutes a fundamental alteration to the nature of a program or service, if they cannot effectively be controlled, or if they are not housebroken.

Students planning to bring a Service Animal to campus must work closely with the Dean of Community, *before* arriving on campus. Students intending to keep a Service Animal in a residence hall must submit a request to the Dean of Community at least 30 days in advance. The Dean of Community may ask the student if the animal is required because of a disability, and what work or task the animal has been trained to perform, but will not ask about the nature of the student's disability for this purpose. The Dean of Community will not require documentation about the training of the Service Animal.

Students are encouraged to provide identification (harness, backpack) that the animal is a Service Animal so that others are aware it is a working animal.

See below for a description of the student's responsibilities and the reasons for removal of Service Animals.

Assistance Animals

An Assistance Animal provides emotional support, comfort, companionship or therapeutic benefits. A person qualifies for reasonable accommodation involving an Assistance Animal under the Fair Housing Act if:

(1) The person has a documented disability; (2) the animal is necessary to afford the person with a disability an equal opportunity to use and enjoy the residence halls; and (3) there is an identifiable relationship between the disability and the assistance the animal provides.

Assistance Animals are allowed generally within designated residence halls, but not in other College buildings or college vehicles. The College will not, however, permit Assistance Animals in residence halls if they pose a direct threat to the health or safety of others; would cause substantial physical damage to the property of others; would pose an undue financial and administrative burden; or would fundamentally alter the nature of the College's operations.

Students planning to bring an Assistance Animal to campus must obtain approval from the Dean of Community by

submitting a request at least 30 days in advance of arriving on campus. The Dean of Community will ask the student about the student's disability and will ask for annual documentation from a physician, psychiatrist or other mental health professional that the animal provides support that alleviates symptoms of the disability.

See below for a description of the student's responsibilities and the reasons for removal of Assistance Animals.

Requirements of Service Animals, Assistance Animals and their owners include:

- The owner of the animal must be in full control of the animal at all times.
- Animals must be licensed in accordance with local regulations and, if appropriate, must wear a valid vaccination tag.
- Animals must wear identification at all times.
- Animals must be in good health. Any service/assistance animals occupying college housing must have an annual clean bill of health from a licensed veterinarian.
- Service Animals should wear some type of easily recognized identification symbol (i.e., harness, backpack).
- Students will provide documentation of the continuing need for the assistance animal on an annual basis.
- The owner is responsible for appropriate waste clean-up and overall cleanliness of the animal.
- The owner is responsible for the appropriate management of his or her animal in all College facilities. Disruptive and/or aggressive behavior on the part of the animal may result in the owner being asked to remove the animal from College facilities.
- The owner is responsible for any property damage or personal injury caused by the animal, or pest control (i.e. flea treatment) required because of the animal.

Etiquette with Service Animals and Assistance Animals

- Do not pet a Service Animal or Assistance Animal without permission of the owner; petting a Service Animal when the animal is working distracts the animal from the task at hand. Service dogs typically wear a leather harness, scarf or sign to indicate they are working animals.
- Do not feed a Service Animal or Assistance Animal. The animal may have specific dietary requirements.
- Do not deliberately startle a Service Animal or Assistance Animal.
- Do not separate or attempt to separate an owner from her or his Service Animal or Assistance Animal.
- Allow a service animal to accompany the owner at all times and everywhere on campus except where service animals are specifically prohibited. Assistance animals are not afforded this right, and may only be present in the student's housing if approved by the Dean of Community.

BREAK POLICY:

All students are expected to leave campus during scheduled breaks. If a student needs to stay on campus during a break, they will petition the Dean of Community before the posted deadline. Students on Work Review or Community Review are not eligible to stay on campus during breaks. All students staying on campus during the break will sign a break agreement with the Dean of Community and follow the guidelines outlined in this agreement. If a student chooses not to abide by the agreement, they will be charged for the room and will not be permitted to stay on campus during future breaks.

All students on campus during a break will work 15 hours a week, in exchange for their room (does not include Community Advisors or students with a monthly lease agreement). The Work Program office will assign jobs based on skill, experience, and the needs of the community.

In the event there is a position requiring specialized training that is not filled by students who have petitioned to stay on campus, the Work Program office may hire a qualified student into this position. This student will be paid for their work in this role, and if they wish to stay on campus, will work an additional 15 hours a week in exchange for their room.

Leaving Campus During Breaks

If a student chooses to leave campus for a length of time that will affect their ability to complete the required 15 weekly hours of work, or if a student is taking a vacation during a longer break, they must notify their supervisor and return their room key to the Dean of Community. The student may be required to remove their belongings from their room.

ACADEMIC POLICIES

Enrollment in Courses

Time of Enrollment: Returning students enroll in fall semester courses prior to their arrival on campus. Most newly enrolled students take part in a two-week fall intensive course titled “A Sense of Place” in September. At this time new students will be able to review elective course choices and make selections for the remainder of the fall semester. During the add/drop period of each semester, with the approval of their advisor and course faculty, students may, in most cases, alter their course selection. Add/drop forms are available from advisors. Completed forms must be submitted to the Registrar. The add/drop period for long block courses and summer sessions is the first week of the semester. The add/drop period for campus-based intensive courses is the first two days. Throughout the add/drop period, the Registrar reserves the right to change each student’s schedule. Also, please note that any faculty member reserves the right to refuse enrollment after the first week of classes in the long block semester.

Late Enrollment: Students may petition the Dean of the College to enroll in a course after the add/drop period with permission of the instructor. If the schedule, the size of existing classes, and the nature of the material already covered permit, the request may be granted.

Withdrawal from Courses: A student may withdraw from any course by filling out an add/drop form available from his/her advisor or on the Sterling College website. The course instructor as well as the advisor must sign this form, and the effective withdrawal date will be the date on which the Registrar receives the form. If a student withdraws during the add/drop period, the course will not be included on the permanent transcript. Thereafter, the course will be listed on the permanent transcript with a grade of W. A class dropped before midpoint of any semester will not count toward the annual credit limit attempted. After this time, a dropped class will count toward that limit, and receive a grade of F, which will count toward the Q.P.A.

Cancellation of Courses: The Dean of the College reserves the right to cancel classes due to insufficient enrollment or other unforeseen circumstances.

Auditing Courses: Matriculated students may audit courses with the permission of the course faculty. Non-matriculated students may audit with permission of the Dean of the College at a reduced cost per credit hour. Auditing entitles a student to attend all class meetings. An audited course will appear on the transcript but will not receive a grade or credit.

Part-time Students: Nonresidential students may enroll part-time in selected courses with permission of the Dean of the College. Due to limits in class size, enrollment in some courses may require permission of the instructor. Please see Sterling College Tuition and Fees for associated costs.

Repeating Courses: Students may petition the Dean of the College in writing for permission to repeat a course or courses for up to 30 semester hours of credit toward the B.A. degree. Students should specify which course(s) they wish to repeat and explain the benefits to be derived from repeating them. In any course repeated, the second grade will be included in the Q.P.A. and it will be noted that the course has been repeated. To take a course a third time a petition must be submitted to the Dean of the College two weeks prior to the start of the semester of enrollment. The first grades will remain on the transcript, but will not be included in the Q.P.A. In no case will credit be awarded more than once for a given course. Students will pay full tuition costs for any repeated course(s).

Incompletes: A student may apply for a temporary incomplete when extenuating circumstances prevent completion of course requirements by the last day of final exams. Extenuating circumstances are factors beyond a person’s control, such as death of a loved one, serious illness, or a family crisis. An incomplete may be granted if such factors prevent a student from completing required coursework. A proposal for incomplete status must be submitted to the course instructor by the last day of the semester. It should include an explanation of the extenuating circumstances and present a timeline for when unfinished work is to be completed. Documentation of the extenuating circumstance, such as a note from a physician or counselor, must be submitted along with the proposal.

Generally, all incomplete work should be completed by the end of the next semester. On rare occasions, an instructor may recommend taking two semesters to finish incomplete work, such as when a student misses Winter Expedition for health reasons and plans to finish Boulder I requirements by participating the following year.

If the instructor approves a proposal for an incomplete, she or he will complete a form to be filed with the Registrar. This form includes the student's current grade in the course. If the student fails to complete required work according to the proposed timeline, the incomplete will be changed to the current grade.

Evaluation of Student Performance

Course faculty are responsible for evaluating student work and coming up with final grades of both effort (E, S, U) and achievement (A-F) as well as writing comments on each student's performance. Grades should follow the guidelines below. Faculty should be certain to include the basis they use for determining grades in the course syllabi and outlines they hand out to students at the start of each class; that is, students should know the criteria, which will be used to determine their grades from the start of the course. Faculty are encouraged to use course and assignment-specific rubrics to aid in this process. Every effort should be made to apply criteria fairly to each student's work. Late work will be downgraded unless excused, as explained in the Student Handbook.

Evaluation for college credit in all courses is on the basis of an A through F grading system. The exceptions to this are HM 050, SS105, and SS110, which are evaluated on a Pass/Fail (P/F) basis.

A student who, because of extenuating circumstances such as extended sickness or injury, is unable to attend required course meetings presenting material that cannot be made up at other times will receive a permanent incomplete for that course. No credit is granted in such cases. A report of grades is given to each student at the end of each semester. Sterling College uses a weighted grade point average system (quality point average) calculated according to the following formula:

Quality Point Average = Total Quality Points/number of credits attempted.

Quality points are determined by multiplying the numerical grade values listed below by the number of credits attempted in each course where a grade was earned.

A = 4.0

A- = 3.75

B+ = 3.25

B or P = 3.0

B- = 2.75

C+ = 2.25

C = 2.0

C- = 1.75

D+ = 1.25

D = 1.0

D- = .75

F = 0

Incompletes that remain incomplete will be treated as Fs but are subject to appeal. Permanent incompletes (PI) are not included in the QPA calculation. Ws are excluded from QPA calculations.

Credits approved for transfer from other institutions for newly enrolled students are not included in QPA.

Effort Grades

Participation in all courses is evaluated on an Excellent (E), Satisfactory (S), or Unsatisfactory (U) basis. The following criteria are considered:

Attendance at and positive participation in scheduled meetings of a course is expected. Positive participation may be evaluated differently for different students due to variation in individual abilities, talents, and previous training, but all students are expected to demonstrate a willing attitude to take part in and contribute to class activities and to perform to the best of their abilities. Students must complete all assignments. Adequate preparation outside of class is also necessary. This includes completion of assigned readings and maintenance of personal and crew equipment.

It is expected that a student doing below-average college level work will make individual contact with the faculty as part of an effort to improve. If a student is having problems with the course and does not see the faculty member in charge, participation is considered unsatisfactory.

Progress Reports and Attendance

Faculty submit mid-semester letter grades to the Registrar for first year students and only effort and grades below a 'C' for all other students. Students are also provided with written feedback at midterm and at the end of each course. Faculty are required to maintain accurate attendance records, and class attendance should be submitted each week using the College online advising and attendance form.

Instructor Feedback

Participation in all courses is evaluated via midterm or end-of-term narrative feedback. The following criteria are considered:

- Attendance at and positive participation in scheduled meetings of a course is expected. Positive participation may be evaluated differently for different students due to variation in individual abilities, talents, and previous training, but all students are expected to demonstrate a willing attitude to take part in and contribute to class activities and to perform to the best of their abilities. Students must complete all assignments. Adequate preparation outside of class is also necessary. This includes completion of assigned readings and maintenance of personal and group resources and equipment.
- It is expected that a student doing below-average college level work will make individual contact with the faculty as part of an effort to improve. If you are having problems with a course and do not see the faculty member in charge, your participation is unsatisfactory.
- Students receive narrative feedback and grades, at the middle and end of each semester with their participation in each course noted. Students are encouraged to meet with their advisors at the beginning of each semester to discuss progress and objectives for the upcoming semester.

Satisfactory Academic Progress

The standard of Satisfactory Academic Progress is established to encourage students to perform adequately in their coursework. It defines the steps by which a student progresses toward the final degree.

- To earn second-year status, a student must have earned 27 credits with a Q.P.A. of 1.7
- To earn third-year status, a student must have earned 60 credits with a Q.P.A. of 2.0
- To earn fourth-year status, a student must have earned 90 credits with a Q.P.A. of 2.0.

Students may take up to six years of full-time enrollment (defined as at least 12 credits per semester and two or three semester per year) to earn a B.A. degree. Students working to remedy deficiencies, to meet a higher year's status may take Sterling courses on a part-time or full-time basis but will not be eligible for financial aid unless they are able to earn their degree within the stated maximum time frames. This means that candidates for the B.A. degree must achieve third year status no later than the end of their fourth year of full-time study.

Students unable to complete their degree requirements in four years may have the option to earn their degree by making up work after full-time enrollment at Sterling has ceased. For up to five years after completing their full-time enrollment at Sterling, students may earn a Sterling degree by transferring credits from other institutions or by returning to take additional part-time credits at Sterling. Generally, such students will not be eligible for financial aid. The Academic Dean must approve all such special arrangements.

Commencement

Sterling commencement ceremonies celebrate the achievement of students who have completed all of the requirements for the B.A. degree. Please direct any questions about the requirements to your Academic Advisor or to the Academic Dean.

Leave of Absence

Students who wish to interrupt their studies for a period not to exceed one calendar year may request a leave of absence. Students granted a leave of absence do not need to reapply to resume their studies at the College. The leave is not official until the Registrar and the Academic Dean approve the request.

To apply for a leave of absence the student must complete a Leave of Absence Form available from his or her advisor or on the College's website (<http://www.sterlingcollege.edu/intranet/faculty/advising-2/>). The Academic Dean and Registrar may request the student to submit additional information in writing. A leave may be requested for one or two regular consecutive semesters (Fall and Spring).

Exiting From the College

A student voluntarily exiting from the College during or at the end of a semester must do so formally and in writing by completing a Student Exit Notification Form available from a student's advisor or on the College's website (<http://www.sterlingcollege.edu/intranet/faculty/advising-2/>).

Academic Review

If a student demonstrates a need for support based on specific challenges with coursework or other academic aspects of their college experience and/or is making unsatisfactory progress toward a Sterling degree, s/he may be placed on Academic Review. Evidence of inadequate progress might include:

- QPA (Quality Point Average) of below 2.0 for a given semester
- Repeated absences from class
- Late or incomplete assignments
- Repeatedly missing appointments with an advisor or faculty member
- Failure to meet other course or academic expectations

Students who could benefit from additional support in one or more of these are given Academic Review status as a means to help support their work to achieve academic success. Depending upon specific circumstances, as a first step in helping to support students on review, they are encouraged or required to meet regularly with their advisors and develop a plan for academic success and for addressing challenges in specific classes. When progress improves, a student will be removed from probationary status by the Academic Dean.

More than one semester on Academic Review may result in a student's dismissal from the College.

Academic Honesty

Academic honesty is an essential standard in an educational institution. All students are expected to exhibit honesty in completing classroom and laboratory work. A student shall neither give nor receive unauthorized aid. Such unauthorized aid includes cooperation on quizzes, tests, work projects, or laboratory assignments unless such cooperation is specifically approved by the instructor. On regular homework assignments, students may advise and assist one another. However, a student shall neither copy another's work and represent it as his or her own nor fabricate data for laboratory or fieldwork. If you are unsure about specifics, please ask a faculty member.

Any materials taken from published sources must be specifically acknowledged. Plagiarism will not be tolerated. See "Plagiarism" below, for more information.

Violations of an academic honesty guideline will result in a penalty ranging from receiving no credit for that portion of the course to Academic Review to dismissal from Sterling. The penalty will be determined by the Academic Dean in consultation with the course faculty. The determination of the Dean may be appealed to the President.

Plagiarism

To represent another person's words or ideas as your own is called plagiarism and is a violation of the College's Policy on Academic Honesty. Whenever you write a research paper using direct quotes or paraphrased ideas from another source, you must always give credit where credit is due. In all circumstances ask yourself whether the concept or word you are using is wholly your own or taken from elsewhere. If borrowed or copied from any source, whether electronic, print, recorded, or spoken word, the original source must be acknowledged.

Styles for citing sources vary across academic disciplines. Scholars writing about literature or art history often fol-

low format recommendations of the Modern Languages Association (MLA), while social scientists and many natural scientists may follow those of the American Psychological Association (APA). Since the majors at Sterling College are predominantly social science and natural science based, all students are expected to learn APA guidelines and use them when appropriate. Faculty will alert students when an assignment requires a format other than APA. When in doubt, make sure you cite your sources (S) following recognized guidelines.

You must always cite the author in the following instances:

1. When using a word-for-word direct quote: "Stay the course" (Bush 19).
2. When citing a statistic or research finding that is not common knowledge. You do not have to reference the statement, "The earth revolves around the sun."
You do have to reference the statement, "Bears prefer fish to fowl" (Marsdel 109).
3. When paraphrasing someone else's idea (the wording is rephrased but the idea is the same).
He thought Charles DeGaulle looked like a startled Llama (Churchill 97).
4. When using someone else's key words or phrases. You must not only reference the words or phrases, but put them in quotations.
The economy is guided by the force of the "invisible hand" (Smith 177).

For more information on citation, please visit the Sterling College Brown Library webpage. (<http://www.sterlingcollege.edu/academics/library/>)

Responsible Conduct

The faculty is responsible for the safety and security of all participants in college programs; students who are unwilling or unable to comply with safety procedures create an unacceptable risk for the College. A student who fails to live up to specific written guidelines for college courses or activities may be barred from further participation in activities which involve the assumption of risks, including any student who may be under the influence of drugs or alcohol.

Class Attendance and Lateness

In order to accomplish what we need to during our brief and busy time together, we at Sterling take strict approach to class attendance and timeliness. Many of our courses build on skills which progress week by week, and missing one class in a sequence jeopardizes the rest of that course. Attendance at all scheduled course activities is expected of students. Students must see a physician/nurse for a medical excuse, if applicable. Students wishing an excused absence from a class for non-medical reasons should make arrangements in advance with the course faculty and the Academic Dean. If you must miss a class, please see the faculty member immediately to see if it is possible to make up the work. Make-up work is at the discretion of the faculty member; it may not always be possible to make up missed quizzes and exams. The Registrar keeps records of class attendance.

Students who do not arrive on time for a scheduled class should inform the faculty of the reason for their lateness. Late attendance may also affect a student's final grade. When classes are traveling in Sterling vehicles, the vehicles are expected to leave promptly and will not wait for late students.

Late Class Work

Students are expected to complete all assignments. All assigned papers and projects should be submitted on or before the due date. Late work will affect a student's final evaluations and grade and may cause a student to earn a failing grade in a course. Please remember that this policy is designed to assure that you do not get behind in your work. See the course instructor and your faculty advisor early if you are having problems.

Last Day of Classes

All course work, projects, and papers must be submitted to the appropriate faculty members preceding graduation (“see Commencement”). Work handed in after this deadline will not be considered for credit.

Making the Most of Your Studies

When you are faced with a challenging situation while pursuing your studies, pause for a moment and evaluate your options for support, because you are not alone. Here’s some advice from other students:

- First start by re-checking your course syllabus and any other materials given to you by your professor. It is important to evaluate what portion of the challenge can be addressed by you, the student
- If you still feel lost, you should approach your teacher at a mutually convenient time. Office hours are posted conspicuously. Faculty are usually very receptive to comments, suggestions, and requests for guidance or assistance, especially when they see students taking initiative and making an effort on their own part to solve problems
- You may wish to consult your peers, seek assistance from the College Learning Center, or talk with our Learning Support Coordinator.
- Remember your advisor—it is a good idea to check in with them regularly throughout the year. Your advisor is able to advocate for you and your success, and to help you find solutions.

COURSE PROPOSAL PROCESS

New Courses: Topics and Special Topics

New courses may be introduced into the curriculum either as 100- or 200-level Topics in HM/NS/SS/AS/INT (generally broader in scope and at an introductory level) or 300- or 400-level Special Topics HM/NS/SS/AS/INT (generally more specialized in focus and at an advanced level). Either can be proposed as a 2-credit or 3-credit course.

Topics and Special Topics Course proposals are due to the Dean of Academics by the middle of February prior to the academic year in which the course will be offered. For example, courses proposed for fall 2016, spring 2017, or summer 2017 would be proposed in the spring of 2016. (This provides adequate time for thorough review by Instructional Teams, Academic Council, and the Dean in advance of the budget-setting process.) In extraordinary circumstances, the Dean of Academics may request review of a ST/T course in a shortened timeframe. Reasons for this may be dramatic increased student enrollment or interest in a subject area, a developing partnership with an off-campus organization or individual, or a course related to ongoing campus projects.

A ST/T course proposal should consist of (at minimum):

- *course title,
- *discipline & level,
- *proposed number of credits,
- *semester,
- *faculty name(s),
- *course description,
- *outcomes/goals,
- *preliminary list of readings or other content,
- *preliminary list of assignments and projects,
- *preliminary schedule, and
- *budget.

Proposals should be discussed first in the appropriate instructional team, where the role of the proposed course within the major will be addressed, and subsequently submitted to the Dean, who will bring them to Academic Council for discussion and additional review prior to taking action. It is recommended that a faculty member attend the Academic Council meeting in which the course will be reviewed to help answer questions about the course and its fit in either a major area or Sterling’s curriculum overall.

If a Topics or Special Topics course has run successfully and with adequate enrollment for three or more times, then the teaching faculty may submit a written request to the Academic Council to consider removing the course's Special Topics or Topics designation and asking the Registrar to grant the course a unique number. In making its recommendation, the Academic Council will consider the fit of the course in the overall curriculum, its effect on the balance of disciplines and courses in particular curricular areas, and its role in the continuing development of specific majors or areas of study at the College.

New Courses: Full Courses

On rare occasion, new courses may be proposed to become fully part of the College curriculum immediately and have unique course numbers at their inception. The need for such courses can arise as the Sterling College curriculum grows, reflecting, for example, the addition and revision of majors, minors, and elective areas, the addition of faculty with specific expertise, or other programmatic changes. Proposals for such courses follow the same process as proposals for Topics and Special Topics courses (see above), and there must be a clear rationale as to why this course should bypass the standard process. A faculty member must attend the Academic Council meeting in which the course will be reviewed to help answer questions about the course and its fit in either a major area or Sterling's curriculum overall.

New Courses: Continuing Education

Proposed courses aimed predominantly toward an audience of non-enrolled students follow the same process as proposals for Topics and Special Topics courses (see above). Such courses are not required components of any major, and they are not designed to become fully part of curriculum.

Independent Study Policy

To go into effect September 2015:

- 1) Students may propose an independent study if they will have 45 or more credits before they undertake the study.
- 2) Approval process (for 2+ credit independent studies):
 - Students submit a proposal (approved by the independent study advisor) to the Dean by the deadline for course registration.
 - Proposal is sent to appropriate instructional team for review. (Instructional teams review the topic/title to see if there is overlap with existing classes, suggest other resources available for the student, or make recommendations—and then approve the proposal or not.
 - Vetted proposals go to Dean for final approval.
 - Students will know by semester's end whether independent study is approved or not.
- 3) The limit of 2+ credit independent studies per semester is 25 (spring & fall) and 20 (summer), determined by the Dean.
- 4) For 1-credit independent studies, students need 45 credits, but there is no cap. Students may propose 1-credit independent studies up to the first week of the long block.
- 5) No faculty member should feel obliged to advise more than 4 independent studies per semester.

TABLING AND EVENTS

STERLING COLLEGE ORGANIZATION TABLING PROCEDURE - 9/17/14

Mission Statement

The Sterling College community combines structured academic study with experiential challenges and plain hard work to build responsible problem solvers who become stewards of the environment as they pursue productive lives.

Vision Statement

Sterling is a small college, but one that speaks with a big voice. Consistent with its historic values, the College has embarked upon a strategic path to become a global leader in the promotion of a unique educational model that prepares students to become environmental stewards.

To meet this vision, Sterling embraces its rural location as one of its defining characteristics and strives to foster a community in which people of all backgrounds and identities feel at home, where differences are embraced and individuals take responsibility for furthering the dignity of all.

Sterling College welcomes outreach efforts and opportunities from community organizations.

Expectations:

- Organization must align with or contribute to the Sterling College mission and vision.
- Organization must support the welfare of the community.
- Organization may not promote hate or oppression of any kind.
- Organization may not sell wares or services on campuses.
- Organizations may not engage in aggressive outreach tactics.
- Organization may promote opportunities and events consistent with our mission and vision.
- Organization must submit an online application, addressing the following:
 - How does your organization contribute to the Sterling College mission and vision?
 - What is your intent for your presence on campus?
 - When do you hope to table at Sterling?
- Organizations may table at Sterling Monday-Friday, 11am-2pm only.
- Only one tabling event per week.
- Organization representatives may purchase lunch in the dining hall if they wish.
- Organization representatives may observe Community Meeting, but the meeting is not a forum for outside organizations.
- Sterling will provide a table and two chairs for each tabling event.

Procedure for outside applicants:

- Organization submits application by using this form: <https://sterling.wufoo.com/forms/tabling-request-form/>.
- Application is routed to President's office.
- President's office presents applications to Community Council.
- If application is time-sensitive, Community Council may convene a discussion outside of scheduled weekly meeting times.
- Community Council approves application; or Community Council denies application; or Community Council brings application to Community Meeting for community discussion.
- If application is approved, Community Council will designate one member to liaise with organization on the day of the tabling event.
- Community Council notifies President's office of decision and Community Council designee.
- President's office notifies organization of decision and arranges date and time for tabling event. Events calendar is updated if necessary.
- President's office notifies the Facilities department of the need for table and chairs for tabling event. Facilities department sets up and takes down table and chairs.

STERLING COLLEGE EVENTS PLANNING GUIDELINES

Hello! This is a quick, handy-dandy guide for setting up events on campus.

Events sure are great, aren't they? Be it a film, a contra dance, a lecture, or a performance, events on campus are a nice way to bring the outside world to our little corner of the Northeast Kingdom and enrich our community.

Here's how to get an event on campus:

FUNDING

Sometimes there's a cost for bringing people onto campus. If there is, here's how to get the funding secured:

Students: Students can petition to get the funding from Student Activities money. Students first need to fill out the Student Activities form (<https://docs.google.com/a/sterlingcollege.edu/forms/d/1ENxmhXXLUNXOCeMfgKe8mDTf7wvDxXl8v2HJeN-G8WA/viewform?formkey=dGIEZlhydUo4dmN2ckdrTIRuUGRST3c6MQ>). Discussion and decisions on the funding are made during the Student Activities meetings, which are currently every Thursday at lunchtime in the Common View Room on the 3rd floor of Kane.

Faculty and staff: Faculty and staff should check to see that their budgets can support the costs for the event. For faculty, this is out of the instructional team budget. You can reach out to Carol Dickson, Academic Dean, for more information. For staff, it is from departmental budgets.

Charging: if your event will be open to the public, you can charge for the event. You can have a suggested donation (as in, “Suggested donation of \$5”) or let people donate what they want (“donations gratefully accepted.”) Make sure, at the event, you either have someone at the door taking donations, or some sort of “tip jar.” It would also be good to have a cash box so you can break larger bills.

A cash box can be arranged through the Business Office. They ask for a one-week notice ahead of the event.

ROOM RESERVATION & SETUP

Got funding? Great! Here’s how to now get a room reserved, get things set up, and more:

- First: be planful. Events are fun and joyful, but not if everyone’s scrambling at the last minute to get things done. Try to give yourself at least two weeks to fill out the event form and notify everyone that needs to do things to make the event a success.
- Next, check the events calendar to see if there’s anything else going on during the time you want to have this event. It’s generally not a good idea to schedule something in conflict with another presentation on campus. If you can’t view the Sterling calendar in your Google calendar, there is a link on the intranet pages.
- No conflict? No problem! You should now fill out the events request form (<https://sterling.wufoo.com/forms/event-request-form/>). (There is also a link to this on the intranet pages.)
 - The events request form is going to ensure that you’ve checked the calendar and secured funding.
 - It will also direct you to submit a work order for setting up the room for your event. You do that by emailing WorkOrders@sterlingcollege.edu and letting them know the date of your event, the location, the time, and about how many people you expect, and if you need a lectern or an extra table in the back or what have you. Buildings & Grounds will then log this and clean and set up the room for your event.
 - If you have technology needs for your event, such as using the SmartBoard, needing a screen, a microphone, or WiFi, please contact Michael at mheffernan@sterlingcollege.edu. If your speaker has specific technology needs (for instance, is bringing a PowerPoint presentation and has it on a thumbnail drive, but needs a laptop for the event), it’s good to know this ahead of time & loop Michael in.
 - If you want food or snacks at the event, you should fill out a Food Request Form (<https://sterling.wufoo.com/forms/food-function-request-form-2015/>) (There is also a link to this form on the intranet pages).
 - The event request form will then ask for the title, time, location of the event, and if it’s open to the public or the campus community only.
 - If you need a press release from the Communications office, click “yes” on that question. Christian will reach out to you about press for the event. She will work with you to put together a release that will go out to local newspapers, as well as the Front Porch Forum and the e-news. If it’s just for the campus community, click “no,” but it will still be in the e-news under the “events” tab.
 - If the event is with an outside group, and they say, “Oh don’t worry, we’ll take care of a press release,” please connect them with Christian (cfeuerstein@sterlingcollege.edu), as she wants to review all releases before they go out into the media. Thanks!
 - After the Event Request Form is filled out, it goes to Christian who will notify you when it goes up on the calendar.

OK! You’ve got funding, you’ve got the room reserved and set up, you’re on the calendar, you’re working with Communications to get the word out—things are going great! Now, next steps:

SIGNAGE & COMMUNICATION

Signage. If your event is open to the public, not everyone knows where is “Simpson 3” or “Common House”. So, we have a sandwich-board type sign that you can use to direct folks to your event. Right now, the sign is in the first floor of Mager, along with the letters. If you do not see the sign there, check with the person who had an outside event before you or with Buildings and Grounds. It’s up to you to get the sign up and positioned outside the building. It’s also up to you to get it back after the event and back in Mager.

- Quick tip: in the winter, when it starts getting dark at 4:30 p.m., make sure there’s a light on outside the building, and that sheds light on the sign. Otherwise folks have a tendency to go to the Dining Hall because there’s people there and folks follow the bright lights.

Posters. If you want to put posters up around campus and/or in town, feel free. You must use the correct Sterling College logo on the poster, however. If you need a copy of the logo, please contact Christian.

Sign language interpreters. If you would like to have a sign language interpreter for your event, you will have to make arrangements for the interpreter. Costs should be built into the funds for an event. Please note: the charge for sign language interpretation varies from interpreter to interpreter, and may be affected by the complexity of the presentation, notification times, travel times, and other factors. It is generally good practice, once you have a sign language interpreter hired for your event, to send the interpreter as much information ahead of time as possible (PowerPoint slides, title of the talk, etc.) The sign language interpreters used most often by Sterling College are:

- Christine Pepe in Morrisville. She can be reached at christine@muddymoosvt.com
- Lynette Reep, Burlington. She can be reached at lreep@uvm.edu

Date: November 10, 2015

WORK POLICIES

The Work Program: Work-Learning-Service

Sterling College is one of seven members of the national Work Colleges Consortium. At each of these member colleges, work is an integral part of every resident student’s regular schedule. The federally funded Work Program is overseen by a consortium of colleges; therefore some of Sterling College’s policies and procedures are dictated by federal legislation. In order to graduate from Sterling College, all residential students must receive a passing grade in their last semester in the Work Program. Two consecutive semesters of an unsatisfactory grade in the Work Program may result in dismissal from Sterling College.

Sterling College Work Program Mission: Students and their supervisors engage in work and service experiences that foster community interdependence, reduce student debt, and complement self-directed academics.

Work: The Sterling Work Ethic

At Sterling, we believe in connecting directly with our support system and not taking our food and energy consumption for granted. Direct involvement in the work of the campus helps us all be more responsible members of the college community. The student work contribution results in an immediate cost savings, since fewer professional staff are needed to do the work of the college, which results in reduced tuition costs for everyone. Students also receive a direct cost savings; in exchange for their work hours they receive a tuition credit.

The campus is a small community in which everyone shares responsibility. If someone does not show for their work, it affects a lot of people in the community. The work requirement at Sterling includes doing dishes, cleaning the residence halls, maintaining the College farm, participating in All College Work Day, as well as holding a Work Crew position.

Work Crew Positions

Work Crew positions, both on and off campus, fulfill the majority of a student’s required work hours. There are a variety of jobs from which students may choose during the fall and spring semesters, and the summer semester has fewer jobs. Prior to each semester, descriptions of positions will be made available. Students are encouraged to contact supervisors for information about a position.

Students need to apply for a first, second, or third choice job directly through the Work Program Office. A Jobs Fair is held at the start of fall semester for new students or anyone who does not have a job. Some jobs require particular skills or prior training; applicants will have to demonstrate their suitability before being hired; and some jobs require a formal interview. Assignments at Sterling are determined based on a variety of factors; just as getting a job in the wider world may involve various considerations. Experience, seniority, flexibility, suitability, and timeliness all figure in securing a Work Crew position. The job supervisor, in consultation with the Work Program Office, will decide placement. Once hired or assigned a job, students will attend a Work Crew Orientation session in which supervisor expectations are outlined, goals and projects of the semester are shared, and risk management training begins. Student workers are expected to show professional work behavior. Unacceptable performance may result in the student being fired from a job. Being fired does not free a student from work obligations but necessitates finding a new job (Please see section on Consequences of Unsatisfactory Work Program Performance).

Learning: The Practice of Work

In both the Work Program and classes, students are encouraged to form good work habits such as:

- Managing time efficiently and effectively
- Recognizing and using effective verbal communication skills
- Developing a sense of responsibility and accountability
- Understanding work objectives
- Appreciating the value and dignity of work
- Contributing to the Sterling College mission
- Building self-confidence
- Being prompt and prepared
- Safe use and care of tools and equipment
- Defining and solving problems
- Working with others, with or without supervision
- Working cooperatively in groups and as a team member
- Developing and using effective leadership skills
- Getting along with people whose attitudes and opinions are different
- Providing suggestions to improve workplace quality

Work Program Supervisors as Instructors

Communication is critical for any working relationship and these skills begin with the supervisor. During work assignments, faculty and staff members often work alongside students. A work supervisor's responsibility is to introduce skills and knowledge needed for the work area, manage risk, and evaluate student performance, as well as to help get the job done. The supervisor will provide feedback on his or her observations immediately to the student.

Once a semester both student worker and supervisor will be given the opportunity to do a formal Midterm Evaluation. The purpose of this evaluation is to assess the student's work habits and skill/learning progression. In this way, students build on their strengths and improve on their weaknesses. At the end of each semester, students reflect on their work experience by completing a self-evaluation as well as an evaluation of the supervisor. Copies of these evaluations are kept in student files in the Work Program Office.

Students can change Work Crew positions each semester, thereby giving them the opportunity to work with a variety of supervisors. Sometimes fellow students will serve in the supervisory role. Learning to appreciate and respect someone who takes on the responsibility of a supervisory role is critical for the work world.

Service

Service is the rent we pay to be living. It is the very purpose of life and not something you do in your spare time.—Marian Wright Edelman

Serving others is an integral piece of the Sterling College mission. Work at Sterling, whether on the farm, in the kitchen or residence halls, in an office, at the local public school, or at a neighbor's home or farm, is invaluable for stu-

dents and the community alike and helps to make connections between students and the surrounding rural community.

Through the Work Program we strive to serve ourselves, our campus, and our community. Each member of the community needs to be committed to this purpose and is expected to contribute.

All College Work Days

At least once each semester, Sterling College suspends classes and dedicates an entire day to work. All students participating in the Work Program contribute to selected tasks for the day, which could include farm or woodland projects, campus cleaning, landscaping jobs, sprucing up facilities with some paint, and off campus jobs that serve the broader community.

Work Program Grade

The Work Program is an integral part of the academic curriculum at Sterling College. Students receive a grade of S (Satisfactory) or a U (Unsatisfactory) each semester they participate. Federal legislation requires that consequences for non-performance or failure in the Work Program be similar to consequences for failure in the regular academic program. Missing chores or other work assignments means loss of monetary and/or program credit. Two consecutive semesters of an unsatisfactory grade in the Work Program may result in dismissal from Sterling College.

In order to receive an S (Satisfactory) grade, on-campus students need to meet all of the following requirements (see note below):

- Work hours must include between 18-23 chore hours [Farm Chores (15 including bonus hour), Kitchen Chores (16 including bonus hours), Hall Chores 5-7)]
- Participate in All College Work Day (up to 7 hours)
- Complete 52-56 hours in a Work Crew position**
- Meet with supervisor to discuss Midterm Evaluation
- Complete an End of the Semester Evaluation and Reflection
- Work a total of 80 hours

***First Year Students taking Tools will complete 42-48 hours in a Work Crew position.*

In order to receive an S (Satisfactory) grade, off-campus students need to meet all of the following requirements (see note):

- Participate in All College Work Day (up to 7 hours)
- Complete 44-47 hours in Work Crew position
- Meet with supervisor to discuss Midterm Evaluation
- Complete an End of the Semester Evaluation and Reflection
- Work a total of 50 hours

Completion of this work is designated with a Satisfactory grade (S) on a student's academic transcript.

Note: Summer Semester requirements will be adjusted to accommodate the need for more participation in Farm and Garden Chores. Requirements will differ for students in Clerk, Community Advisor, or Coordinator positions.

Work Crew Position Policies

While people do get sick and emergencies happen, students are expected to notify supervisors as soon as possible when they cannot attend work.

Level I - Meeting: Supervisor/Student Meeting

The first time a student displays unacceptable work behavior (absences, tardiness, leaving work early, failure to meet expectations) the supervisor will have a meeting with that student. This meeting is documented on a Work Program Intervention form and signed by both the student and supervisor.

Level II - Warning: Work Program/Supervisor/Student Meeting and Advisor Notified

The second time a student displays unacceptable behavior, s/he will be placed on Work Program Warning status for the rest of the semester. The supervisor should complete the second part of the Work Program Intervention form and submit it to the Work Program office. The student, supervisor, and the Dean of Work will meet to discuss the infraction,

and the student's advisor will also be notified of this warning status.

Level III – Fired: Loss of Position/Potential Loss of Compensation and/or Unsatisfactory Grade

The third time a student displays unacceptable behavior s/he will be fired from the job. The student will meet with the Dean of Work and their advisor will be notified. Being fired does not free a student from work obligations but necessitates finding a new job. The student may be in jeopardy of not completing their hour requirement and may receive an Unsatisfactory (U) grade for the semester. Students are financially responsible for all hours not completed.

Level IV - Probation

Students who receive an Unsatisfactory (U) in the Work Program will be placed on Work Probation. The Academic Dean, the Registrar and the student's advisor will be notified of the student's probationary status. At the beginning of the semester the student will meet with the Dean of Work to create a plan for successfully completing Work Program requirements.

Chores at Sterling

As committed members of the Sterling community, students contribute their time toward helping to maintain the necessary daily operations of the school. These tasks honor our values and reinforce the commitment to the community, its sustainability, and its self-reliance. Sterling is the only college in the consortium that believes chores to be an essential part of its curriculum, community, and mission.

Farm, Kitchen, and Garden Chores

Scheduling: The semester schedule of week-long farm and kitchen chore responsibilities is posted in the Dunbar foyer at the start of each semester and indicates weekly assignments of residential students. The Work Program staff does their best to alternate farm and kitchen chores each semester so students can support both of these critical parts of the campus. (During the summer semester, students are scheduled to alternate between farm and garden chores.) Students should note their assignment and plan accordingly. Chores begin on a Monday morning and end on Sunday evening.

Farm Chores – Students report to the Farm at 6:30 am (7:30 am Saturday and Sunday) and 4:30 pm every day of their assigned week.

Garden Chores – Students report to the garden shed at 6:30 am and 4:30 pm every day of their assigned week.

Kitchen Chores – Students report to the Kitchen at 7:45 am, 12:15 pm, and 5:45 pm every day of their assigned week. Students are allowed to enter the food line first as soon as it opens so they can have their meal before beginning their kitchen responsibilities.

Substitutes: Students may change their assigned chore weeks within the first month of each semester. To do this, a student must find another student who is willing to switch her/his original assigned week and then submit a Chores Exchange Form to the Work Program Office. The request must contain the type of chores to be switched, the week, and each person's signature. When a switch is made, it is for the entire week, and the switch must be for the scheduled job only. For example, farm chores cannot be switched with kitchen chores.

Switching individual chore sessions is discouraged. Students should plan ahead and switch weeks, as noted above. If an emergency or illness requires missing one session or a full day of chores, students must arrange for a substitute with your chore supervisor.

Farm/Kitchen/Garden Chore Bonus: If the student shows up on time and stays to the end for every chore session of their assigned week they will get one bonus hour. Farm/Garden Chores include 14 hours of work plus one bonus hour for a total of 15 hours. Kitchen Chores include 15 hours of work plus one bonus hour for a total of 16 hours; chore supervisors will add the total on the time card.

Farm/Kitchen/Garden Chore Violations:

First Offense: If a chores shift is missed, or a student is late or leaves early more than once, then a First Offense Warning will be issued by the Chore Supervisor. This written documentation will include the date/chores session and the reason for the warning.

Second Offense: If a second chores shift is missed, or if a student continues to arrive late or leave early, the student will receive a Second Offense Warning. This written report will state the date/chores session, the reason for the warning,

and will be signed by the student and supervisor. This document will be sent to the Work Program Office, where it will be entered in the student's Work Program file.

Third Offense: If a Second Offense is not corrected and chore work is not completed, the student may be terminated from chores and must meet with the Dean of Work. Being terminated from Farm/Kitchen/Garden Chores may result in an Unsatisfactory (U) grade for the Work Program as students are required to complete at least 13 hours of farm/kitchen/garden chores.

Hall Chores Policies

Scheduling: Hall chores are assigned on weekly basis at the start of each semester. Chores begin on a Monday morning and end on Sunday evening. During the assigned week students are expected to keep the hall clean and to follow the hall chores checklist.

Substitutes: If a student discovers conflicts with his or her scheduled week of Hall Chores the student should immediately seek out their Community Advisor and find a fellow resident who is willing to switch. Switching midweek is not acceptable; there is enough flexibility with Hall Chore responsibilities that a student should have no problem completing the hours.

Hall Chores Violations:

First Offense: If Hall Chores have not been initiated by Wednesday morning then a First Offense written warning is issued by the Community Advisor. A clear statement that chores need to be completed by a given time will be included in the warning.

Second Offense: In the event chores are not completed by the designated time of the First Offense warning, the student will receive a Second Offense written warning. This written report will be signed by the student and sent to the Work Program and Residence Life Offices, where it will be entered in the student's Work Program file. This would be comparable to a Work Crew Position Level II Warning. The student will meet with the Director of Residence Life and the Community Advisor.

Third Offense: If a Second Offense is not corrected and chore work is not completed, the student may be terminated from chores and must meet with the Director of Residence Life and Dean of Work. Being terminated from Hall Chores may result in an Unsatisfactory (U) grade for the Work Program since students are required to complete at least 5 hours of hall chores.

In addition, failure to complete chores (hall, farm, kitchen, or garden) can result in one or all of the following:

- Students failing to complete chores will not be considered eligible to stay and/or work over breaks.
- Repeated failure to complete chores will result in losing the privilege of living on campus.
- An Unsatisfactory (U) in the Work Program

Students failing to complete farm/kitchen/garden chores will not be considered for farm, kitchen or garden jobs.

A returning student who has previously failed to complete hall chores will be granted on-campus housing only after the completion of a contract, which includes an agreement to complete hall chores. The contract will be developed by the Director of Community and the student.

Students failing to complete hall chores will not be considered/granted rooms/residence of their choice.

Work-Based Aid Through Tuition Credit

In addition to contributing to the campus environment and holding the line on costs, Sterling students earn direct tuition credit through their Work Program hours. At most colleges, only students with demonstrated financial need get financial aid. In effect, all Sterling students qualify automatically for financial aid. All on-campus resident students have a work obligation of 80 hours per semester.

Students receive financial credit for their work after signed time sheets are submitted weekly to the Work Program Office. The Dean of Work notifies the Business Office once a month to have the completed hours credited to student accounts. Full credit means students receive \$800 per semester (\$10.00/hour) toward their tuition.

Missing chores or other work assignments means loss of monetary and/or program credit. Students are financially responsible for all hours not completed.

For the 2012-2013 academic year, students on campus all three semesters will be able to earn at least \$2,400 toward paying their tuition costs. Additional earnings are possible through student crew leader positions (Clerk of the Works), Community Advisor positions, coordinator positions, off-campus internships, and federal Work Study jobs.

COMMUNITY ACCOUNTABILITY

The guiding philosophy and approach to student conduct at Sterling College is one that encourages compassion, care, and reflection, focusing on student development through individual growth and accountability for behavior.

Our goal is to support students as they become the people they want to be in the world. We are committed to providing the tools, resources, and supports for students to make informed decisions about their lives and their interactions within the community. The processes for addressing violations of Community Behavioral Guidelines are designed to support student accountability and to balance the rights of the individual with that of the health and safety of the community.

Community Council and Community Review are practices of accountability based on the values of restorative justice. The Dean of Community will investigate accusations of violations of community behavior guidelines, which may result in a Community Review contract. These individualized plans may include mediation, counseling, and service, and are reflective of the nature of the incident. A student may choose not to honor the conditions of the Community Review, and may be asked to withdraw from the College. Additionally, a student who chooses to consistently or frequently disregard Community Guidelines may be asked to leave the College.

It is the right of students and administrators overseeing processes to request and recommend the use of a Council if there are questions of fact in a particular case, or if the violations present a significant concern within the community as a whole. Interim measures may be taken for community safety following an incident and until a case can be heard.

A Community Council will convene when it is determined that deeper conversations around violations of community behavior guidelines are necessary. The Council will discuss the issue at hand by asking: *Where is the harm? Who has been harmed? What are their needs? Whose obligations are these? and What should be done to repair the harm?* This process allows all parties to express how they have been affected by the issue, and for the Council to hold itself accountable for the well-being, safety, and integrity of our community.

Issues of sexual assault, harassment, discrimination, and violations of Community Review contracts will not be brought to Community Council.

Problem-Solving Procedures (adapted from the *Employee Handbook*)

Sterling recognizes that occasionally a student may feel that they have been treated unfairly or that an error has been made in the interpretation or application of a policy. When this situation occurs, Sterling wants each student to be aware

that the problem solving procedure described below is available to assist in reaching an equitable resolution. This procedure should not be followed for complaints of harassment or discrimination, which should be directed immediately to a Title IX Coordinator.

1. A student should bring any concerns or complaints directly to the attention of the person in conflict to try to reach a resolve the situation when appropriate. This should be done in a timely manner relative to the action or incident that is the basis for the complaint. If the student with the complaint would like informal help with this action, they are encouraged to ask their Academic Advisor or Community Advisor for support.

2. Though most problems will be solved by informal discussions, a student who still feels dissatisfied may bring the concern to the attention of one of the Deans. The Dean should respond promptly, usually within three working days.

3. If the student's complaint is with a Dean, then the student should submit a complaint to the President.

WELLNESS

The Wellness Team ensures a safe, welcoming and vibrant community by providing services that assist students in identifying, clarifying, and achieving their personal, wellness, and educational goals. In addition to direct assistance to students, the Wellness Team develops programs that improve the quality of life and learning in our community. Wellness programming promotes and sustains diversity of culture, history, and lifestyle, fosters respect for the campus environment and ecological systems, and facilitates a productive and transformative exchange of ideas.

The College Nurse is available during scheduled hours to consult on matters of general, physical, or mental health and to assist with insurance claim forms for accidents. If a doctor's examination is required, the Wellness Center staff will assist with appointments and transportation. Excellent facilities are available in Hardwick, 10 miles from campus, and at Copley Hospital in Morrisville, 20 miles away. Students with chronic or long-term illness are encouraged to maintain the care of their home practitioner or to establish themselves with a doctor in the community.

The Wellness Team consists of:

Favor Ellis, Dean of Community (fellis@sterlingcollege.edu)

All injuries and illness should be reported to the nurse. If you cannot attend class due to illness, see the nurse as soon as possible. If you are unable to see the nurse yourself, pass word through another student and check in yourself at a later time. Talk to the instructors of any classes you miss to see about making up work.

After consulting with you, the nurse will decide whether you should be taken to a clinic or hospital for examination by a doctor, be quartered in the Wellness Center, return to your residence, or return to classes.

The Wellness Team can refer students who need counseling to professional counselors in the area. See the physician/nurse for information and assistance.

There is a wealth of health resources in the area. See the Wellness Team if you want help finding primary health care, support groups, help in finding transportation to appointments, etc.

Wellness Resources

The following pages provide addresses and phone numbers of local wellness resources.

Police, Fire, Ambulance: 911

Sterling College Wellness Center: 586-7711 x117

Physicians:

Stowe Urgent Care 1-802-253-2211

Stowe Family Practice - walk-in 1-802-253-4853

The Women's Center at Copley 888-8100

Hardwick Area Health Center 472-3300

Physical Therapy:

Hardwick Physical Therapy 472-6186

Pharmacies:

Rite Aid

Hardwick 472-6961

Morrisville 888-2226

Kinney Drug, Morrisville 888-5244

Eye Care:

David Garbutt, Morrisville 888-3089

Dental:

Hardwick Dental Group 472-5005

Garry Morris, Morrisville 888-7766

Stowe Family Dentistry 1-802-253-4157

Other Area Resources:

Alcoholics Anonymous: 1-802-334-1213 www.aavt.org

Alcohol and Drug Abuse Hotlines: 1-800-234-1253

1-800-274-2042

AWARE (Aid to Women in Abuse and Rape Emergencies) 472-6463

Behavioral Medicine, Morrisville 888-8320

Central Vermont Medical Center, Barre 802-371-4100

Clarina Howard Nichols Center, Morrisville 888-5256

provides support to recent and past victims of sexual assault, (and their family and friends). They have a 24-hr. staffed hotline, anonymous reporting, and personal support and advocacy at the hospital, police station or courtroom.

Copley Hospital, Morrisville 888-4231

Lamoille County Mental Health Services, Morrisville <i>emergency counselors available</i>	888-5026
Narcotics Anonymous	1-802-773-5757
Northeast Kingdom Mental Health Associates, Newport	1-802-334-6744
Northeastern Vermont Regional Hospital, Newport	748-8141
OUTRIGHT Vermont (LGBTQ programming and support)	1-800-452-2424
Planned Parenthood, Hyde Park	888-3077
Poison Control Center	1-802-658-3456
Tri-County Substance Abuse, Newport	1-802-334-5246
St. Johnsbury	1-802-748-1682
Vermont AIDS Hotline	1-800-882-2437

There are many more resources available. Please visit the Wellness Center for more information or if you would like help in setting up an appointment.

CAMPUS SECURITY INFORMATION

Safety and Security

Sterling has no security officers. Members of the Sterling community work hard to take care of themselves and each other. Students monitor their residences and shared spaces for cleanliness, safety, appropriate behavior, and uninvited visitors. Weekly community meetings, Community Council, and House Meetings are three forums for discussing security problems and encouraging students to be responsible for the health and safety of their community.

Emergency Procedures

1. All members of the Sterling community are encouraged to report emergencies and suspicious and criminal activities.
2. In an emergency, dial 911 and notify the nearest Community Advisor, faculty, or staff member.
3. Notify Community Advisor or faculty member in charge.
4. Report incident to the Dean of Community directly and through an Incident Report. (http://www.sterlingcollege.edu/wp-content/uploads/2013/11/Sterling_College_Incident_Report.pdf)
5. Non-emergency injuries should be reported to the Wellness Center.
6. Suspicious activity should be reported to the nearest Community Advisor, faculty, or staff member.

If you are the victim of a crime and do not want to pursue action within the College or the criminal justice system, you may still want to consider making a confidential report. With your permission, the Dean of Community can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the College can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution.

Email to: fellis@sterlingcollege.edu

The following statistics are provided in accordance with Title II of the Federal Student Right to Know and Campus Security Act. The listed criminal offenses were reported to the Dean of Community, the President of the College, and local police.

	6/14-6/15	6/13-6/14	6/12-6/13	6/11-6/12	6/10-6/11	6/9-6/10	6/8-6/9	6/7-6/8
Murder	0	0	0	0	0	0	0	0
Burglary	0	1	3	3	1	0	0	0
Motor vehicle theft	0	0	0	0	0	0	0	0
Liquor law violation	0	0	0	0	0	0	0	0
Drug abuse violation	0	0	0	0	0	0	0	0
Weapons possession	0	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0	0
Sexual harassment	0	0	0	0	0	0	0	0
Other sex offenses (sexual assault, domestic violence, dating violence, and stalking)	0	0	0	0	0	0	0	0

	6/14-6/15	6/13-6/14	6/12-6/13	6/11-6/12	6/10-6/11	6/9-6/10	6/8-6/9	6/7-6/8
Hate Crimes	0	0	0	N/A	N/A	N/A	N/A	N/A
Domestic Violence	0	0	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	0

Annual Fire Safety Report 2014:

- 0 fires
- 2 fire alarms, no damage
- 2 residential fire drills

DISCRIMINATION, HARASSMENT, AND SEXUAL ASSAULT

Sterling College is committed to creating and maintaining a physically and emotionally safe environment for all students. Sterling College recognizes that harassment, discrimination, and sexual assault are unlawful as well as damaging to both individuals and to the community, and therefore, constitute a violation of Sterling College policy. It is also unlawful for College employees to retaliate against persons who bring forward complaints regarding discrimination, harassment, and sexual offenses. Sterling College is committed to:

- fostering community responsibility, which promotes a safe environment;
- facilitating respectful dialogue about diversity issues and healthy relationships;
- providing education about the importance of consent in sexual relations;
- providing education regarding sex offenses;
- supporting people against whom offenses have been perpetrated, including making all reasonable efforts to provide a safe environment for pursuing complaints regarding offenses;
- responding with swift disciplinary action against offenders.

The Discrimination and Harassment Policy applies to all administrators, employees, admissions or employment applicants, students, members of the Board of Trustees, agents of the College and volunteers involved in College-related activities. The policy also applies to those who do business with the College in their interactions with members of the College community. Compliance with this policy is a term and condition of student enrollment and employment at the College. An individual who violates this policy may be subject to disciplinary action. Depending on the seriousness, sanctions for involvement in harassment or discriminatory activities could include Social Probation, loss of privileges, suspension, requirement to participate in counseling, or dismissal from the College.

The right to make a complaint is not limited to someone who is the direct target of the harassment. Anyone who has observed discrimination or harassment should report the incident(s) to the Dean of Community (for student to student incidents), to the Academic Dean (for faculty to student incidents), or to the Title IX Coordinators (for sexual discrimination or harassment). All College personnel are obligated by law to report conduct that may be in violation of the College’s Discrimination and Harassment Policy. The College Counselor is the only individual available to provide support and assistance on a confidential basis and will not release any information without the individual’s permission except in circumstances in which he believes that the safety and welfare of the individual or others may be at risk or otherwise as required by law. Because of laws requiring that action be taken, the College cannot guarantee the confidentiality of information shared with anyone other than the College Counselor.

Harassment Definition

Harassment constitutes a form of discrimination that is defined as verbal or physical conduct directed at an indi-

vidual's race, creed, color, national origin, ancestry, religion, sexual orientation, gender, gender identity, marital or civil union status, veteran status or qualified disability, which has the purpose or effect of substantially interfering with the individual's employment or educational performance, or creating an intimidating, hostile or offensive environment.

Examples of Harassment:

Examples of kinds of conduct that may be harassment are unwelcome verbal, written or physical conduct, including but not limited to:

- Pervasive harassment: Threats of intimidation or contact which is not freely agreed upon by both parties; unwelcome touching, patting, pinching or leering; sexually graphic comments about a person's body; sexual advances, stalking; persistent, offensive verbal abuses including propositions, insulting or degrading comments or behavior, jokes, slurs, mimicking, gestures, innuendos, vulgar language; obscene posters, notes or graffiti, telephone or e-mail messages; harassment in work assignments.
- Threats that a person's employment status, conditions of employment, and promotional opportunities will be adversely affected by not submitting to sexual advances.
- Teaching practices or communications that are demeaning, hostile, or alienating (while the College has a policy supporting academic freedom, behavior that focuses attention on discriminatory characteristics in a context that is irrelevant to the course constitutes a serious violation of the College's Harassment Policy);
- Inappropriate personal attention by an instructor or College official who is in a position to determine a student's grade or otherwise affect the student's academic performance or professional future.

Other Specific Types of Harassment

In addition to the forms of harassment listed above, other examples of specific types of harassment might include, but are not limited to:

Disability harassment: Verbal or physical conduct directed at the characteristics of an individual's disabling condition such as manner of speaking, manner of movement or necessary equipment.

National Origin harassment: Verbal or physical conduct directed at an individual's national origin such as negative comments regarding surnames, manner of speaking or customs.

Racial harassment: Verbal or physical conduct directed at an individual's race such as words emphasizing stereotypes, comments on manner of speaking and negative references to racial customs.

Religious harassment: Verbal or physical conduct directed at an individual's religion such as derogatory comments regarding surnames, religious tradition and religious clothing.

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive employment, educational, or living environment.

Sexual Orientation harassment: Verbal or physical conduct directed at an individual's sexual orientation, such as negative name-calling and imitating mannerisms.

Gender harassment: Verbal or physical conduct directed at an individual's gender, gender identity, or perceived gender identity, such as negative name-calling and imitating mannerisms.

The Discrimination & Harassment Policy applies to all administrators, employees, admissions or employment applicants, students, members of the Board of Trustees, agents of the College and volunteers involved in College-related activities. The policy also applies to those who do business with the College in their interactions with members of the College community. Compliance with this policy is a term and condition of student enrollment and employment at the College. An individual who violates this policy may be subject to disciplinary action. Depending on the seriousness, sanctions for involvement in harassment or discriminatory activities could include verbal or written reprimand, required participation in community projects, loss of privileges, suspension (with or without pay), probation, requirement to participate in counseling, or dismissal from housing, school or employment.

If You Have Experienced Discrimination or Harassment

You can handle the situation in one of several ways. If the situation warrants, be aware that you can always call 9-1-1 to obtain police assistance.

Direct approach: You may make a direct approach to the offender, in person or by letter, describing the offensive behavior and its effect on you.

Consultation: You may consult with your Advisor, the Dean of Community, the Title IX Coordinator, any Community Advisor, or anyone else whom you feel comfortable asking for help in addressing your concerns. The above identified people are trained to provide support, inform you of your options, and help you decide how you want to proceed.

Formal Internal Complaint: Anyone who believes that there has been a violation of the Discrimination and Harassment Policy may make a formal complaint with the Dean of Community, or in the case of sexual discrimination or harassment, the Title IX Coordinators (Anne Morse and Michael Heffernan).

Formal External Complaint: You also have the right to go beyond the College and discuss harassment and discrimination concerns with your private attorney or to make a formal complaint to the Vermont Attorney General's Office (802-828-3171), the Regional Office of the US Department of Education Office for Civil Rights (1-800-421-3481), or the Equal Employment Opportunity Commission Office (617-565-3200).

SEXUAL ASSAULT

Sexual assault is legally defined as compelling another person to engage in a sexual act: without consent; by threats, coercion, or fear of bodily injury; by impairing the judgment of that person by administering drugs or other intoxicants without the knowledge or against the will of the other person; if the person is under 16 (unless the persons are married to each other and the act is consensual). Abuse is a crime, even if it is done by someone you know, such as a friend, teacher, or partner.

If You Have Experienced Sexual Assault

- Find a safe environment away from your attacker (it need only be temporary). When possible, ask a trusted person to stay with you and assist you with getting help.
- To obtain immediate medical care or to contact the police, phone 911 for emergency services. (To provide proof of a criminal offense, evidence must be preserved. Do not use the toilet, bathe, brush your teeth, wash bedding, douche, or change clothing prior to a medical/legal exam.)
- Contact at least one member of the Sterling Emergency Support Team:
 - Favor Ellis, Dean of Community ext. 127
 - Campus Nurse, ext. 117
 - Anne Morse, Title IX Coordinator ext. 144
 - Michael Heffernan, Title IX Coordinator ext. 106
 - Community Advisor
 - Emergency Pager: 290-9931

This team will provide immediate assistance with safety issues such as relocation to a safe place, and will support you throughout the emergency situation. They may go with you or meet you at the hospital, stay with you during the interview process, and assist you in contacting other support persons. This team will also provide support beyond the emergency situation, including supporting you in advocating for your needs, assisting you with filing complaints (if desired), and connecting you with health care and counseling resources. Obtaining these services is voluntary, and services are confidential.

Sterling College's Obligations/Commitments

Federal regulations require Sterling College to report sex offenses on campus including: sexual assault, aggravated sexual assault, prostitution, obscenity, lewd and lascivious conduct, discrimination and harassment.

Sterling College will keep confidential any reports of sexual assault, and such matters will not be brought before the Community Council.

The College will cooperate with victims of sex offenses to make reasonable changes in academic or living situations if requested by the student. If a victim chooses to pursue legal protection, the College will cooperate in the enforcement of civil and criminal protection orders to support victim safety, perpetrator accountability, and educational opportunity.

STUDENT LIFE

Advising and Learning Support

From the very first days and weeks of the semester, each entering student is invited to work closely with a faculty advisor to help build a solid foundation for a rewarding learning experience at Sterling College. Over the first semester, students typically meet regularly with advisors, each of whom, in turn, works with Sterling's Deans and the College's Coordinator of Learning Support in order to best support a student's individual goals, needs, and expectations in the community, in coursework, and throughout their Sterling experience.

The principal goal of all Sterling faculty advisors is to provide resilient and responsive learning and community support to help students achieve high levels of success and engagement throughout their college experience.

The Sterling Advising and Learning Support Program is grounded in the principle of *cooperatively designed learning*. This approach integrates universal instructional design principles with a developmental advising approach that underscores a holistic approach to student support.

Although advisors are initially assigned by the Registrar and Deans according to student academic interest and foreseeable needs, students may choose to switch advisors at any point in their tenure at Sterling.

Upperclass students may find that advisors more closely associated with their Senior Project or major might serve them more effectively. Advisors assist students with course selection and meeting program requirements, including developing a long-term study plan. All faculty and staff members act as resources available to the student.

Advising at Sterling is goal oriented, ongoing, and curriculum based.

The Advising and Learning Support Program at Sterling is:

Individualized

With small numbers of advisees, faculty advisors are able to meet as frequently as students' needs warrant to craft a learning plan that enhances opportunities, supports student learning needs, builds on students' personal goals, and capitalizes on their strengths to support success throughout a student's tenure at Sterling.

Responsive

In their work together, advisors and advisees are empowered to identify and set goals, identify learning outcomes and learning strategies that can help adapt to meet students' changing needs. As a team, course faculty, Deans, the Coordinator of Learning Support, and faculty advisors help to shape a student's learning experiences.

Multidimensional

Advisors address concerns ranging from pragmatic academic issues such as course registration to a student's involvement in the community and development of personal as well as academic goals. The advisor-advisee relationship is based on a progression of ongoing, curriculum-based, and goal oriented conversations.

Developmental

Sterling's Advising and Learning Support Program scaffolds student opportunities for success in a way that is appropriate for each individual student's level of need and academic and community development.

Cooperatively Designed

Students work one-on-one with advisors to co-create individualized learning plan. Advisors, in turn, collaborate with a student's course faculty, the two Deans, and other appropriate College staff to holistically support the student learning experience.

The Sterling College Learning Center is located in Simpson Hall and is available to students during set hours and by appointment. The Learning Center is staffed by faculty, staff, and students who have demonstrated strong writing and peer-editing skills.

The Learning Support Coordinator encourages one-on-one meetings with students to plan and support learning strategies for dealing with individual learning challenges. The College provides for students with reading challenges, such as dyslexia, using advanced text to speech software (Kurzweil 3000) and equipment. The LSC can convert text documents into digital audio files for students to listen to on a personal computer, laptop, portable audio player, or campus lab workstation.

Students who need assistance with time management and organization may be advised to enroll in HM050 College Learning Skills. Additionally, students who need extra support in mathematics may enroll in NS050 Quantitative Skills, which prepares students for Sterling's upper level math and science requirements. The term, "learning disabilities," is a broad term referring to a variety of learning difficulties. Students with a learning disability can obtain adjustments to a course or program that minimizes disability-related barriers based on individual need.

Faculty should include the following statement on all syllabi:

Students bring a variety of learning styles to class. At Sterling we do our best to support different learning modes by mixing lecture, discussion, hands-on work, and visual information. Please let us know what mode works best for you—we will do our best to accommodate your learning style. If you have a learning challenge or documented disability, please check in with our Learning Support Coordinator. The LSC can help you determine accommodations that can be helpful in this course.

Confidentiality

The Learning Support Coordinator keeps all disability related information confidential to the extent required by law. Sometimes, in order to determine or provide the most effective accommodations, the Learning Support Coordinator may share with other Sterling College faculty or staff.

Community Advisors

Community Advisors (CAs) are a direct link between the student residents and the Dean of Community. CAs represent the hall and are a source of information from the broader community to the residents. The job of the CA involves numerous roles and responsibilities. They:

- advise and advocate for students with questions, problems, and/or crises
- open and close the halls
- maintain community norms, rules and regulations set by residents and the College
- support the mission of the College

CAs become involved in a complex net of interpersonal relationships with residents, staff colleagues, supervisors, and the broader community. This demands sophisticated communication skills, the ability to exercise good judgment (especially in crisis situations), and the gathering, integration and dissemination of information as appropriate. The CA is expected to continue as a full-time student and to serve as a role model for students.

Student Residences

Residence life is an important part of the total learning experience. Students are expected to live on campus their first two years at Sterling, however extenuating circumstances will be addressed on a case-by-case basis by the Dean of Com-

munity. Students enrolled in fewer than six credits may be ineligible to live on campus.

Conflicts often develop when people live in close quarters. Working out problems will contribute to and strengthen important interpersonal and mediation skills. This process involves sacrifices and compromises by every resident. If residents are not able to resolve a problem, the Community Advisor is available to assist with mediation, or may refer the problem to the Dean of Community for consideration.

Student Activities Committee

The Student Activities Committee seeks to provide a high standard of quality for student life at Sterling College by supporting and sponsoring events, activities, and entertainment for the community.

The Dean of Community advises the Student Activities Coordinator, who is appointed by the Work Program to facilitate weekly meetings of the Committee. All students are encouraged to participate in the Student Activities Committee.

The Student Activities Committee meets weekly to discuss financial requests from students who wish to utilize the Student Activities Fund. The Coordinator establishes meeting times and location, and sets the agenda. Meetings generally keep to the following agenda:

- Budget update
- Past activities/events debrief
- Upcoming activities/events
- Financial requests
- General brainstorm

Student Activities Fee—The current Student Activities Fee is \$75 per semester per student. This is the budget for the Student Activities Committee and is spent in the following ways:

- Entertainment/Performers (musical acts, storytellers, etc.)
- Games/Toys/Equipment (pool cues, sleds, board games)
- Van/Gas Money to cover transportation costs for off-campus events
- Local Events cost sharing for approved events
- Student Conferences/Events Scholarships (see description below)
- Senior trip
- Student yearbook

The Student Activities budget is meant to support activities for the entire Sterling community. This budget is not meant to fund trips for academic courses, local events in which the entire student body is not invited, or projects for individual use.

In order to make a request for funds, students must complete a Student Activities Financial Request Form in its entirety by 5 p.m. the night before the Student Activities meeting. The request will then be voted on, by a majority vote (considering thoughtful discussion), by the Committee members present at the meeting. If necessary, the faculty/staff advisor has the ability to make a final decision, and will use Student Activities funds as voted on by Committee. Requests in excess of \$500 must be announced at a Community Meeting prior to being voted on at a Student Activities meeting.

STUDENT ACCOUNTS

Student Accounts Office

This office is located on the second floor of Mager Hall as part of the Business Office.

Billing Policy

Sterling College is a year-long commitment of multiple semesters. Students are billed by semester. Billing for the summer semester generally begins in March. Billing for the fall semester generally begins in July. Billing for the spring semester generally begins in November. Payment for each semester is due before classes begin; June, September and January.

Late Payment

Students who fail to make arrangements for the payment of their accounts by opening day will not be permitted to attend classes until payment, or a suitable payment arrangement, has been made. Second-year students will not be considered enrolled in internships until payment, or arrangement for payment, is made in full. At the end of the year, transcripts and diplomas will be withheld until the student's entire account (including payment of tuition, library fines, guest meals, parking tickets, etc.) is settled. Students' accounts are reviewed monthly. Accounts will be considered delinquent if not paid in full or if an approved letter of agreement is not on file within 30 days of the date due. We reserve the right to deny further participation in classes and access to the dining hall until the delinquency is resolved. If a delinquent account must be sent to a collection agency, an additional 35% will be added to the amount due.

Refund Policy

In the event a student voluntarily withdraws or is dismissed from the College after beginning classes, a partial refund of payments may be made. Students must notify the Academic Dean in writing of their intention to withdraw from the College. The withdrawal date is the date the student provides official notification to the Dean of Academics, or the last date on which a student participated in any academically related activity. Any refund will be credited against a student's account based on the official termination date. Financial aid refund policies are largely determined by Federal law and involve very specific definitions and calculation procedures. Students are cautioned to contact the Financial Aid Office and/or the Business Office if they have questions regarding the calculation of refunds and the settling of their accounts. It is the stated policy of the Federal government that students have the first responsibility in meeting school costs; therefore, Federal funds often must be repaid to the appropriate Federal program, leaving students with the obligation to pay their bills to colleges from their own resources. Sterling College Grants and awards are also reduced if a student withdraws before completion of the enrollment period.

Sterling College can determine a withdrawal date related to extenuating circumstances, which include illness, accident, grievous personal loss, or other such circumstances beyond the student's control, for a student who:

Left without notification because of the extenuating circumstances but when another party gave notification on the student's behalf.

If a student does not return from an approved leave of absence (based on the Federal definition of an approved leave of absence), the withdrawal date is the date the student began the leave of absence.

Refunds at Sterling

The amount of any refund is determined by the charges that a student has incurred for the semester in which a withdrawal occurs, the amount of those billable charges that a student has actually paid, and the amount of financial aid, if any, the student is entitled to retain as of the date of withdrawal. Federal rules state essentially that students "earn" Title IV funds on the basis of the fraction of the total number of days of the semester that a student has completed upon withdrawal. If a student completes 35% of the semester, for example, the student is entitled to 35% of the Federal Aid allocated for the semester. Sterling Grants are earned in the same manner.

Institutional charges are calculated according to the percentage of weeks that the student has attended, or 10%, whichever is greater. A week is defined as a seven-day period during which the student is present one day or more. All charges will be made based on the following percentages:

- Withdrawal between the first day of class and the end of the first 10% of the semester: 10% charged
- Withdrawal between the end of the first 10% and the end of the first 25% of the semester: 50% charged
- Withdrawal between the end of the first 25% and the end of the first 50% of the semester: 75% charged

After the student has completed 51% of the semester, the only reduction in charges will be a refund based on the incremental cost of food at a rate of \$20 per week for each scheduled, on-campus, full week remaining in the student's semester based upon the official termination date.

If a student withdraws, his or her account will be settled according to the following steps:

1. Determine the date of withdrawal and from that the number of days completed and the number of weeks completed.

2. Determine how much financial aid, Federal and Sterling College, has been earned.
3. Determine if any state aid has been received and, if so, how much the student can retain and apply to Sterling charges for the period before withdrawal (state policies vary widely).
4. Determine the Sterling College charges that apply.
5. Subtract the total earned financial aid from the applicable charges. This is the amount that the student/family owes Sterling for the period of enrollment (bookstore and other incidental fees, if incurred, are added to the academic fees).
6. If the student/family has paid more than owed (as determined in Step 5), a refund is made for the amount of overpayment. If a balance remains, the unpaid portion is still due from the student/family even after withdrawal.
7. Return all unearned Title IV Federal aid in the order listed below:
 - a. to outstanding balances on the Federal Family Education Loans
 - b. to the Federal Pell Grant Awards
 - c. to the SEOG Awards

Second-year students completing internships during the summer between their first and second years will not receive Federal or Sterling aid for that period and will incur a per credit hour attempted charge for the period. Charges will be based on the completion percentages outlined if a student withdraws.

Further information and sample calculations are available from the Financial Aid Coordinator.

General Comments

All students and their parents should understand that tuition and other charges create a personal liability to the College. Students receiving financial aid should be especially aware that while the charges for the entire semester are incurred upon enrollment, financial aid is credited to your account as received and on the premise that the student is in good standing. A student who withdraws at any point during the semester or who fails to maintain good standing may be subject to a reduction in financial aid. A student receiving financial aid who leaves the College before aid can be fully credited incurs personal liability for unpaid charges.

Appeals

Any appeal of the payment or refund policy must be addressed in writing to the President, Sterling College, Craftsbury Common, Vermont 05827. In the event of a conflict with Veterans Administration policy concerning enrolled veterans receiving V.A. benefits, the V.A. policy will prevail.

Faculty and Staff vis-à-vis the Board

The Board of Trustees has the responsibility for setting policy. The President of the College is responsible for implementation of Board policy. Communications between faculty or staff and the Board regarding college business should flow through the President. The President will assign faculty and staff to appropriate Board committees and should be kept informed of committee recommendations and actions by the College representative. Board members should communicate through the President when requesting information or action from faculty or staff except in the context of committee work when a college representative is assigned to work with the committee.

Responsibility for Course Content

The Academic Council will review and approve course outlines for new courses. All new courses will run as Topics or Special Topics courses three times before being considered by the Academic Council for adoption as permanent courses. The Academic Dean and the Council will also review any major revisions to existing courses. The Dean will work with new faculty taking over existing courses to ensure consistency. Within the specific educational goals of a course established by the Academic Council and the Dean, faculty are extended a large measure of professional discretion in designing and delivering a course. However, faculty members are strongly encouraged to consult the Dean and with other course faculty to maximize the connections between courses and to minimize content overlap.

Sterling College recognizes the importance of faculty keeping current in their respective fields, and faculty members are entitled to full freedom in research and in the publication of results as long as such research or publication does not interfere with adequate performance of assigned duties. Faculty members are encouraged to speak with the Academic Dean and Faculty regarding ideas or plans for research.

Within the classroom, a faculty member is entitled to freedom in discussing the subject matter but should strive to create a space in which students can engage issues in a thoughtful and respectful manner.

In order to keep an accurate historical record of significant elements of a course, faculty must submit a syllabus to the Coordinator of Academic Programs prior to the start of each semester. Syllabi are principally used to respond to transfer credit inquiries from our alumni and prospective programs to which they have chosen to apply. A template to show format and content is available from the Academic Dean and Faculty.

The Academic Dean

The Dean should be considered a resource to be used in whatever manner you need to understand the Sterling curriculum, policies and procedures, expectations, and available human and other teaching resources. The Dean also serves as coordinator of the advising program, so any questions regarding advising that cannot be answered in advising groups or instructional teams should be addressed to the Dean. Faculty members are asked to inform the Dean of all instances of academic misconduct or plagiarism to allow us to work together as a faculty to keep track of and address these issues. The Dean can also serve as a mediator between students and faculty when academic-related issues arise and in the event that an advisor is unable to serve in this role.

Ordering Course Supplies

For budgeting and ordering purposes, faculty need to plan well ahead in anticipating student materials and books, necessary library purchases, film rentals, and any equipment which may be required in their courses. Course budgets should be submitted by January 1 for the following fiscal year (For example, FY2015 course budgets covering the period July 1, 2014 to June 30, 2015 are due to the Coordinator of Academic Programs by January 1, 2014). Faculty should assume that Stardust Books has no stock. If any books, special notebooks, paper, pens, equipment, or whatever are necessary for your course, give a list of items to the Coordinator of Academic Programs well in advance. Indicate whether an item will be suggested or required.

Faculty members are supplied at no charge with texts for courses they teach. All faculty members are strongly encouraged to contact the textbook publisher to obtain complimentary copies of texts. When that is not an option, textbooks can be purchased from Sterling's online store with purchase requisitions signed by the Academic Dean. If you need or you believe your course

would benefit from purchase of some special tool or piece of equipment, speak to the Academic Dean.

Recommended library purchases should also be mentioned to the Librarian. Please don't hesitate to ask! We want to teach our courses well with Sterling books and equipment in use and do not wish to compromise institutional quality through lack of needed materials or through reliance on personal possessions of faculty.

Use of Personal Supplies and Equipment in Courses

Faculty are strongly encouraged not to use personal supplies in courses and to anticipate course needs and order items in advance. If circumstances prevail, i.e. some book is out of print or there is no time to order another canoe, then make clear arrangements in advance. The Business Office or the Academic Dean must approve reimbursement for use of employee's personal equipment by the institution.

Responsibility for Course Conduct

Effective teaching and learning are the broad goals of Sterling's curriculum, and we recognize that no one style of teaching or conducting a course is unquestionably better or worse than another. Thus, course conduct is largely left to the personal style and judgment of the faculty member in charge of a course. In courses involving team teaching, faculty should respect the direction given by the instructor in charge. Otherwise, faculty may exercise freedom with the exception of the following castinstone procedures:

Because students often carry a very full course load and because we emphasize planning ahead to avoid time management conflicts, all course faculty are expected to provide a course outline to their students at the first meeting of a course each term.

The outline should state the goals of the course, present a tentative weekbyweek topical outline, identify quiz and test dates, and list major assignments.

The outline should also inform students of the criteria to be used in evaluating their performance.

Copies are to be distributed to the Registrar and the Academic Dean. For samples or a template, please see the Dean.

Course Evaluation

Course evaluation by students has become an informative source of feedback to course faculty and, through them, to the Academic Dean and the Academic Council. A standard form is provided by the Registrar (see Appendix), and most faculty members use the reverse side of the form to ask questions tailored to the specific course. The goal of these evaluations is for the teaching faculty to get a grasp on student perceptions of course content, conduct, and effectiveness.

Thus, all faculty members are expected to formulate and distribute a course evaluation and to develop a mechanism to ensure its return to the Registrar. Course faculty should examine the evaluations for patterns of responses which signal a change in content or conduct and consider with the Academic Dean ways the course might be improved. The Registrar's office compiles results of these evaluations and provides a summary and copies of all narrative comments to the Academic Dean.

Tutoring

Remedial tutoring is not considered a Sterling responsibility. However, when it is determined that tutoring is needed by a particular student, Sterling will assist in locating an appropriate person and making possible a reasonable schedule for tutoring. The expense of such tutoring is the responsibility of the student. Let the Academic Dean know your concerns about the tutoring needs of any student.

Responsibilities as an Academic Advisor

Sterling's advising system is an essential communication link between the faculty and each of our students throughout the year and is an important contribution to students' engagement and success. The advising relationship is intended to help maintain each student's productivity in the program and stability within the community.

Sterling's advising system is modeled in part on the guidelines provided by NACADA, The National Academic Advising Association, which defines academic advising as follows:

Academic advising is a series of intentional interactions with a curriculum, pedagogy, and a set of student learning

outcomes. Academic advising synthesizes and contextualizes students' education experiences within the frameworks of their aspirations, abilities, and lives, to extend learning beyond campus boundaries and timeframes.

Advisors are assigned by the Registrar and Academic Dean. The Academic Dean works with the advisors as a group and individually to identify problems and needs of our students, to assist and train advisors, and to handle particularly challenging issues, which may be more timeconsuming, or talentdemanding than any one of us may be able to provide. Advisors are paired (or in some cases placed in groups of three) to facilitate student access to advising and to help support new faculty advisors.

Student advisors are expected to:

1. Interpret. Help students understand Sterling's educational approach and methods and why we believe in them.
2. Motivate. Supplement the course faculty's efforts to encourage students to take on the Sterling curriculum with gusto.
3. Clarify. Assist students in clarifying their educational and personal objectives here at Sterling and in the future.
4. Assist. Help students understand how to achieve an appropriate social balance in the Sterling community.
5. Listen. Act as a resource for support and advice when problems arise in the curriculum or out.
6. Attend to details. Make certain that students are taking appropriate course loads and planning electives so that they meet both credit requirements and personal interests.
7. Strategize. Meet weekly with advisees who are on academic probation to ensure they are making progress on a path toward success.

These responsibilities are carried out within a flexible yet structured schedule throughout the academic year. Advisors must anticipate a significant chunk of time required for student contact during the first week of each semester and then a slower pace of contact in the following weeks to the end of the term. Advisors should plan to meet with their advisees regularly throughout the year. Advisors should remember that all of advising forms and materials are available both in hardcopy in the Advising Handbook and on the Sterling College website under "Academic Advising."

As an advisor, you need to have an accurate perception of how each of your advisees is doing at all times so that we can be sure that we are developing appropriate strategies to ensure the success of each student. The Deans provide additional details of the advising relationship and responsibilities at the start of the academic year.

Advisors should be sure to communicate with the Registrar and Academic Dean about changes to student schedules, new independent studies, self-designed majors, and off-campus experiences.

Communication among faculty and administrators is the key to helping students engage with and succeed in the Sterling curriculum.

Faculty Workload

1. Teaching, advising, and committee work

Teaching, advising, and committee work constitute the major responsibilities of the faculty. Assignment of courses is made by the Academic Dean in accordance with the employment agreement reached at the beginning of the contract period. Faculty should expect to reserve advising time on campus. If this package of responsibilities becomes overwhelming at any time in the year, the faculty member should consult with the Dean.

Faculty should be available for scheduled meetings, working with students, and special programs to prepare for courses both prior to the start of each semester and during Community Week.

2. Meetings

Attendance at all scheduled faculty and committee meetings is expected of all full-time faculty members. Meetings will be scheduled to avoid conflicts with classes and other curricular activities; thus, some meetings may have to be scheduled during weekends, evenings, or very late afternoon hours. While meetings should be announced well in advance, faculty should plan on the following:

- Beginning of semester meeting(s). Preceding each semester, faculty should expect meetings to be scheduled.
- During each semester. Unless otherwise announced, faculty meetings are scheduled every Wednesday afternoon

following Work Crew meetings.

- End of term meetings. Faculty should assume that a series of meetings will be scheduled for the week following the end of each term. These meetings will be announced in advance and faculty should not make travel plans for this period without first consulting with the Dean.
- End of spring term meetings. Faculty must be prepared to devote adequate time to both completing final grades and for faculty and committee meetings in May after Graduation.

Administrative Responsibilities

Faculty frequently have a combination of administrative and teaching responsibilities. This requires careful balancing of time. Problems maintaining this balance should be brought to the Dean's attention.

Research and Scholarship

Teaching is the principal focus of faculty at Sterling; however, research and scholarship are strongly encouraged, as they can enhance undergraduate teaching, professional development, community outreach, and personal growth. Please share your project and/or project ideas with the community.

Special situations

As much as Sterling emphasizes a community approach to the College's tripartite Work-Learning-Service curriculum, the College relies upon individual faculty participation in a broad range of curricular and extra-curricular events and initiatives, not all of which can be anticipated or fully outlined in any contract or agreement.

Faculty Workload Analysis

- Faculty Workload at Sterling College generally consists of the following:
- Twenty-one semester hours of instruction or equivalent over the contract year.
- Serving as an Academic Advisor.
- Serving on SARP committees both as an advisor and a committee member.
- Working with students on Independent Studies and Senior Projects.
- Service on at least one timeconsuming committee (Academic Council, Plant, Risk Management) and one additional committee.
- Participation in Faculty Meetings, All-College Meetings, Community Meetings, Community Week, and Team/Staff meetings as appropriate.
- Supporting A Sense of Place in the Fall and Winter Intensives.
- Participation in the following will be shared by all full-time faculty: Alumni Weekend, Family Weekend, Registration, Admissions Open Houses and Visit Days, Expedition, Internship Visits, and Graduation Weekend.
- Supervising Work Program students as appropriate.
- Maintaining at least five posted office hours per week.
- Presence on campus during beginning of year meetings, Fall Intensive, and one week after spring semester. Specific semester obligations are designated in individual contracts.
- Participate in co-curricular or extracurricular activities that involve students (examples include attending student presentations, student or faculty-led groups, etc.)
- Participation in All College Work Days.

Please note that no list of responsibilities can foresee all institutional needs. The College relies upon individual faculty participation in a broad range of curricular and extra-curricular events and initiatives, not all of which can be anticipated or fully outlined in any contract or agreement.

Discussion of Faculty Workload Determination

Each credit hour of each class meets for 15 hours in any given semester. For example, a 3-credit class in the Fall Long Block will meet for 45 hours or 4.5 hours per week. A 3-credit class in the Fall Intensive will meet for approximately 20 hours per week. Although field courses necessarily require a greater number of contact hours with students, active in-

structional time should be considered when determining contact hours.

A typical full-time faculty teaching load is 21 credits over an academic year. This academic year is defined as the period of a faculty member's teaching obligations in a given calendar year.

Independent Studies are meant to be guided independent learning experiences for Sterling students. Faculty should anticipate approximately one hour of contact time per week for each independent study, and no faculty member should feel obligated to agree to supervise more than 4 independent studies per semester (depending upon individual faculty workload). This does not include SARP advising and committee obligations.

Courses are defined as under-enrolled if fewer than 4 students are registered in a course section. If this is the case, faculty are encouraged to re-structure the course as a 'group independent study' rather than to try to follow the original course outline. This will typically decrease weekly contact hours and emphasize independent and group work to achieve the course competency goals. Faculty may be assigned other duties to compensate for any decrease in teaching load due to cancelled or under-enrolled classes.

Under-enrolled or poorly enrolled classes may be cancelled and/or rescheduled for another semester.

Faculty teaching collaboratively taught courses share the credit load depending upon their specific involvement (for instance, whether the course is divided in half or whether both members are present at each class meeting and whether faculty are considered co-teachers or are considered lead and secondary instructors). If taught as an adjunct load, collaborative teaching salary will be reviewed by the Academic Dean.

Although the Registrar can be flexible to accommodate individual faculty scheduling requests, the Registrar and the Academic Dean are the final arbiters of the semester class schedule and may need to schedule classes independent of faculty requests. Classes are expected to provide students with 15 hours of engaged time for each credit earned. All deviations from this requirement must be approved by the Academic Dean prior to the development of the course schedule (usually several months prior to the start of the semester).

Independent Studies

Sterling College offers students several avenues by which to pursue self-directed study, and faculty supervision, advising, and teaching duties vary according to the different courses available. Independent studies empower students to focus on specific areas of study not directly covered by Sterling's existing curriculum; to work independently on research, creative expression, or applied projects; to tailor their academic curricula to meet particular learning or Self-Design Major goals.

Independent studies are conceived as independent learning opportunities for students from the proposal process to developing goals, schedule, and assessment methodology. However, faculty who agree to support students in their independent work agree to assist in the proposal process by reviewing drafts and clarifying expectations and helping students clearly define outcomes and assessment criteria. Faculty are asked to recognize that students most often have little experience developing curriculum, designing courses, and developing appropriate evaluation guidelines in the context of a semester, and therefore faculty oversight of the proposal process, weekly formal meetings, and documented culminating assessment are all key to supporting a successful independent study experience and an institution that includes self-directed academic work as a significant aspect of its curriculum.

Note that Sterling supports variations of the following self-directed learning options that include, but are not limited to: directed tutorials focused on a specific content area or set of skills, which requires consistent and regular faculty/student meetings—often of at least one hour per week—and often preparation on the part of faculty; faculty-supported on-campus independent work, often in research or applied science, which requires faculty attention prior to and following the student's work as well as regular weekly meetings to assess progress and address any problems; faculty-supported off-campus independent work, which requires more intensive work on the part of faculty prior to and following a student's off-campus experience as well as periodic contact with students while they are away. Not all of these iterations of independent study require the same amount of faculty oversight, and they should not be considered equivalent when calculating teaching load. Please address any specific questions about teaching load to the Academic Dean.

Sterling's independent study options include:

- 200-400-level Independent Study (listed by discipline). These Independent Studies (between 2 and 12 credits) must be proposed according to the guidelines in the Advising Handbook and approved by the supporting faculty member prior to being submitted to the Academic Dean for final approval. This approval process must be completed prior to the semester in which an Independent Study will be undertaken. Faculty should work with students well before this deadline (defined in proposal guidelines as “one week before the last day of the semester preceding the one in which the student plans to enroll in an Independent Study.”)
- 200 or 300-level Independent Study with multiple students. Often, students will share interest in a subject area not specifically addressed by Sterling’s existing curriculum. In this case, up to 3 students are allowed to cooperatively propose an Independent Study. Proposal guidelines and a faculty member’s responsibilities are the same as when they work with individual students—contact time should be approximately 1 hour a week, and students should be expected to complete approximately 30 hours per credit over the course of the semester.
- Senior Project (HM/NS/SS 418 and HM/NS/SS 419). The Senior Project is a 2-semester, 6-credit learning experience consisting of 2 3-credit learning experiences supported by a primary advisor. If appropriate, students should also be encouraged to seek the input of additional faculty or a sponsor outside Sterling College. As in the 15-credit option, a sponsor is highly recommended (but not required). The Project must include a presentation and project, although these may be less extensive in scope than in the SARP. A student pursuing this option should enroll in HM/NS/SS 418: Senior Project I and HM/NS/SS 419: Senior Project II in consecutive semesters during his or her senior year. Students may work with a single faculty member from developing the proposal to formal weekly meetings during the course of the project.
- Senior Applied Research Project (NS/SS 439 SARP I; NS/SS 440 SARP II; HM 445 SARP III [Senior Applied Research Project Presentation]). Please see the SARP Survival Guide for details about faculty advisor and faculty committee member roles in the SARP process. In summary, faculty work with students to develop SARP topics and proposals from approximately the mid-point of a student’s enrollment in SARP I; upon approval of the SARP proposal and enrollment in SARP II, faculty should meet (or communicate via the internet or telephone) weekly to discuss progress and communicate with the student and/or sponsor to address any concerns or problems that may arise in the course of a student’s independent fieldwork. Faculty availability during this period is key to student success. A faculty advisor will assess a student’s progress at the end of SARP II, and provide a grade to the Registrar. Note that students may not enroll in SARP III before completing SARP II. During a student’s enrollment in SARP III (typically the spring semester of a student’s senior year), a faculty advisor will continue to meet weekly, review drafts of the final project, and work with the student to develop the final presentation. This usually means attending practice presentations in the week prior to the SARP symposium in the spring semester. Upon review of the final presentation and written project, the faculty advisor will meet with other committee members to determine a grade for SARP III.
- A SARP committee member will typically meet with a SARP student a minimum of two times—once to discuss and approve the SARP proposal at the conclusion of SARP I; once near the transition from SARP II to SARP III; and once at the conclusion of SARP III. Students may choose committee members who have specific knowledge or skills appropriate to their projects and may call on them more frequently during the process. Such an arrangement should be made clear early in the SARP process.

Year-End Evaluation

At the end of each spring semester, the Academic Dean will provide all full-time faculty with a self-evaluation form, which should be completed prior to the start of the fall semester and submitted to the Dean. Following this self-evaluation, faculty should schedule a year-end review with the Dean to address successes, challenges, and goals for the coming year. Any issues identified in student evaluations or other communications about a specific class or faculty member are reviewed at this time. The Dean will work with Faculty to develop a comprehensive evaluation of performance in addition to the self-review over the spring 2014 semester. A review must be completed prior to a faculty member’s agreement being renewed for the following year.

STERLING COLLEGE
Student Course Survey

Course:
Course Enrollment:

Semester:
Instructor:

Directions: Please indicate the degree to which you agree or disagree with each statement according to the following :
KEY (Please circle your response)

SA Strongly Agree D Disagree A Agree
SD Strongly Disagree N Neutral NA Not Applicable

About the Course:

1. Course objectives were clearly stated.SA A N D SD NA
2. We accomplished the stated objectives for this courseSA A N D SD NA
3. The grading system was clearly explainedSA A N D SD NA
4. The text and/or course materials were appropriateSA A N D SD NA
5. The course was intellectually challengingSA A N D SD NA
6. The assignments increased my understanding of the subjectSA A N D SD NA
7. Class sessions increased my understanding of the subjectSA A N D SD NA
8. This course is clearly connected to the overall curriculum at SterlingSA A N D SD NA
9. Overall, I would rate this course as goodSA A N D SD NA

About the Classroom and Facilities:

10. The quality of the classroom and facilities was goodSA A N D SD NA
11. The quality of the technology and/or equipment
used in the class was goodSA A N D SD NA

About the instructor:

12. The instructor was knowledgeable about the subjectSA A N D SD NA
13. The instructor was enthusiastic about the course.SA A N D SD NA
14. The instructor was prepared for class sessionsSA A N D SD NA
15. The instructor was fair and impartial in assigning gradesSA A N D SD NA
16. The instructor created an atmosphere conducive to learning.SA A N D SD NA
17. The instructor created an atmosphere that was respectful
of student ideasSA A N D SD NA
18. The instructor provided helpful feedbackSA A N D SD NA

LIBRARY

Sterling College Libraries

Library Statement of Purpose

The Sterling College Libraries support the educational goals of the college by providing information resources and services to the college community.

Goal: Develop and maintain an up-to-date collection of print, non-print, and electronic resources that supports and enriches the curricula, programs, and activities of the college.

Responsibility for Selection of Materials

Materials for the Sterling College Libraries are selected by the librarian with the assistance and recommendation of faculty. It is a cooperative effort, which also takes into consideration recommendations from students, staff, and other members of the Sterling College community.

To facilitate the selection process, the librarian reads and circulates reviews, catalogs, and other sources.

The librarian is responsible for coordinating the collection and making final decisions on specific acquisitions.

Criteria for Selection of Materials

- Relevance to curriculum, educational programs, and priorities of the College
- Appropriateness to user (level, format, ease of access)
- Authoritativeness, accuracy of contents, and quality of writing
- Diversity in the collection (balanced presentations)
- Currency of information where applicable
- Availability of materials on the subject area already in the collection
- Availability of materials from other libraries (in the case of expensive or specialized materials)
- Permanent or timely value
- Price

Textbooks: Like most other academic libraries, the purchase of textbooks by the Sterling College Libraries is strongly discouraged. Some reasons include: the nature of textbooks being basically a simplification and summarization of a discipline, high cost, frequent revision, and poor bindings. They are generally poor investments for a library's permanent collection. Certain types of college-level textbooks might deserve special discussion and consideration.

Fiction / Recreational Materials: Collected moderately.

Periodicals: Each fall the subscription renewal list is reviewed for additions and deletions. Criteria considered are importance of the title to college curricula, number of journals currently available in that subject area, access through standard indexes, availability of the title in full-text through one of our electronic databases, and price. A news magazine and newspapers are also provided for current events.

Non-print Materials: Acquired as needed to enrich and support the curricular needs of the college. Subject to general criteria of selection listed above. Preference is for DVD over VHS format and CD over cassette format.

Maintenance of Collection

Multiple Copies: Duplicate copies of materials will be held to a minimum.

Replacement of Lost or Damaged Material: Items found to be missing after inventory will be replaced at the discretion of the librarian, applying the selection criteria stated above.

Weeding: In an ongoing process, as time permits, materials will be withdrawn from the collection for one or more of the following reasons:

- No longer meet curricular needs
- Superseded editions
- Outdated information
- Multiple copies of titles no longer in demand

- Damaged or worn copies
 - Some of the withdrawn items may be replaced by newer editions.
 - When appropriate, faculty will be consulted for input when weeding certain subject areas.

Faculty Borrowing Privileges

The loan period for books is one month. If books are needed for use in a course, however, they may be kept for three months. Periodicals and audiovisual materials have a one-week loan period. There are no late fees charged for overdue materials; however, payment for lost or damaged items is required. Reminders are sent at the end of each term. Timely return of materials is appreciated.

Interlibrary Loan Procedures

The library is able to borrow books, periodical articles, and sometimes-instructional videos through the Vermont Automated Library System. Please fill out an ILL form, found in a folder on the bulletin board next to the office door, or submit an ILL electronically from our library home page. <https://sterling.wufoo.com/forms/m651oby0c09zzv/>

Allow a week for the arrival of books and two weeks or more for journal articles. Please return materials on or before the due date.

Reserve Room Procedures

Please provide the library with a syllabus/course outline for each course. Whenever possible, bring materials in before the start of the term. If the office is closed, leave the books with a note indicating the course name and instructor. Personal copies from faculty will be banded and listed on a card. Library copies of books are preferred, whenever possible; therefore please have the library purchase copies of any personal titles which you will be putting on reserve regularly. Books received through interlibrary loan may not be put on reserve, nor will the library order multiple copies of books through interlibrary loan. Library staff will take materials off reserve at the end of the term. Please pick up personal copies.

Requests for Purchase of Library Materials

The Library Committee recommends operating policy and sets purchasing priorities for the library. We welcome your suggestions for the purchase of new materials. Book reviews and catalogs will be circulated periodically for your input. Initial your choices, and star items that you consider to be priority purchases. Please pass along the list in a timely fashion.

Donations

The library will accept appropriate donations of books, reserving the right to make the final decision on what will be added to the collection. Please leave a note with the donation, indicating your name and what you would like the library to do with any books not retained for the collection.

Audio-Visual Resources

Videotapes, DVDs, CDs, as well as some computer software, are located in the library's office. There is also a collection of 16mm films on the third floor of Kane. Faculty keys will open the door to the office for access after hours. Please be sure to sign out audio-visual materials on the clipboard at the circulation desk. The library has a TV/VCR unit, a portable DVD player, and a projection screen housed in the library office. Additional A-V equipment, such as multi-media projectors, computer laptops, VCRs, cameras, slide projectors, and overhead projectors, are stored in the A-V closet of Simpson 3. Please reserve equipment on the sign-out sheets provided in each closet.

Copyright Guidelines

Any use or reproduction of copyrighted materials will be done either with the written permission of the copyright holder or within the bounds of “Fair Use” guidelines provided in the Copyright Act of 1978; otherwise, the individual responsible for use or reproduction may be liable for infringing the copyright under existing laws. Refer to the copyright materials in the library or by the copier in Kane for specifics concerning “Fair Use.” LINK TO: <https://owl.english.purdue.edu/owl/resource/731/1/> “Strategies for Fair Use”

COMPUTERS

Sterling College provides access to computers in several labs for student use within the curriculum. All computers are Microsoft Windows compatible. These computers are located in the Brown Library, the Career Resource Center and Simpson 5.

General use student computers: Computers in our labs are available 24 hours per day. Sterling’s computers are for use by Sterling College students, faculty, and staff only, and are not for use by the general public.

Software: Sterling lab computers provide access to a virtual desktop on a Windows server and a standard set of productivity applications, including Microsoft Office 2010. If you have files prepared using software that isn’t available on our computers, please check with Michael Heffernan in the Technology Office. It may be possible to convert your files to a compatible format. You are not permitted to install your own software on Sterling’s computers.

Internet: All computers are set up for access to the Internet. These connections are intended for student research. Please be considerate; if you are using the Internet for reasons unrelated to academics, please yield to students who need access for academic projects. Instructions and policies are posted near the computers.

Internet Access: The purpose of the Internet is to facilitate communication in support of research and education by providing access to unique resources and an opportunity for collaborative work. Transmission of any material in violation of any United States laws, including copyright protection, or the transmission of pornography is prohibited. Use for commercial activities, product advertisement, or political lobbying is also prohibited.

Privilege: The use of the Internet is a privilege. The Sterling College administration is delegated the authority to determine appropriate use and, consequently, may deny access to a user at any time based upon its determination of inappropriate use.

Network Etiquette, Legal Considerations and Security: All users are expected to abide by the generally accepted rules of network etiquette and legal considerations. These include, but may not be limited to, the following:

1. Do not violate software license agreements by copying Sterling College software or adding any software to Sterling College computers.
2. Do not knowingly perform an act that will interfere with the normal operation of computer resources. This specifically includes, but is not limited to, additions, alterations, or deletions of software installed on Sterling College computers. This also includes downloading personal programs and/or games.
3. Be polite. Do not intimidate, abuse, or harass in your messages to others. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
4. Do not engage in activities that are prohibited under state or federal law.
5. Protect your personal information. Do not reveal your personal address or phone number, or those of students or colleagues.
6. Note that electronic mail (e-mail) cannot be guaranteed to be private.
7. All communications and information accessible via the computer should be assumed to be private property, and therefore, require permission from the author before copying to use in a public presentation.
8. It is illegal to post or send sexually explicit, obscene, profane, defamatory, threatening, racially offensive, or other illegal material within or from Sterling College computers.
9. Do not post anonymous messages.
10. Do not SPAM (slang for unsolicited commercial e-mail). Sending unsolicited mail can result in Sterling College losing Internet service.
11. Degrading or disrupting equipment, software, or system performance is prohibited.

Vandalism: Vandalism is defined as any malicious attempt to harm, modify, or destroy the computer hardware, data of another user, the Internet, or other network that is connected to the Sterling College computer system. This includes, but is not limited to, the uploading or creation of computer viruses and damaging computers or computer systems.

Procedures: All users have the same right to use the equipment. Therefore, users shall not play games or use the computer resources for other non-academic activities when other users require the system for academic purposes. In addition, users shall not waste nor take supplies, such as paper and ink cartridges that are provided by Sterling College. All users must talk softly and work in ways that will not disturb other users in the labs.

Consequences/Penalties for Improper use: Infractions of the provisions set forth in this document may result in the suspension or termination of access privileges and/or appropriate disciplinary action. Activities in violation of state and federal statutes will be subject to prosecution by those authorities. Disciplinary action may be taken by Sterling College as appropriate.

Storage: All students are encouraged to save their work on Sterling's student server. This server is backed up weekly, so should a user accidentally delete their work, it is easily retrievable. Sterling assumes no responsibility for the safety of student files. All users are encouraged to save to Google Drive or a USB flash drive.

Conservation: Proofread carefully and take full advantage of Print Preview to preview the appearance of your work. College laser printers are for final printouts only. If you need multiple copies of a finished work, print out only one copy on the laser printer, and use the copy machine to make the rest. College policy regarding free and open access to laser printers may come under review if evidence shows that a great deal of paper and energy are being wasted, so please be conservative in your use of the laser printers! When printing from the Internet, select only the pages needed. If you're printing a draft, please use scrap paper.

Laws: Sterling College takes U.S. copyright law and issues of software piracy and licensing very seriously and will not permit the college to be exposed to potential liabilities by the actions of students, faculty, or staff with Sterling-owned computers.

Assistance: If something goes wrong, do not try to fix it. Please send an email to helpdesk@sterlingcollege.edu describing the problem in detail. You may also call Michael Heffernan, the Director of Technology, at x106, or stop by his office on the second floor of Dunbar.

STUDENT RECORDS

The use of the term “student/parent” in the following refers to the person who controls the individual student records. This person is the student, if 18 years of age or older, or the parent or other legal guardian if the student is not yet of age. The age at the time of the request is the determining age.

Categories of information contained in student records

Directory Information: This is information that is known to be available from a variety of sources and is considered public information. It includes: name, home address, telephone number, date and place of birth, dates of attendance at Sterling, degrees or certificates earned, major field of study, participation in officially recognized activities, and most recent previous educational agency or institution attended by the student.

Restricted Information: This is information directly concerned with a student’s relationship with Sterling. It includes: courses taken, grades earned, credits earned, academic and disciplinary actions taken by Sterling, financial arrangements between the student and Sterling, and letters of recommendation.

Confidential Information: This is information of several types that has been collected under a promise of no disclosure or in the context of a confidential relationship. It includes:

- records held by Sterling educational personnel which are in the sole possession of the author and which are not available to be revealed to any other person except a substitute.
- financial information of the student and/or parents contained in the FAFSA, SAR’s, or income tax returns.
- all records created by a physician, psychiatrist, psychologist, or other professional which are maintained only for use in connection with the treatment of a student.
- letter of recommendation when a student has waived any right of access.

Access to and Release of Student Records

- Directory information may be released unless the student/parent has indicated otherwise, in writing, to the Registrar.
- As per federal regulations, Sterling College is obligated to release directory information only to any branch of the military upon request.
- Prior consent in writing for disclosure of restricted information is not required when records are released to:
 - other Sterling officials with legitimate educational interests.
 - an educational agency in which the student seeks or intends to enroll when such transfer is initiated by the student/parent.
 - authorized representatives of Comptroller General, Secretary of Education, or state educational authorities.
 - in connection with financial aid for which student has applied (limited disclosure permitted).
 - accrediting organizations to carry out accrediting functions.
 - parents of dependent students.
 - appropriate parties in health or safety emergency if the information is necessary to protect health or safety of the student.

Confidential information may be kept confidential by the author and may be released only upon written request of the student/parent and with the consent of the Sterling official having custody of such information.

General Policies

A written record of the release of any information should be placed in the student file including to whom records were released, what interest they have in the records, date, and who released the records. The exceptions are only:

- when the release is of Directory information only
- when Sterling has written request from student/parent
- when the release is to the student/parent
- when the release is within Sterling

No disclosures will be made for commercial purposes.

Right to challenge incorrect information:

Students may challenge the content of the records maintained by Sterling. They must be provided an opportunity to correct or delete any inaccurate, misleading, or otherwise inappropriate information contained, and to insert into such records a written explanation concerning their contents. It is hoped that any such difficulty can be resolved in an informal manner between the student and the appropriate Sterling official. If no informal agreement can be reached, the student may request that the matter be resolved by a Board of Three—one representative appointed by the student, one by the President of Sterling, and one by the Sterling official involved. The Board of Three will adopt its own rules, will render a written decision, and its decision will be final.

THE COLLEGE AND ITS PEOPLE

Sterling College is a private, notforprofit corporation. This means that it receives no public funds other than the fraction of financial aid provided by federal and state programs and a few other grants and contracts. All costs must thus be met by tuition charges and donations. On the average tuition covers about 70% of costs; donations must be received to cover the rest.

Overall control of the College is the responsibility of the Board of Trustees. The Board is charged with seeing that the College stays true to its mission and is operated in a responsible manner. Members of the Board volunteer their services and meet formally three times per year. The Board has officers including a chair, secretary, and treasurer. Board members are listed on the website; they include alums, parents of alums, and friends of the College who have a particular interest in the school and its programs.

Responsibility for the overall operation of the College is delegated by the Board to the President. The President delegates particular responsibilities to other administrators. The Academic Dean administers academic programs. The Dean of Community oversees student life, Wellness, discipline, and the Work Program.

Standing Committees

All faculty and professional staff are expected to serve as members of one or more standing committees. The Academic Dean, in establishing an individual's responsibilities in the upcoming year, makes faculty committee assignments. The President, along with the Dean of Community and Dean of Work, makes Collegewide committee assignments. If you have a special interest or concern in the work of any particular committee, request to be on that committee.

Membership on a committee is a responsibility, which will take time and which may extend beyond attending meetings. Committee work also demands time of committee members when special materials or documents are requested, such as reports to the Academic Dean, President, and Board of Trustees or evaluation and planning documents.

Chairing a committee entails the additional responsibilities of calling meetings, developing working agendas, making sure that minutes are kept and distributed, and generally seeing that the committee fulfills its mission and responsibility.

The President and Deans will attempt to accommodate time demands of committee work with other responsibilities when scheduling any individual's weekly or semester schedule. If you find a time crunch preventing you from doing as thorough a job as is needed in committee work, make sure you bring the issue to the attention of your supervisor.

These are current standing committees, which directly involve faculty:

Academic Progress Committee

Responsible for reviewing academic progress of all students and for making recommendations regarding how students can address any deficiencies. Meets twice each semester: once at midterm and once after final grades are reported. Consists of the Registrar, Dean of Community, Dean of Work, and Academic Dean.

Brown Gallery Committee

The Brown Gallery Committee brings the work of local, regional and other artists to Sterling College and the community. Exhibits may or may not coincide with the college's lecture series and majors.

Academic Council

The Academic Council has responsibility for presenting formal recommendations to the Dean concerning development, review, assessment, and modification of the creditbearing components of Sterling College programs. In practice, the Academic Council presents recommendations to the Faculty for review, comment, and approval before making final recommendations for implementation to the Dean. The Council, through the Dean, makes recommendations to other committees and administrators concerning plant and facility needs for the implementation of the curriculum.

Equity Committee

The Sterling College Equity Committee is charged with the promotion of a safe community and the review and establishment of policies as they relate to federal Title IX regulations. In addition, the Equity Committee works to ensure the tenets of the Sterling College Equity Commitment are upheld in all aspects of campus life.

Community Council

Community Council is a regular opportunity to engage in conversations around the state of the College and our strategic plan. All members of the College may join Community Council, and there is a core group of students, administrators and advisors who have committed to the concepts of restorative justice and community accountability. Additionally, Community Council will convene when it is determined that deeper conversations around community behavior guidelines are necessary.

Library Committee

The Library Committee is responsible for developing and recommending library policies to the faculty for final review before being presented to the Dean, for advising the Librarian on the orderly expansion of the library collection, and for evaluating facilities in light of the college's needs.

Lands & Energy Committee

The Land & Energy Committee is a clearinghouse for information on projects, which affect the physical plant and land use on Sterling College property. The Committee serves as a forum for discussing facilities and land use planning, budgeting, and longrange issues.

Personnel Policy Committee

Composed of a broad spectrum of Sterling personnel, this committee is responsible for evaluating and proposing standards concerning personnel procedures, responsibilities, and administration. The employees will review policy recommendations and other issues concerning personnel and evaluation policies before being presented to the President for approval.

Risk Management Committee

The purpose of the Risk Management Committee is to identify, monitor, and manage hazards and dangers in order to reduce the potential for incidents that could result in injury, illness, fatality, or damage. The committee is charged with developing and revising a written Risk Management Plan and an Emergency Action Plan; for assuring that incident reports, including near misses, are completed in a timely manner; for appropriate safety briefings and training; and for meeting on a monthly basis.

Administrative Council

This Council is composed of supervisors and administrators and presents an opportunity for administrators to communicate regarding policies, events, and initiatives that impact multiple areas of the institution. Chaired by the President, the Academic Council meets weekly.

Faculty Meeting

The purpose of Faculty Meeting is to review and comment on recommendations made by the Academic Council and the Academic Dean, as well as to coordinate curricular, co-curricular and extracurricular activities, and to review recommendations before they are forwarded to the President or others. When significant decisions regarding the curriculum are under consideration, it is important that the faculty be given adequate time to consider the issues; therefore, a proposal for a significant change will be provided to all full time faculty no less than one week before the meeting at which it is to be discussed. Faculty Meeting also provides an important venue to discuss the progress of individual students.

The Academic Dean provides an agenda and when necessary materials, typically one day in advance of the meeting, and one week in advance when a significant change is under consideration. Occasionally, the faculty alternates business meetings with special topic meetings to create opportunities for independent discussions related to the curriculum.

Chaired by the Academic Dean the faculty meets together once each week in the fall and spring semesters alternating between 2-hour sessions and 45-minute sessions, and every other week for one hour in summer semester.

FACILITIES AND HOURS OF OPERATION

Scheduling and Use of Campus Facilities

Faculty, like all Sterling community members, should use the online calendar to schedule events and rooms. Larger events should be discussed with the Academic Dean and/or members of the administrative team as appropriate well in advance of any event to mitigate the impact on maintenance and kitchen work.

Facility	Hours of Operation
Career Resource Center	24 hours a day
Coin Laundry	7:00 am to 11:00 pm (\$1.25 wash, \$1.25 dry) Madison Merlin Houston House Hamilton
Craftsbury Public Library (on the Common)	Tuesday Noon-8:00pm Wednesday 9:00-noon Friday Noon-8:00pm Saturday 9:00-3:00pm Sunday 11:30-1:00pm
John W. Simpson Memorial Library (East Craftsbury)	Wednesday 9:00-noon Saturday 2:00-5:00pm
Meals served: Breakfast	Monday-Friday 7:30-8:00 am Saturday 8:30-9:30 am Sunday Brunch 11:00-noon
Lunch	11:45 am-12:30 pm
Dinner	6:00-6:30 pm
Post Office	Monday-Friday 8:00-noon Monday-Friday 12:45-4:30pm Saturday 8:00-11:30am
Sterling Library	24 hours for Sterling Community, limited hours for non-Sterling community
Town Clerk	Tuesday-Friday 8:30-4:00 pm
Wellness Center	Posted on Bulletin Board

STERLING'S A-Z LIST

ADVISING

Entering students are assigned a faculty advisor. Students may choose an advisor after their first year. Advisors for third- and fourth-year students are associated with their major. The yearlong goal of the advisor/advisee relationship is to help students get all they can out of their time at Sterling. Advisors assist students with course selection and meeting program requirements, including filling out a long-term study plan. Advisors and students discuss areas of strength and weakness so that advisees can identify and build on strengths and discover ways to improve areas of weakness. A student who does not feel comfortable with his or her assigned advisor should see the Dean of the College about making a switch. All faculty and staff members act as resources available to the student. Our involvement in discussion of issues and interpretation of program goals has long been a strength of Sterling. Please feel free to approach us to discuss policies and events throughout the year.

ALCOHOL USE

Possession and limited consumption of alcoholic beverages by those students 21 and over are permitted within residence rooms and select common rooms only. Consumption of alcoholic beverages is not permitted elsewhere on campus, in college vehicles, or during college trips.

THE BARN

The Barn is located in Kane Hall. The Barn serves as a student lounge and is open 24 hours per day. Sleeping is not permitted in the Barn. The Barn is heated with a cleanburning woodpellet stove. Please see the Director of Facilities if you want to learn how to run the stove.

BOOKS AND SUPPLIES

All books for Sterling College courses can be purchased online at <http://astore.amazon.com/sterlcolle-20> or by following the link at the Sterling College website (www.sterlingcollege.edu). Supplies and equipment needed for Sterling College courses, along with a selection of basic necessities, some clothing and some gifts, can be purchased at the Art House. You can also buy some Sterling College branded T-shirts and gifts at the Craftsbury General Store.

BREAKS

All students are expected to leave campus during scheduled breaks. If a student would like to stay on campus during a break they must be hired for a break work position. Prior to the start of a break, the Dean of Work will post a listing of break work positions in the Foyer. Students must apply for these positions *and* be hired in order to remain on campus. The student must be on course in his/her work program position, have a good track record of hall chores, and be discipline-free in order to be considered for a break job. If hired, the student will need to sign a break agreement with the Dean of Community and follow the guidelines outlined in this agreement. If the student neglects to abide by the agreement, then the student will be charged for the room and will not be permitted to stay on campus during future breaks.

BUSINESS OFFICE

This office is located on the second floor of Mager Hall. This is the place to go for a variety of services and information including the following: access to documents describing Sterling College's approval by various federal, state, and regional agencies; and questions about tuition and/or bills.

The Business Office will periodically bill students for outstanding library fines, room damages, parking tickets, guest meals, transportation fees, etc. and will collect payment for these bills. Checks can be cashed, up to a maximum of \$50, if there are no outstanding bills.

CAMPUS SECURITY

We are all encouraged to take responsibility for the safety of the community and its members and of our personal and college property. Although we work hard to maintain a safe campus environment, Sterling College cannot guarantee the safety of your possessions. Be prepared to lock up your bicycle and bring a lock box to store other valuables for security in your room. Do not leave valuable items where they might tempt the casual passers-by.

CAMPING

Camping on College property, for short periods of time, is encouraged at the lean tos and tent platforms. Our chief concerns about camping in other areas are the impact on our neighbors and the danger from fire. Vermont state law and common courtesy require that you have the landowner's permission to camp on private land. If you want to camp nearby, we can suggest some areas. Please consult with your advisor to ensure you are camping on Sterling College property. For safety reasons, it is important that you notify your Community Advisor when you will not be sleeping in your room.

Long-term camping on Sterling College property is permitted only with approval from the Dean of Community.

To register your interest in long-term camping at Sterling during the summer, please submit a proposal to the Dean of Community at least two weeks before the end of the spring semester. Your proposal should address:

- Dates you wish to camp.
- Which designated camping area you'd like to use.
- At least three learning objectives.

Things to know about long-term camping:

- Long-term camping is camping for more than three nights.
- Long-term camping is only permitted in designated areas (tent platforms and some lean-tos).
- Long-term camping proposals will be accepted only from students currently enrolled in coursework at Sterling College.
- **Your room and board charges are not affected by your decision to camp.** Even if you propose to camp all semester, you will be assigned a bed inside. You may access your room, bathrooms, showers, laundry facilities, dining hall, and common areas while camping.
- Fires are only permitted in established fire pits.
- Food must be stored safely and appropriately.
- All camping areas must be kept neat, and free of trash and waste.
- The outhouse and composting toilet must be used when not accessing indoor facilities.
- All College policies and community behavior guidelines must be followed while camping.
- The visiting guest policies apply. From the Community Guidebook: "Students must notify Community Advisors when they will be having overnight guests in the residence. Students must fill out a Guest Registration Form and submit it to the Community Advisor prior to a guest's arrival. Students are responsible for their visitor's conduct in accordance with the rules of the College. A three-day visit is the amount of time allowed. If there are special circumstances, see the Dean of Community. Overnight visitors must leave their cars in the student parking areas."

CAREER RESOURCE CENTER

The Career Resource Center (commonly known as the CRC) is located on the second floor of Dunbar Hall and contains resources for students seeking offcampus work and study placements, information about international programs, career information and internship opportunities. The CRC also houses the Career Library, a classroom, and a student computer lab.

The CRC provides assistance to students and alumni seeking employment, career counseling, and graduate school information. On file are scholarship information, career books, GRE information, sources of summer or permanent jobs, announcements, educational travel opportunities, alternative education programs, and extensive online resources. The resource room of the CRC and the computer lab are open 24 hours a day for student use except when a class is in session there. The staff maintains office hours, and students are encouraged to make an appointment or just drop in.

CHURCHES AND OTHER PLACES OF WORSHIP

Sunday worship services are held at the United Church on the Common at 10:00 a.m., the Presbyterian Church in East Craftsbury at 11:00 a.m., and Our Lady of Fatima in Craftsbury holds services at 7:00 p.m. on Saturdays. Quaker Meeting meets in Plainfield at 10:30 a.m. Sundays.

COLLEGE VANS

College vans may be used by qualified students for the purpose of a course-related trip, a Work College/service trip, and possibly a Student Activities related trip.

5. Driver Selection

1. Minimum 21 years of age is required for the operation of any Sterling College vehicles transporting student passengers.
2. Minimum 19 years of age for the operation of any Sterling College vehicle or rental vehicle not transporting student passengers.
3. Driver must have three or more years of driving experience.
4. Must maintain a Sterling College Driving Record with 2 or less strikes.

6. Motor Vehicle Record Policy

It is a Sterling College policy and requirement for employment that every employee position with potential driving duties require a motor vehicle record (**MVR**) that meets the grading requirements stated below. This MVR policy applies to all drivers of Sterling College owned and leased and rented vehicles.

MVR's will be examined prior to the start of employment and annually thereafter. Any job offer made to an employee-candidate for a position with driving duties shall be contingent upon and MVR meeting the required standards; continued employment in a position with driving duties also requires an MVR meeting the standards outlined below.

The standards for MVRs are as follows:

- All operators must have had a valid driver's license for at least 3 years.
- No Sterling College employee or student will be allowed to drive who has a borderline or poor MVR.
- Driving records must remain acceptable or clear as outlined in the Sterling College Driver Handbook
- There should not be any DUI, DWI, or similar alcohol or drug-related offenses within the past five years.
- There will not be any exceptions for drivers who operate student occupied vehicles.

Curriculum needs may preclude the availability of the vehicles. Conditions for using a van include:

- Trips will need to have a minimum of 4 students for the minivan, and 8 students for a big van.
- Student Activities-related trips must have prior approval from the Student Activities Committee. If approved, the Student Activities Committee will cover fuel costs based on mileage.
- Trip must be scheduled and approved in advance through the Director of Facilities, or designee, by submitting a Student Use of Vehicle Request Form. The Director of Facilities will confer and contact the student with a decision.
- The college reserves the right to call off a trip due to weather, adverse conditions, or other unforeseen circumstances.
- Upon return, vehicles must be emptied of all trash and personal belongings.

See *Sterling College Driver Handbook* for further policies and procedures.

COMMUNITY E-NEWS

Every week, the entire community gets the e-news, sent out by the Office of Communications. It contains notices, ride shares, events, reminders, the week's menu in Dunbar, and more. The e-news is also posted on the bulletin board outside of Dunbar. To put something in the e-news, submit a notice to Christian Feuerstein by Friday at noon at cfeuerstein@sterlingcollege.edu.

DEAN OF ACADEMICS

The Office of the Academic Dean is on the second floor in Kane Hall. The Academic Dean is responsible for academics at Sterling, and can answer questions about independent study and self-designed study proposals, special topics classes, degree requirements, and special waivers of academic policies. The Academic Dean works with faculty and the Curriculum Committee to plan and implement the curriculum, and with the Dean of Community on related student issues.

DEAN OF COMMUNITY

The office of the Dean of Community is located on the second floor of Kane Hall. The Dean of Community is responsible for promoting and cultivating a safe, productive, supportive social environment on the Sterling College campus. This includes ensuring that community guidelines are upheld, and that discussions of community are incorporated throughout. The Dean of Community works with students who have violated community guidelines, using Community Accountability procedures to help students move forward while also making any necessary reparations. The Dean of Community also works with the Community Council to promote student leadership on campus and elicit student input on campus life and College wide issues, and supervises the Wellness Team, which includes the Nurse and Community Advisors, and all Residential Life teams.

DIRECTOR OF WORK IN COMMUNITY

The office of the Director of Work is located in Kane Hall. The Director of Work in Community is responsible for supervising and managing the Work Program and its operations, along with the Federal Work Study Program. This office can answer any questions about Work Program requirements, jobs, hours, supervisors, etc. The Director of Work in Community and supervisors ensure safe and productive learning environments that reflect the world of work.

DISABILITY SERVICES

Sterling College complies with the requirements of the Americans with Disabilities Act (ADA), the Americans with Disabilities Amendments Act (ADAAA), and the Rehabilitation Act (Section 504). The college does not discriminate on the basis of disability, makes reasonable accommodations in the learning and living environments to meet the documented needs of eligible students with disabilities, and ensures equal access to the College's academic programs and community life. Sterling uses the term "accommodation" to mean the provision of architectural access, aids, and services, as well as appropriate modifications to practices and procedures. The Academic Dean and the Learning Support Specialist evaluate disability documentation, determine eligibility, and plan accommodations for students enrolled at Sterling College. We are committed to an integrated, individualized approach with students, with independence, safety, respect, and dignity as core values. Please note that accommodations may not be possible if they would fundamentally alter essential program or college standards or requirements, or if they would result in undue financial or administrative burdens to the college.

Students should contact their Academic Advisor, the Academic Dean, or the Learning Support Specialist to request accommodations of disabilities in order to participate in academic and/or community-based programming and activities.

EMPLOYMENT

Due to the intensive nature of Sterling's programs and our rural location, off-campus employment opportunities for full-time students are limited. However, each resident student must commit some time to work in exchange for tuition credit on campus, including both rotating chores and individually assigned jobs. The Director of Work in Community makes chores assignments, and students find additional employment through this office. Students applying for a campus job must fill out a Job Choice Sheet, Job Voucher, and Student File Update and must furnish proof of U.S. citizenship,

e.g. passport, driver's license, or other student visa information (1987 federal law).

EQUIPMENT RENTAL

Rental of the college's outdoor equipment is encouraged, with guidelines outlined below:

Canoes

From May through October, if a student has successfully completed the SS105 course or has demonstrated capability with canoes, s/he may sign out a canoe, PFD, paddle, and foam roof racks for up to three days for flat-water trips. Curriculum needs may preclude the availability of canoes. Conditions for renting a canoe follow:

- The renter must inform the Equipment Manager of itinerary and trip plan.
- Canoes will be inspected before they leave and again when they return to ensure that they are in safe working order. The renter assumes any repair costs.
- The renter must realize that canoeing is a potentially hazardous activity and assume all associated risks.
- The renter must complete sign out arrangements (rental fee, damage deposit, and inspections) with the Equipment Manager.

Camping Equipment

Camping equipment such as tarps, tents, stoves, fuel bottles, bow saws, foam pads, sleeping bags, and sports gear such as snowshoes and cross-country skis may be rented for a fee by contacting the Equipment Manager. Curriculum needs may preclude the availability of some of this equipment.

Per day fees for non-curricular rentals:

Tarp	\$1	Sleeping bag	\$4
Tent	\$4	Felt-lined boots	\$3
Stove	\$2	Foam pad	\$1
Fuel Bottle + fuel	\$2	Snow Shovel	\$1
Bow Saw	\$1	Long underwear	\$1
Cooking Pot	\$1	Outerwear	\$1
Fire Pan	free		

Snowshoes and cross-country skis can be rented by the week or for the season. See the Equipment Manager for fees and rental times.

Late return of equipment will cost at least \$1.00 per item per day. There are also fees (full costs of replacement including time and shipping) for any damaged or lost equipment.

THE FARM (The Rian Fried Center for Sustainable Agriculture & Food Systems)

The Sterling College Farm has solar and windpowered barns, pasture land, organic vegetable gardens and a small sugaring operation. Livestock may include cattle, sheep, poultry, pigs, goats and draft horses (dependent on the time of year and student projects). Anyone may visit the farm at any time, but we ask that visitors not feed the animals, refrain from smoking, close gates behind them and keep dogs on a leash. If visiting the gardens, please walk with care. Please do not drive on the farm road unless you have approval from the Farm Manager. The road gets muddy and rutted at times throughout the year. Please respect the animals' needs for quiet and a consistent routine. People may sleep at the barns only by assignment of the Farm Manager for such occasions as lamb watch or nursing sick or young animals. Leave animals in their stalls, don't give snacks between meals, and check to be sure gates and stall latches are shut before you leave. To conserve energy, please use lighting only during chores and classes. There will be absolutely no smoking or open flames of any kind in or within sight of the barns. Please report immediately to the Farm Manager anything you think might be amiss. If an animal is tangled or caught and is in danger of injury or death, release it if you will be safe doing so

and then contact the Farm Manager.

FINANCIAL AID OFFICE

The Director of Financial Aid, Barb Stuart, is located in Kane Hall, is available for application information, questions about aid awards, information about refunds, should you withdraw from the program, and specific questions about Sterling College's Financial Aid and Title IV Federal Financial Aid.

FIRE ALARMS

The College has a variety of fire alarms and carbon monoxide detectors throughout campus, including one in each residence hall room. These systems must be in working order to ensure the safety of those who live and work in the campus buildings. Anyone found tampering with an alarm or alarm system will be fined \$300-\$2,000 depending on the nature of the damage.

FIRE RESPONSE

Upon finding a fire:

- Pull the nearest fire alarm.
- Exit the building.
- Alert a faculty or staff member.

Upon hearing an alarm or warning call:

- Put on warm footgear and take a heavy nonacrylic blanket, if available. Close windows. If room door is closed, first check for heat by feeling the door and the doorknob for excessive heat. If it is safe to enter the hall, proceed to the nearest exit. Close doors behind you. If door is hot, do not open it. Open the window, call for help or crawl out.
- Once out of the building, gather at the designated site for your building. Check in with the Community Advisor, faculty or staff member in charge.

FIREARMS

Firearms and ammunition are permitted only under these conditions:

- Firearms must be registered with the College.
- Students who wish to keep firearms on campus must have proof of attendance at a hunter safety course.
- Firearms and ammunition must be kept in the designated gun room.
- Firearms must be returned immediately after use to the gun room. Firearms will not be allowed in other campus buildings.
- Firearms may not be stored in personal vehicles while parked on the Sterling College campus.
- Careless or threatening use of firearms on campus will lead to termination of the student's firearm privilege and may lead to expulsion.

GUESTS

- Students must notify Community Advisors when they will be having overnight guests in the residence. Students must fill out a Guest Registration Form and submit it to the Community Advisor prior to a guest's arrival. Students are responsible for their visitor's conduct in accordance with the rules of the college. A three-day visit is the amount of time allowed. If there are special circumstances, see the Director of Residence Life. Overnight visitors must leave their cars in the student parking areas.
- Student guests may eat meals in the dining hall. There is a charge for meals which is the student's responsibility as the host.
- You will need to ask permission of course faculty if they want their guests to attend classes. In some cases, for reasons of liability, guests may not be allowed to attend.

HAZMAT

Hazardous chemicals and biological materials are not allowed anywhere but in approved storage facilities that have primary and secondary exposure containment systems in place. Material containers must be properly labeled and approved for the material. MSDS (Material Safety Data Sheets) will be provided by the owner of the material and available at the site.

HUNTING AND FISHING

Those who hunt or fish must have a Vermont license. Hunting and fishing licenses are available at the Town Clerk's office in Craftsbury Village or <http://www.vtfishandwildlife.com/buylicense.cfm>. To purchase a hunting license you must show proof of having completed an approved hunter safety program or proof of having held a valid hunting license in another state (Vermont state law). You will qualify for a resident hunting and fishing license after completing two semesters at Sterling. You will need a statement from the Registrar to verify this.

LAUNDRY

Coin-operated washers and dryers are located in Madison, Merlin, Houston House, and Hamilton Halls. Clotheslines are available between Madison and Merlin and between Hamilton and Jefferson.

LEARNING SUPPORT AT STERLING COLLEGE

College Learning Skills HM050:

Sterling College offers a College Learning Skills Course to first year and transfer students. Students explore time management, reading, writing, and note taking strategies. Students meet individually with the instructor to identify learning strengths and weaknesses. Students are encouraged to be proactive in identifying learning problems and in finding appropriate strategies to overcome these difficulties.

Individual Learning Support:

The Learning Support Coordinator can meet individually with students to plan and support learning strategies for dealing with learning challenges. Advisors meet regularly with students to advise and support students.

The Writing Center at Sterling College:

The Writing Center is located in Simpson 5. The Writing Center staff can help students get started on papers and other projects, provide constructive feedback on drafts, and assist students in learning and understanding the writing process. The writing center staff can also help revise, edit and proofread work.

Students with Learning Disabilities:

Accommodations are available for students with learning disabilities. The term, "Learning Disabilities," is a broad term that refers to a wide variety of learning difficulties with information processing, as manifested by interference with the organization, storage, retrieval, or expression of information. Students who are diagnosed as having learning disabilities can obtain accommodations for academic work.

An accommodation is an adjustment to a course or program that eliminates or minimizes disability related barriers. An accommodation is based on disability and a student's individual need. Examples of accommodations are: reducing course load, use of a laptop computer in class for note taking, or extended time for testing or submitting assignments.

The Accommodation Process: A Self-Advocacy Model

Students are encouraged to contact the Learning Support Coordinator as early as possible to discuss reasonable accommodations or services. The Learning Support Coordinator will determine eligibility for accommodations. Students must provide appropriate documentation (from a licensed professional), that is no more than three years old. The Learning Support Coordinator can only recommend accommodations for learning disabilities that are identified in the documentation. A student with a learning disability will meet with the Learning Support Coordinator at the beginning of each semester to identify reasonable accommodations for each course. The Learning Support Coordinator will provide the student with two letters for each course explaining the need for an accommodation(s). It is up to the student to then speak with the instructor of the course and provide the instructor with a letter. The student is also encouraged to provide

a letter to his/her advisor. If the instructor has concerns or difficulties receiving accommodations, the student and Learning Support Coordinator will then meet and determine what the next steps should be.

Confidentiality:

The Learning Support Coordinator keeps all disability related information confidential to the extent required by law. Sometimes, in order to determine or provide the most effective accommodations, the Learning Support Coordinator may share limited information on a need to know basis with other Sterling College faculty or staff.

Appointments:

Appointments may be scheduled with the Learning Support Coordinator by phone at extension 120 or by e-mail at lpeterson@sterlingcollege.edu. The Learning Support Coordinator's office is located on the 2nd floor of Simpson Hall.

LIBRARY

The Brown Library at Sterling College is open 24 hours a day to students and staff when classes are in session. It operates on an honor system that requires a total commitment to the needs of others and a spirit of cooperation.

Some basic library guidelines:

- No food, smoking, or pets allowed in the library. Drinks (non-alcoholic) are allowed, preferably in covered containers. No drinks are allowed at computer stations!
- Check out all materials. (For details, see the directions posted at the circulation desk.)
- Return materials in the Book Return Box at the end of the circulation desk. Do not reshelv materials. Leave them in a neat pile on a table for the library staff to shelve. This minimizes "lost" books which might be shelved out of order.
- Please get materials back on time. Renewals are allowed. Two notices will be sent for overdue items, after which they will be assumed lost and charged to your account. Long-term loans for ongoing projects can be arranged through the librarian.
- Keep the tables clear and clean up after yourselves.
- Be considerate of others; the library needs to be a quiet place.
- The following items must remain in the library:
 - reference books
 - course reserve materials
 - periodicals and newspapers
- Journals and magazines are available in the Periodical Room. Older back issues are stored upstairs and can be requested from the library staff. There are also several electronic journal databases accessible through the Library's home page.
- Books and journal articles that are not available in the Brown Library can be requested through interlibrary loan.
- Use of the photocopy machine and printer is covered by the annual technology fee. Public patrons are asked to pay 10 cents per page.
- The computers in the library are available for student and staff use. If you need assistance or have a problem with a computer, please notify the library staff. For guidelines on acceptable use, read the section labeled computers in this handbook. Wireless access is also available in the library. The Library's web page can be accessed from any Internet computer. Go to the Sterling website (www.sterlingcollege.edu) and select Campus Resources...Library. To help in your research, the Library's home page includes access to the Brown Library Catalog, Vermont Department of Libraries Catalog, several electronic journal databases, and a list of Internet links arranged by subject.
- The library is open to the general public from 8 a.m. to 8 p.m. After this time, the front door should be locked, and students and staff should enter and exit by the back door.

LOST AND FOUND

The lost and found is located in the package delivery room in Kane Hall. Items located in the Lost and Found will be disposed of at the end of each semester.

MAIL AND FAX

Craftsbury Common Post Office

Students who wish to receive mail while living on campus must purchase a box at the local post office. Your address during the school year is your name, your Post Office Box #, Craftsbury Common, VT 05827 . Mailbox fees are between \$48.00 and \$55.00 per year and are paid directly to the post office. Your box will need to be renewed each year. (You must provide two forms of identification to the post office, one of which must contain a photo)

Campus Mail

Students are assigned a box in Simpson Hall for campus mail. These boxes should be checked daily for returned assignments, and notices.

MEALS AND DUNBAR DINING HALL

The mission for Food Service at Sterling College is as follows:

Manage the Sterling food system as an integral part of our educational programs by demonstrating a living what we teach philosophy.

1. Develop the dining hall menu to make best use of Sterling-grown, organically grown and locally produced foods when available.
2. Serve healthful nutritious foods that are pleasing to diners and provide a comfortable dining environment.
3. Choose, prepare, serve and recycle food in an environmentally conscientious manner.
4. Educate the students and other community members about the effects of their food choices on the environment and nutrition.
5. Run a cost efficient operation.

Dining Hall Policies

Meals are served at the following times (summer meal times may be slightly different):

- Breakfast: 7:30 – 8:00 a.m. Weekdays
8:30 – 9:30 a.m. Saturday – Continental w/ juice & toast
- Lunch: 11:45 a.m. – 12:30 p.m. Monday through Saturday
11:00 a.m. – 12:00 noon (Sunday Brunch)
- Supper: 6:00 p.m.–6:30 p.m. daily

Dishware

Coffee or tea mugs, dinnerware and food should not be taken out of the dining hall without permission of the kitchen staff. Promptly return all borrowed items to the kitchen.

Guest Meals

As a matter of convenience to the College and to facilitate student contact, employees and adjunct faculty are expected to eat meals in the Sterling dining hall when their work requires them to be on campus at mealtime. Except when otherwise announced, immediate family members are welcome when employees are required to be on campus during meal-times. Sterling provides full-time employees with one free guest meal each month, which can be accumulated and used at any time throughout the year. Part-time employees earn free guest meals on a pro-rated basis depending on the number of hours they work. Please let the kitchen know in advance of any guests.

Student guests may eat meals in the dining hall. There is a charge for meals which is the student's responsibility as the host.

The meal rates are:

Breakfast - \$9.00

Lunch - \$13.00

Dinner \$15.00

Brunch - \$11.00

Meal Plans

Meal plans are available for students not living on campus. Commuting students should visit the business office to discuss meal plan options. All commuting students must indicate their preferred meal plan to the Business Office no later than the end of the add/drop period for a given semester. If no meal plan is purchased, meals will be available at guest rates.

Please note that the Sterling College kitchen can only accommodate special diets and allergies for students who have purchased a meal plan.

Community Awarenesses

Due to state health codes, shoes and shirts must be worn at meals.

If you are unable to eat in the dining room because of illness, the Wellness Team or a faculty member may arrange with the kitchen to have food taken to your residence or the Wellness Center.

Please respect the needs of the kitchen staff for a clear workspace; do not walk in the area behind the red lines unless you are working in the kitchen. Community members are asked to stay out of the kitchen (this includes coffee area) for one hour before meals are served, 6:30 a.m. to 7:30 a.m., 11:00 a.m. to noon and 4:30 p.m. to 5:30 p.m. The kitchen staff will turn on the dining hall lights when the meal is ready to be served. Please wait in hallway until that time.

Several times each year, the kitchen staff may conduct meetings to provide an opportunity for all members of the community to make suggestions about the food service.

MEDIATION

Faculty are available to help students work out conflicts with peers or with faculty/staff members. Please use this resource to confront issues before they grow into major conflicts. The Senior Administrators and Community Advisors may refer cases to a mediator.

MOTOR VEHICLES

Students may have vehicles while enrolled at Sterling College as long as they follow Sterling College vehicle guidelines and drive responsibly. Vehicle privileges may be revoked if these guidelines are violated:

To keep a vehicle on campus, all students (residential and commuter) must register the vehicle on Opening Day or with the Business Office, pay an annual \$10 fee, and display a Sterling College parking sticker. The vehicle fee pays for maintenance of student parking areas, including snow plowing. Only legally registered vehicles (per home state regulations) may register to park on campus.

PARADISE

Sterling College faculty and staff are permitted full use of the wood shop. This includes hand tools, hand-held power tools, and stationary power tools. All enrolled Sterling students may use hand tools in the shop. Students who have successfully completed Bounder II (paddle-making) may use the power tools that they were trained to use during that class (the planer, the jointer, and band saw), provided that a faculty or staff supervisor who is comfortable overseeing basic tool safety is present. In order to have full use of the hand-held power tools and stationary power tools, a student must take and pass A Reverence for Wood. These students must still have a staff or faculty supervisor present when using stationary power tools.

An annual shop safety review will be held at the beginning of the fall semester. Attendance is required for all qualified students who are interested in working in Paradise at any point during the year, and strongly recommended for staff and faculty who would like to work in Paradise.

Paradise Rules

1. Students using power tools in Paradise must be supervised by a designated and approved Paradise Supervisor (see #2). Qualified faculty or staff may also serve as a Paradise Supervisor. If there is not a Paradise Supervisor present, power tool lock boxes must be closed and locked.
2. The following process will be followed to prepare and approve a student for a supervisory role in Paradise:
 1. The student will take and pass the Hand Tools class and A Reverence for Wood;
 2. The student will work as a teaching assistant for A Reverence for Wood;
 3. The student will meet with Nathan for an assessment and evaluation to determine readiness for supervising other students.
3. Safety glasses are required for anyone who is operating a power tool. Hearing protection is required for anyone who is in the shop while a power tool is running.
4. All apparel must be appropriate for working in a wood shop. Closed-toed shoes are required. Baggy shirts must be removed or securely tucked in with sleeves rolled up before operating a power tool. Long hair must be tied back, and any scarves, long necklaces, bracelets, and rings that may interfere with movement or have a high profile on the wearer's hand must be removed before operating a power tool.
5. The yellow lines on the floor of Paradise are safety lines. They are meant to give an individual who is operating a power tool a clear working space in which they will not be crowded or jostled. The only people who may be within a given tools' safety lines are the person operating the machine, a person who is helping to hold or catch a board, and possibly an instructor.
6. Do not attempt to turn any machine on unless the power box which controls the tool in question is unlocked and on.
7. Individuals in the wood shop are expected to adhere to Sterling's community and academic standards. Anyone who is found to be or reasonably suspected of being under the influence of alcohol or other substances will be asked to leave the shop immediately and will be referred to the Dean of Community.
8. When the planer, jointer, chop saw, or either table saw is being used, the vacuum system must be turned on, and the vacuum stop for the tool(s) being used must be open.
9. Anyone using the shop is expected to clean up after themselves. Brooms and dustpan are located in the back left corner of the shop; use bins for sawdust and scrap wood. There is space for wood storage in the back room. Anything stored there should be clearly labeled with the owner's name. The shop should be left the same as or cleaner than it was found.
10. The maximum number of people permitted to work in the shop at any one time is 8.
11. No one is permitted to use stationary power tools unattended.

PARKING

Student vehicles are to be parked only in the assigned student parking areas. Commuter students are asked to park in the lower lot on Auld Lang Syne Road. Out of respect for residents of the town of Craftsbury, students should not park in the public spots around the Common or along the side of the street. If a student has friends visiting for the day or for a few days, they must park in the student parking lot. The owners of vehicles parked in inappropriate spots will be fined. Parking tickets are \$50. A third offense/parking will result in the car being towed. Anyone parking in a space marked "Visitor Parking" will be ticketed for \$75. Tickets are payable in the Business Office. This policy also applies to students living off campus. It must be understood that parking is at one's own risk; Sterling is not be responsible for providing a secure parking lot. Students are responsible for the safe and environmentally sound disposal of any automotive fluids or parts – such as motor oil, antifreeze, tires or batteries. See the Director of Facilities for information on how to properly dispose of fluids and parts. Abandoned vehicles left on the Sterling College campus are subject to towing and off-campus storage at the owner's expense.

OFF-CAMPUS LIVING

New students are expected to live on campus their first two years, however extenuating circumstances will be addressed on a case-by-case basis by the Dean of Community.

After two years of living on campus students may seek off campus accommodations. Before any student makes a final decision to move off campus they should consult with the Financial Aid Office as well as with their Advisor as moving off campus may jeopardize financial aid. Students living off campus are required to provide the Dean of Community with a mailing address and telephone number.

PRIVATE PROPERTY

Please respect private property. Students should stay out of all houses, cabins, barns, etc. unless they have been invited. Students should not take leaves and twigs from trees growing on neighbors' lawns for your plant collection. Students should take care to learn which properties are Sterling's and which are not. This is a small town, and we hope our neighbors can enjoy our presence.

REGISTRAR'S OFFICE

This office is located on the second floor of Kane Hall. The Registrar is the person to visit for course enrollment information, changes in course enrollment, and grades. See the Registrar to request copies of your official transcript or unofficial grade reports. Official transcripts must be sent directly to a receiving institution and must be requested in writing by filling out a transcript request form. Transcripts are free to currently enrolled students; the charge for graduates is \$10 per transcript. Course registration and scheduling are also handled by the Registrar.

RESIDENCES

The following guidelines ensure the safety of residents and protect the College's property:

Room Use Agreement:

Students will be required to read and sign a room use agreement at their first residence meeting which details their responsibilities as temporary residents in campus housing. All students are issued a key to their room. Students not returning their key at the end of the semester will be billed \$50.00.

Fire Hazards:

There is no smoking in the residences. Hallways are to be kept clear as fire exit lanes. Because of the potential for fire, cooking and other fire hazards such as incense or candles are not allowed in the residences. Exceptions to this policy include only the following: hot air popcorn poppers, coffee makers, and hot pots. (No submersible hot coils).

Hygiene:

Rooms are expected to be kept relatively clean and to meet a reasonable standard of hygiene and cleanliness. All students are required to have a mattress pad on their mattress for health reasons. From time to time throughout the semester, rooms, the common areas, and bathrooms will be inspected for cleanliness.

Deposits:

There are two kinds of residence hall deposits.

1. *Housing Deposit:*

This \$100 non-refundable deposit secures a room on campus. This deposit will be applied to a student's account upon arrival and check in.

2. *Damage Deposit:*

Students are expected to take an active role in providing a clean, positive living environment. There will be a \$200 Damage Deposit each semester. It will not be returned until the room and the common areas of the residence have passed inspection for both damage and cleanliness. At the end of each semester, the Dean of Community and Director of Facilities inspect the common areas of the residence and the rooms of departing students, and assessments are made for repairs or cleaning. Students will be charged for removal of extraneous furniture that has been left behind. Students are expected

to return the room to the condition it was found in. No nails or tacks are to be driven into walls, beams, furniture, etc. Only freestanding shelves and racks should be used. Construction of any kind in the rooms must be done by the Director of Facilities. Students failing to check out with a Community Advisor will automatically lose their Damage Deposit. This applies to moving/changing rooms, departure from campus, and/or end of the semester departure.

Roommates:

Part of community living is learning how to live with others. Conflicts will arise between roommates. Our intention is to have students learn by resolving conflicts. If there are conflicts seek out the help of Community Advisors or the Dean of Community. If the conflict cannot be resolved through formal mediation a request to change rooms or swap roommates may be made with the Dean of Community to determine whether a change is possible. Room changes that are mutually agreed upon by the individuals involved must complete a Room Change Request Form.

Residence Hall Meetings:

At a minimum, hall meetings occur at the beginning and end of each semester. Attendance is required at each hall meeting.

SEXUAL HARASSMENT OR DISCRIMINATION

Sterling is committed to a policy of nondiscrimination on the basis of sex and gender in all educational programs and activities sponsored by the College and in its employment practices.

SMOKING

For reasons of health and fire protection, smoking is not permitted in any college building, in college vehicles, or in classes, whether indoors or outdoors. Smoking in any building, especially a residence room could result in probation or suspension. The use of any tobacco product is not permitted during class time or in college vehicles. Smoking is only permitted 25 feet away from any building.

STUDENT ID

Students will be issued a student ID a few weeks after arrival on campus. There will be a \$25 charge for a replacement ID if you should lose or misplace your current ID.

STUDENT RECORDS: ACCESS AND RELEASE

Sterling maintains student academic and financial aid records. See the Registrar for access to academic records, and the Financial Aid Coordinator for access to financial aid records.

STUDENT STORAGE

On a small campus, storage is a premium for everyone. Storage is available only for students living on campus. The storage area is located above the Maintenance Shop and is available for students to store belongings between semesters or over a semester while not on campus, or during the semester while living on campus. All items must be clearly labeled with a name and date. Storage in this area may not exceed a period longer than six months. This storage area is cleaned out on an annual basis and the College will dispose of any items that are not clearly labeled with a date and name and items that have exceeded the six month allotted time.

On the lower campus, there is a bike shed where on-campus students can store personal bikes. This storage area is only for bikes, not skis or tires or other personal belongings. This area will be cleaned out on an annual basis and unclaimed items will be disposed of.

The college is not responsible for any damaged or stolen property stored in these areas.

Storing personal property in other places (e.g. basements, the Rec Room, the barn, the Foyer, kitchens, etc.) on campus is not permitted. Any items found in these places will be disposed of when found.

TELEPHONE

A telephone is located in each residence. From these phones you may make local and long distance calls at no charge. When giving someone your Sterling phone number, please use your residence hall number, not the office number. The only exception to this is South House. Numbers for residence halls are listed as follows:

Merlin	802-586-2586
Hamilton	802-586-2584
Jefferson	802-586-2585
Madison	802-586-2582
Houston House	802-586-2024
South House	802-586-7711 x167 (first floor) or x168 (second floor)

Students who want to install a private phone may do so at their own expense. Sterling will not maintain the line or jack. Please contact the Dean of Community and the Director of Technology, who will alert the phone company, who will install and maintain the line.

Phones in offices are not for student use.

TRANSPORTATION

Bus, rail and limited air transportation are available in Montpelier, forty miles from Craftsbury Common, or the Stowe/Waterbury area at about the same distance. Students traveling by rail should make their reservations to and from Waterbury. There is also bus and extensive air service in Burlington, seventy miles from the campus. If a request has been made, the College will run a shuttle to these terminals at the start and end of each semester. To defray a portion of the cost of this service, there is a charge of \$50 per van for each trip. Please note that this same service provided by private transportation companies can cost up to \$150, so plan your travel wisely.

A student in need of this shuttle service should fill out a shuttle request form (found on the Student section of the website) as soon as they make reservations. Sterling assumes no responsibility for transporting students who have not given at least 48 hours notice (in writing or by phone).

Please note: To save time and fuel, only one shuttle will run. Because students arrive at all hours of the day, you may have to wait several hours at the airport or station. Van pickups are made to accommodate the greatest number.