

Sterling College

# STUDENT HANDBOOK



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# PRESIDENT'S WELCOME

Dear Students,

It is with great anticipation that I join the faculty and staff in both Vermont and Kentucky, in welcoming you to Sterling College. With only twenty graduating classes, Sterling is among the youngest accredited four-year colleges in the United States. Many students at Sterling are, in fact, older than the college itself. While our proud history may be a tad longer - Sterling was first founded as a boarding school in 1958 - it is useful to reflect on what your contribution to the development of this young College could be in the coming years.

To be successful at Sterling College requires that you sustain a deep appreciation for the community of which you are one member. Undoubtedly, you will feel a connection here with others who share your fascination with the human relationship with the rest of the natural world. Your aspirations for what it means to be a member of a unique scholarly community will be both met and, most certainly, at times disappointed. This is the nature of living with a vision of what is possible, while contending with the flaws and vulnerabilities of a striving, growing, and young community of learners and teachers. On balance, your individual satisfaction with your experience at Sterling will be tied to the commitment you make to fostering its wellbeing.

In due course, you will join a small alumni body of under 500 people who have earned an undergraduate degree from Sterling. What happens each and every day of your education between today and commencement should matter to you and to this College. It is in the work of the coming hours, days, and weeks that you will be prepared to add your voice and work to advance ecological thinking. Be present. Do your best. Take the full measure of what this learning opportunity offers you and make the most of it.

With best wishes and gratitude,

A handwritten signature in black ink, appearing to read 'M. Derr', with a long, sweeping horizontal line extending to the right.

Matthew Derr  
President

## **College Motto**

Working Hands. Working Minds.

## **Mission Statement**

Sterling College advances ecological thinking and action through affordable experiential learning that prepares people to be knowledgeable, skilled, and responsible leaders in the communities in which they live.

## **Vision Statement**

Sterling uses education as a force to address critical ecological problems caused by unlimited growth and consumption that is destroying the planet as we have known it, such as:

- Fossil fuel dependence and rapid climate change.
- Destruction of biodiversity and loss of wild places.
- Promotion of harmful agricultural practices that threaten human and natural communities.
- Persistence of structural oppression that impacts human and ecological wellbeing.
- Deterioration of civil society through estrangement from community, nature, and place.

## College-wide Competencies

Our vision is informed and guided by five college-wide competencies (see Appendix 1) gained through learning assessed by our faculty:

### Ecological Fluency

*Achieve a sophisticated understanding of and personal engagement with ecological systems.*

- Understand the processes underpinning ecosystem function and the distribution of life on Earth.
- Recognize and assess interrelationships among human and non-human communities.
- Practice place-based field observation and interpretation, using methods from different areas of study.
- Engage with the natural world through direct experience outdoors in a variety of environments and seasons.

### Knowledge of Intersecting Social Contexts

*Understand societies and cultures as dynamic and complex systems of relationships and interdependencies.*

- Understand and critically engage with intersecting social systems.
- Demonstrate cross-cultural understanding.
- Integrate contextual understanding in real-world situations.

### Critical and Creative Thinking

*Use research and creative endeavor to explore concepts, experiences, and artifacts.*

- Gather information from a wide variety of primary and secondary sources.
- Analyze and synthesize information.
- Design and conduct qualitative and quantitative research.
- Demonstrate creative problem-solving across areas of knowledge.
- Exhibit proficiency with appropriate technical skills and tools.

### Communication Skills

*Articulate ideas and share information clearly, using a diversity of approaches.*

- Express ideas in a clear, informed, and engaging manner.
- Demonstrate fluency with oral, written, and other forms of communication in a variety of contexts and to a variety of audiences.
- Listen respectfully to others and participate in civil dialogue.
- Develop the capacity to express individual voice, perspectives, and creativity.

### Socio-Ecological Engagement and Practice

*Demonstrate effective, knowledgeable, skilled and responsible leadership in community.*

- Demonstrate responsibility within human and ecological communities.
- Cultivate and practice self-awareness and personal resilience.
- Apply skills and knowledge to help build community and ecological resilience.
- Participate in discussion and decision-making in a range of situations.
- Exercise leadership and cooperation, including when facing challenges

# ACADEMIC CALENDAR 2020-2021

The Sterling College calendar is an integration of intensives, long blocks, and summer sessions. The academic calendar is developed by the Leadership Council in consultation with the faculty approximately 3 years in advance. This can also be found at:

<https://sterlingcollege.edu/academics/academic-calendar/>

## Fall 2020

- August 23: Arrival Day for Incoming Students
- August 24-September 8: Fall Intensive Session (and summer residency continues)
- August 25: **Add/Drop** deadline for Intensive
- August 31: Withdrawal Deadline for Intensive
- September 2: Labor Day (Offices Closed, Classes in session)
- September 10-12: Arrival Day for Remaining Fall Semester Students
- September 11: Block One Classes begin
- September 15: Last Day to **Add/Drop** Block One Classes
- September 30: Withdrawal deadline for Block One Classes
- October 2: Deadline to request changes to Block Two Classes
- October 15: Block One Classes end
- October 16-20: Fall Break (no classes)
- October 21: Block Two Classes begin
- October 26: Last Day to **Add/Drop** Block Two Classes
- November 6: Withdrawal deadline for Block Two Classes
- November 11: Veteran's Day (Offices closed, no classes)
- November 24: Block Two Classes end
- November 25-29 : November Break
- November 26-27: Offices closed
- November 30-December 11: Block Three/Expedition II
- December 12: Campus Closes
- December 24-25: Holiday (Offices closed)
- December 31-January 1: Holiday (Offices closed)

## Spring 2021 & Summer 2021

The spring and summer calendars are still being developed, but it is likely that the Spring Semester will start earlier than usual. Please check the **Sterling College Academic Calendar** for updates.

# COLLEGE EMAIL AND DIRECTORY

Sterling College Email - All students are given a Sterling College email address. This email address is the primary channel used at Sterling for all official College correspondence. It is our expectation that students will receive and send information through this channel.

**The College Directory** is a list of all faculty and staff names and campus contact information. Please refer to the College Directory for contact information.

## Academic Office

The Office of Academics is located on the second floor of Kane Hall and comprises the Dean of Academics, Associate Dean of Academics & Advising, and Assistant Dean of Academics & Registrar's offices. Students seeking information about Sterling's academic programs should first consult this Handbook which includes information on course registration, **waivers, withdrawals, transcripts, and degree requirements; support for learning challenges**, disabilities, and accommodations; clarification of **Sterling academic policies and processes**; if questions still remain, they are encouraged to contact their advisor, or a member of the Academic Office. Students enrolled in coursework at additional instructional sites or off-campus locations may contact these offices directly via email, phone, or video chat. Wendell Berry Farming Program (WBFP) students may also consult about academic matters with the Dean of the WBFP.

This Registrar's Office is a component of the **Academic Office**. The Registrar is the person to visit for course enrollment information, changes in course enrollment, and information concerning 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 (or \$40 per transcript for an expedited service). Course registration and scheduling are also handled by the Registrar.

## Admission Office

The Office of Admission is located on the first floor of Kane Hall and provides information on the educational opportunities available to prospective students at Sterling College and counsels incoming students through the admissions and matriculation process. The Sterling Admission team will work remotely during the fall 2020 semester. We ask students to limit their foot-traffic to the Kane hallway, to pre-scheduled appointments with financial aid.

## Advancement Office

The Advancement Office is located at 1322 North Craftsbury Road on the second floor of Simpson Hall. Advancement oversees fundraising for the College, marketing and external relations, social media, alumni relations, Sterling swag (sweatshirts, t-shirts, etc.), and serves the Board of Trustees, Board of Advisors, and the Alumni Association Board.

## Communications Office

The Communications Office can help students publicize Sterling events that are open to the general public and can provide guidance on production of marketing materials. Any communication about Sterling College events aimed beyond the current Sterling community, including the use of the logo, must be approved by the Communications Office.

## Board Of Trustees

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. Meetings are open to the Sterling Community unless otherwise noted. Board meeting materials are made available in the Brown Library and via Sterling's weekly eNews. The Board has officers including a chair, vice 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. The current profiles for members of the Board of Trustees [can be found here](#).

## Brown Library

The [Sterling College Brown Library](#) supports the educational goals of the college by providing information resources and services to the college community. Its goal is to 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.

### Audio-Visual Resources

A video streaming service (Kanopy) is available on the [library's website](#). DVDs and CDs are located in the librarian's office and can be requested for pickup.

### Borrowing Privileges

The loan period for books is 30 days for students, with the option to renew. DVDs and other audio-visuals can be borrowed for 7 days. Automated overdue notices are sent to Sterling email accounts. There are no late fees; however, there will be a replacement charge for lost or long-overdue library items.

### Checkout of Books

There is a self-checkout station at the front desk. Log in with your library account, scan the Sterling College barcode on the back of the book, click Finish when you are done, stamp the due date in the back of the book. If you experience a problem with logging in, please sign the books out on the clipboard.

### 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. See [Strategies for Fair Use](#) for further details.

### Course Reserves

Books and other materials placed on course reserves will be set up for sharing in your classroom. Please leave them in the class when finished. In addition, some key texts from your class (as determined by your professor) may also be made available in your dorm's common area.

### **Donations**

No book donations will be accepted at this time.

### **Interlibrary Loan (ILL)**

The library is able to request books, journal articles, and sometimes DVDs from other libraries. Please fill out the **interlibrary loan form** found on the library's web page. ILLs should be requested at least two weeks in advance of the date needed. Please return books on or before the due date indicated on the front cover.

### **Journal Databases**

The library has subscriptions to several **databases** which provide journal articles for research. Note that when you are trying to access one of our subscription databases from off-campus locations (including the lower dorms), a login box will appear.

The login consists of your Sterling gmail address, followed by your first initial last name.

Example:

jsmith@sterlingcollege.edu  
jsmith

### **Library Catalog**

Please use the **library's catalog** to find books, periodicals, and DVDs. Though it is not necessary for searching, logging in with your library account allows you to access more features, such as seeing what you have checked out, renewing items, and placing a hold on items.

The login consists of your Sterling gmail address, followed by your first initial last name.

Example:

jsmith@sterlingcollege.edu  
jsmith

### **Requests for Purchase of Library Materials**

You are welcome to suggest purchases of books to add to the library collection, either **using this form** or emailing the librarian directly.

### **Research Assistance**

All orientations, class instruction, and one-on-one research assistance will be held remotely.

## **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. The Business Office also issues parking permits.

## **Student Life Office**

The Student Life Office is located on the second floor of Dunbar. The Dean of Student Life 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 Student Life works with students who have violated community guidelines, using accountability procedures to help students move forward while also making any necessary reparations. The Dean of Student Life also works with the Student Life Council to promote community dialog and elicit input on campus life and College-wide issues, and collaborates with faculty advisors to ensure student success.

## **Financial Aid Office**

The Director of Financial Aid is located on the first floor of Kane Hall, and 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.

## **Facilities Department**

The Dean of Finance and Operations is responsible for the oversight of the Facilities Department. The Facilities Department is located in the garage attached to North House. The Facilities Department's responsibilities include general maintenance and repair of all campus facilities and grounds, and providing support for special events as required. To notify maintenance of any needs or problems, please email [workorders@sterlingcollege.edu](mailto:workorders@sterlingcollege.edu)

## **School Of The New American Farmstead**

The School of the New American Farmstead offers leading-edge short courses including a variety of workshops, classes, study tours, and certifications that inspire lifelong ecological thought and action for residential and non-residential adult students of all ages. Continuing education credit is offered for most of these short courses, and undergraduate credit is available for many of the courses. Scholarships and other forms of financial aid are available for qualifying undergraduate and continuing education students.

The Office for the School of the New American Farmstead is located in Mager Hall. Go to <https://sterlingcollege.edu/school-of-the-new-american-farmstead/> or email [newamericanfarmstead@sterlingcollege.edu](mailto:newamericanfarmstead@sterlingcollege.edu) for more information.



# GOVERNANCE OF THE COLLEGE

Sterling uses education as a force to advance ecological thinking and action through affordable experiential learning that prepares people to be knowledgeable, skilled, and responsible leaders in the communities in which they live.

## LEADERSHIP COUNCILS (Vision & Direction)

### Community Meeting

While not a governance body, Community Meeting is an important weekly convening of the students and employees to make announcements, share and discuss concerns, and express appreciation for each other and the work of the College. Community Meeting provides an open platform for communication from the President of the College and others and ideas, topics, and issues - both inside and outside of the Sterling College community - that might not otherwise have a venue in the work of the councils and committees. Attendance at Community Meeting is required of employees and a community expectation of students.

### President's Cabinet

The President's Cabinet meets weekly to advise the President on all matters related to the wellbeing of the College. The meeting facilitates communication with and between the President and members of the senior leadership of the College. Cabinet is chaired by the President and its membership includes: the Vice President for Strategic Initiatives, Dean of Academics, Dean of Advancement, Dean of Admission, Dean of Student Life, Dean of Finance & Operations, and Dean of Professional Studies. Cabinet members play a critical role in communicating about the activities of the College with employees and students and encourage active community-wide commitment to the success of Sterling College. Importantly, the President's Cabinet also oversees institution-wide emergency response.

### Equity Council

Sterling has made a commitment in its strategic initiative to become an anti-racist and anti-biased institution, including dismantling white supremacy culture, structural racism, and the persistence of oppression that impacts human and ecological wellbeing. The Equity Council takes those actions that contribute to improving the experience for underserved members of our community by supporting an institution-wide approach that supports a culture of inquiry, grounded in a commitment to equity, aimed at supporting the success of all our students. The Equity Council also serves as an advisory group to the President and other councils to support Sterling's commitment to developing inclusive educational programming and to recruiting and retaining a diverse community of faculty, staff, and students.

### Faculty Council

The Faculty Council has authority for and oversight of the credit-bearing academic curriculum, including learning outcomes from study, work, and community. The faculty members of the Council provide vision and direction of the College's holistic approach to student advising from entry to life after Sterling. The Council meets weekly and convenes annual retreats to plan and to advise the Dean of Academics on all matters related to the academic program. The Council is

chaired by the Dean of Academics. All employees designated as faculty by the Dean of Academics are members of the Faculty Council. The Faculty Council routinely seeks student feedback on certain proposals.

### **Finance Council**

The Finance Council meets monthly to review financial performance relative to the College's budget and prior year results, current liquidity needs and to surface and discuss any changes in the near term financial outlook for the College. The Council is chaired by the Dean of Finance and Operations. In the absence of the Dean of Finance and Operations, the Council is chaired by the Vice President. Council Membership consists of the Dean of Finance and Operations, Vice President, Dean of Academics, Dean of Student Life, and Dean of Professional Studies. When warranted, staff and faculty members who have direct responsibility and accountability for creating and managing departmental budgets may also be required to attend.

### **Student Life Council**

The Student Life Council is open to all students, faculty, and staff. This weekly gathering is chaired by the Dean and Associate Dean of Student Life with representation on a rotating basis from Student Leaders. The aim of this council is to promote community dialog and elicit input on campus life and College wide issues. The Student Life Council serves as an advisory group to the President and President's Council to support student success. Issues needing College approval are brought to the President's Council for review, decisions are made accordingly.

## **OPERATIONAL COMMITTEES (TACTICS & IMPROVEMENT)**

### **Degree Committee**

The Degree Committee is a committee of the Faculty Council and oversees assessment of student progress toward degrees, hears appeals of policy from students, reviews student proposals including self-designed majors, and any other special requests. The Committee meets as needed, and is convened and chaired by the Dean of Academics. Its membership is made up of the Dean of Academics, Registrar, and full-time faculty appointed by the Dean of Academics.

### **Employee Engagement Committee**

The Employee Engagement Committee reviews and provides recommendations on the full experience of employees at the College, including recruitment, hiring, onboarding, professional development, evaluation, promotion, and change of employment status. Current employee compensation and benefits programs, including, non-academic, professional development allocations, will be reviewed and benchmarked on an annual basis, with results and recommendations forwarded to the President for consideration. Chaired by the Dean of Finance and Administration, this committee will consist of two faculty members appointed by the Academic Dean and two staff members appointed by the Dean of Finance and Administration. The review process will be conducted in the fall, followed by a reporting process in the spring.

### **Student Engagement Committee**

The Student Engagement Committee is the body through which the College supports its holistic student success advising model. The Committee meets weekly to review, assess, and make decisions and recommendations regarding individual and whole-institution student success, engagement, and enrollment across academics, work and community. The Student Engagement

Committee is charged with responsibility, in collaboration with the Dean of Academics, for professional development across the College. membership comprises the Dean of Academics, Dean of Student Life, Associate Dean of Academics & Advising (Chair), Assistant Dean of Academics & Registrar, Associate Dean of Work-Learning, and Director of Learning Support.

### **Revenue Planning Committee**

The Revenue Planning Committee has responsibility for implementing the institutional efforts that support meeting the revenue goals of the College. The Committee has oversight for the College's brand and coordinates external communications efforts to encourage the most effective reach and efficient use of budget resources. Membership of the Committee is drawn from admission, advancement, and professional education. The co-chairs of this weekly meeting are the President and the Dean of Advancement.

### **Risk Management Committee**

The Risk Management Committee reviews, discusses and collects data that they then use to make recommendations to the President's Cabinet to ensure campus safety and functionality. The information they collect is gathered from incident reports and the daily operations of the College campus. The Committee membership comprises of Director of Buildings & Grounds, Wellness Coordinator, Dean of Student Life and/or the Associate Dean of Student Life, and representatives from outdoor education, farm & forest, and kitchen. This Committee has oversight of and manages the Incident Response Team, which is a group of faculty and staff that respond to incidents on campus and rotate a pager throughout the calendar year 24/7.

# INSTITUTIONAL RESOURCES & OPERATIONS

## Pride

The Pride group at Sterling College is a student-run group for all people in the LGBTQ+ community that strives to provide a space for members to express themselves and receive support from fellow community members. The Pride group has a room dedicated for their use, above Dunbarn.

## Athletics

At Sterling College, athletics are about connecting students with the world—as an individual, a team, and as part of a supportive community. Sterling’s athletic programs are a natural complement to the College’s ecologically-focused curriculum and community. These sports are a great way to celebrate the seasons in Craftsbury. Core athletic teams including Trail Running and Nordic Skiing are foremost extra-curricular means of immersing students in the natural world, setting and striving for personal goals, and empowering Sterling community members to not only see themselves as active participants in the world on the roads, trails, and woods around Craftsbury, but also to engage in supportive competition with peers beyond Craftsbury Common.

Interest in other sports such as Orienteering, Ultimate Frisbee, Lumberjacking, Canoeing, and Spring Triathlon are a chance to enhance skills learned within the curriculum take further advantage of Sterling’s location, area resources, and partnerships to offer a wide diversity of opportunities for all Sterling students. Talk to the Director of Athletics about your ideas and interests.

The associations and leagues in which Sterling student-athletes participate are inclusive and supportive and offer students exceptional learning, networking, and social growth experiences that are difficult to replicate on campus. The College’s partnership with the Craftsbury Outdoor Center offers Sterling students high quality facilities, equipment, coaching, and terrain for both Nordic and Running team practice and competition. Details of this year’s partnership will be posted on campus.

## Climbing Wall

The Climbing Wall is located next to the Lower Dorms and Cedar Swamp, along with the Challenge Course. The wall has capacity for 6 ropes and a height of about 45 feet. The wall is used for a variety of classes. It is open to the Sterling community for general climbing by announcement. It can only be opened by approved students, staff, and faculty.

## Challenge Course

The challenge course is located adjacent to the Cedar Swamp and Climbing Wall. It consists of high elements with dynamic belay systems, and a variety of low elements. The challenge course is used in several classes and trained Sterling College students facilitate group development programs on the course for middle school students and other groups.

## Computing & Information Technology

Sterling College, Craftsbury Common VT, 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, upstairs in Dunbar Hall, and Simpson 5. 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. Internet is provided through wi-fi and ethernet connections. Do not use Sterling information technology resources for illegal activities.

Sterling College, New Castle KY, provides computer access at The Berry Center's central building at 111 S. Main Street in New Castle. Access is available during The Berry Center's regular business hours (T-F 9:00am - 5:00pm) and after hours via keyed entry.

## **Craftsbury Outdoor Center**

Sterling is privileged to have a close collaborative relationship with the Craftsbury Outdoor Center, located 3 miles from campus at 535 Lost Nation Road. Our relationship affords Sterling community members with a number of benefits. All matriculated Sterling students and regular employees are granted free annual memberships that grant users the same privileges as resident membership holders (the cost of a membership to the public is \$50 for students and \$75 for adults).

- Benefits include:
- Free trail access
- Reduced class fee of \$5 for Sterling students and staff not actively members of either the running or nordic team (for classes including yoga, crossfit, community fitness, etc.). Nordic and running team athletes can attend classes at no charge as part of their training with a coach's advanced permission.
- Free use of the COC gym during community/open gym hours.

In order to use COC facilities, all Sterling students and employees must complete a membership application form \*and\* a separate gym waiver form if they plan to use the gym.

- Discounted ski rentals. Sterling students can rent skis at a discounted rate of \$8 per day for a ski package.
- Free entry to Tuesday night races (summer 5k trail races; winter ski races)
- Discounted meals in the COC dining hall (available with advanced notice).
- Note that use of other facilities, including the waterfront and sauna are not included in this arrangement.

The Outdoor Center asks that all users of their facilities complete an annual membership form, which is available online at [Sterling College Membership Application](#).

## **Dunbarn**

The DunBarn is located in Kane Hall. The DunBarn serves as a substance-free student lounge and is open 24 hours per day. This space is created, maintained, and cleaned by the student body. Sleeping is not permitted in the DunBarn.

## **Dunbar Dining Hall**

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

Manage the Sterling College food system as an integral part of our educational programs by demonstrating a live-what-we-teach philosophy:

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

## **Meal Times**

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

Breakfast: 7:30 AM – 8:00 a.m. *Monday through Friday*  
8:30 AM – 9:00 a.m. *Saturday*

Lunch: 11:45 AM – 12:30 PM *Monday through Saturday*

Sunday Brunch: 11:00 AM – 12:00 PM

Dinner: 5:30 PM – 6:00 PM *Daily*

After hours snacks and beverages will be available on a regular, rotating schedule.

## **Dishware**

Coffee or tea mugs, dinnerware and food are not to be taken out of the dining hall without permission of the kitchen staff. Promptly return all borrowed items to the kitchen. Failure to return borrowed dishware may result in disciplinary review and/or fines. Compostable serving and Tupperware are available on request from the kitchen staff.

## **Meal Plans**

Meal plans are available for students both residential and off-campus students. Commuting students should contact Katie Lavin in 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 (see Guest Meals below). Failure to adhere to this policy will result in a charge on the student's account based on guest meal rates.

Please note that the Sterling College kitchen can only accommodate special diets and allergies for students who have purchased a meal plan and have submitted a completed **Sterling College Dietary Preference Form**.

## **Guest Meals**

Student guests and community members may eat in the dining hall. There is a charge for guest meals which is the student's responsibility as the host. Kitchen staff will monitor guest attendance at meals, and meal vouchers are available upon request in the kitchen. Failure to adhere to this policy will result in a charge on the student's account.

Meal rates are:

Breakfast - \$9.00 / Lunch - \$13.00 / Dinner - \$15.00 / Brunch - \$11.00

## **Dietary and Allergy Restrictions**

The Sterling Kitchen and Dunbar Dining Hall places an emphasis on dietary and cultural inclusivity, and strives to foster a healthy dining atmosphere. If you or a guest has a special dietary restriction or request, please submit a Dietary Preference form to the kitchen as soon as possible.

An alternate line of food will be made available at every meal. Please be mindful of cross-contamination when going through the service line. If you have an awareness or issue in respect to a dietary restriction or an ingredient in a specific dish – please alert the kitchen staff immediately. In order to maintain our commitment to inclusivity and safety, please keep the snack and coffee table clean when in service – the opportunity for allergen contamination is highest in this area.

## **Community Awareness**

Due to state health codes, shoes and shirts must be worn at all times in Dunbar. Please do not enter the kitchen if you are wearing dirty barn boots. Wash your hands regularly, and especially before meals. If you make a mess, please clean it up or alert the kitchen staff.

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

Please respect the needs of the kitchen staff for a clear work space; do not walk in the kitchen area unless you are working in the kitchen or have received permission from kitchen staff. Please do not linger in the kitchen for longer than 15 minutes – the kitchen is a welcoming, safe space, but still an active, professional, work environment. Disrespectful behavior or language will not be tolerated in the kitchen or Dunbar Dining Hall.

Community members are asked to please remain out of the kitchen for one hour before meals are served: 6:30 AM - 7:30 AM, 11:00 AM - 11:45 AM and 4:30 PM - 5:30 PM

The kitchen staff will turn on the dining hall lights when the meal is ready to be served. Please wait in the hallway until this 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. If you have any suggestions or concerns, please leave them in the Suggestion Box - located in the snack and coffee area.

## **Student Center**

The Dunbar Student Center at Sterling is located upstairs in Dunbar Hall. The Dunbar Student Center serves as a place where students can gather for meetings, workshops, student activities, and a quiet place to study 24 hours per day.

Wendell Berry Farming Program students in Kentucky can gather for meetings at The Berry Center after business hours (T-F 9:00am -5:00pm) or at the Port Royal bank building 24 hours per day (schedule with faculty members to avoid meeting conflicts).

## **E-newsletter**

Every week, the entire community gets the e-news, sent out by the Advancement Office. It contains notices, ride shares, items for sale/trade, events, reminders, the week's menu in Dunbar, and more. The e-news is also posted on the bulletin board inside Dunbar. To put something in the Monday e-news, please complete [this form](#) by Friday at noon.

## Equipment Rentals

### *Craftsbury Campus*

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 *White Water Canoeing* course or has otherwise demonstrated capability with canoes, they may sign out a canoe, personal flotation device, 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 the 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.

### ***Outdoor Recreation Equipment***

Outdoor Recreation Equipment is available for rental to Sterling College students, faculty, and staff. Priority is reserved for class use. To rent equipment contact the current Adventure Coordinator; for current fee schedule see Appendix 2: Sterling College Outdoor Gear Rental Prices 2020-2021.

Snowshoes and cross-country skis can be rented by the week or for the season. Ski rentals are available to students who have a demonstrated basic competency with cross-country skiing, whether by taking a Sterling class or through prior experience. See the appropriate Equipment Manager for fees and rental times.

Late return of equipment will cost the same daily rental fee per item per day. There are also fees (full costs of replacement including time and shipping) for any damaged or lost equipment.

### ***Field Science Equipment***

Equipment is available for credit-bearing activities with permission from the Field Science Equipment Coordinator. Priority is reserved for class use, and the availability of equipment outside of class is not guaranteed. Students borrowing equipment will need to meet with the Coordinator to go over proper equipment use, storage, and maintenance, and will need to sign an agreement form acknowledging full responsibility for repairs or replacement in case of damage or loss due to neglect. Deposits and rental fees may be required for certain equipment.

## **The Farm (The Rian Fried Center For Sustainable Agriculture & Food Systems)**

### *Craftsbury Campus*

The Sterling College Farm is a working educational farm that includes infrastructure (eg. barns, hoophouse(s), greenhouse(s), fences, etc.), livestock (eg. draft horses, draft oxen, sheep, pigs, cattle, etc.), pastures (eg. some with agroforestry plantings) and gardens (eg. Abenaki Heritage Garden, edible forest garden, lower gardens, etc). As a student there are many different ways that you can engage with the farm such as classes, independent studies, senior projects or the work program. The farm is a shared campus resource and thus there are rules that govern the preservation of that resource, as well as safety for all visitors. The following is a non-exhaustive list of rules for interacting with the farm:



Do not (unless you are part of the crew doing scheduled work):

- Feed animals.
- Enter any pasture, stall, or pen containing draft animals or livestock.
- Bring any dogs (even on a leash) into the Alford barn or any pasture, stall, or pen containing draft animals or livestock.
- Smoke, light fires, or bring flammable materials within 100 feet of any barn, farm equipment, or any fenced pastures.
- Use or borrow any equipment in or around any barn without permission from either the Draft Animal or Livestock Manager.
- Use or borrow any equipment in or around the gardens without permission from the Garden Manager.
- Pick vegetables, grains, or fruits for your own personal use unless otherwise given permission.
- Sleep or engage in any unauthorized activity in the barns.

Do:

- Follow rules for **student owned livestock**.
- Exercise caution - assume all sections of electric fence are live.
- Pet draft animals or livestock over the electric fence with caution. Be aware that horns, teeth, and feet can cause injury.
- Shut all gates after opening them, even if you do not see animals. All gates are to be left in the same position in which you found them!
- Ensure the main swinging metal gates at the top of the hill are closed at all times.
- Ensure that the door to the warm rooms in all barns are closed at all times.
- Notify the Draft Animal Manager, Livestock Manager, or Garden Manager immediately if you notice any of the following: an animal has escaped from an enclosure, an animal appears sick or injured, a fence or door appears broken, there is any water leaking in or around a barn.
- Bring any concerns about animal health, welfare, or any other questions directly to the Draft Animal or Livestock Manager. We are more than happy to discuss any concerns you may have.
- Enjoy the animals and contact the Draft Animal or Livestock Managers for more opportunities to interact with the animals if specific classes don't fit into your schedule - we are here to facilitate these opportunities for you!

## **Forest, Trails, And Wetlands Of Craftsbury Campus**

*Overview and general principles of usage:*

Sterling owns about 120 acres in Craftsbury (including the campus, farm, forest, and wetlands) and about 300 acres in Wolcott (Bear Swamp). Some neighboring landowners allow Sterling to use parts of their land under certain conditions (ask instructors for details). Likewise Sterling allows public use of its trail system (see map in Appendix 3: Sterling College Trail Map).

The Sterling forests are managed and used for multiple activities simultaneously, including: recreation, wildlife habitat, research, forest product harvest, and carbon storage. For further details, see Appendix 4: Sterling College Forest Management Plan. While hiking or mountain biking on the trails you may see colored flagging tape and stakes denoting research plots or trees marked for cutting. Cutting of trees only occurs in supervised classes or work program projects. Fires should only be built in established fire rings

and use only dead, down wood for fuel. **Follow Leave-No-Trace principles** in order to preserve the sense of beauty and peace that the forest can offer. Any pets should be leashed while on the trails or other parts of Sterling and neighbors land. Most of the trails start or end in the Farm so also read Farm guidelines.

### *Hunting and Fishing*

Hunting, fishing, and trapping are allowed on Sterling College lands, but not near the center of campus, during state-designated seasons (see <https://vtfishandwildlife.com/hunt/hunting-and-trapping-seasons>). See **Vermont State Hunting and Fishing Regulations** for details on permitting and other rules. All students are encouraged to wear blaze orange hats, vests, or other clothing to make themselves visible to hunters during big game seasons, particularly in November and December. Though the College permits hunting firearms, bowguns, fireworks, explosives and ammunition are not permitted in residential halls or on the Sterling College campus or on the Wendell Berry Farming Program campus.

### *Bear Swamp*

Set in the local biophysical region common to northern Vermont, Bear Swamp is quite remarkable as an example of a boreal forest more typical of regions 500 miles to the north. This 306 acre swamp (more accurately a fen) is 8 miles away from Sterling College campus, and it is a unique field “classroom” used by faculty and students for both research as well as field observations. Naturalists and ecologists from organizations such as The Nature Conservancy and the state of Vermont continue to conduct research in Bear Swamp, which has provided Sterling students with opportunities to delve deeper into this unique natural world. Access to Bear Swamp is limited and the trail system is not well marked making this wildland extra special. Students wishing to go into Bear Swamp should contact Sterling College Ecology faculty to learn more about accessibility.

### *Cedar Swamp*

The Cedar Swamp is an example of an upper northern white cedar swamp, and is used for both educational and recreational purposes. The Cedar Swamp trail is accessed from the path to the lower dorms as well as the groomed ski trails of the Craftsbury Outdoor Center during the winter (one of the few trails where people are allowed to ski with their dogs). The swamp is part of a larger wetland complex, and recognized by the state of Vermont as a fragile area. No cutting of timber should occur outside of classes, and fires are not permitted in the Cedar Swamp.

### *Coyote Kids Yurt*

The Coyote Kids Yurt on Sterling’s campus serves as a meeting space and classroom for the Coyote Kids after school program in partnership with Earthwalk. The yurt is maintained by the Coyote Kids work program position students. The yurt can be used for other groups to gather with permission from the Coyote Kids Coordinator (work program position), or an Outdoor Education faculty member.

### *Lean-tos*

The three Lean-tos are intended as recreational space for all students (see Trail Map in Appendix 3 for locations). They are a great place for overnight camping or evening campfires. Make sure you clean up completely after use. There is a composting toilet structure just south of the “2nd” lean-to. It is primarily designed for solid waste, so please urinate in scattered locations in the forest if you are able. Toilet paper goes down the chute along with a handful of sawdust. They are not intended as temporary residences or student storage. All Sterling College Handbook policies and Guidelines apply at the lean-tos.

### *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 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 Student Life. 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 detailed above still apply.

### *Virginia Russell Sugarbush*

The Virginia Russell woodlot is a privately owned woodlot, of which Sterling College has generously been allowed use. The Sterling College community must continue to recognize that this is not owned by the college, and any land use changes, big or small, must be approved by the appropriate governing body. The Russell property is an important resource for Sterling College students, faculty members, the Craftsbury Outdoor Center and the broader Craftsbury community: it is a classroom, a section of a broader cross country ski trail system, and a sanctuary for both wildlife and humans. The property consists of 39 acres, and it is a northern hardwood stand nestled within a larger landscape dominated by conifers and hardwoods, and the interrelated ecosystems are rich in biodiversity.

### *Ski Trails*

Groomed ski trails that pass through the Sterling campus are maintained by the **Craftsbury Outdoor Center** (COC). Sterling students can ski on the trails for free but are encouraged to register for the free membership at COC. The grooming tries to achieve a predictable surface for the safety and enjoyment of users. Extra compaction or divots from people's shoes or farm animals on the trails can diminish the skiing experience. Please respect the grooming effort and don't walk or run on the trails in winter, except for sugaring work. Snowshoers should walk on the edge of the trail and avoid damaging the double track grooves for classic skiing. Permission from neighboring landowners for the ski trails to cross their land is only for the winter months and are not year-round right-of-ways.

## Green Bikes At Sterling

### *Craftsbury Campus*

The Green Bike Program provides bicycles and technical support for the Sterling College community, promoting the ideas of human-powered transportation; thereby reducing the need for non-renewable based modes of transportation.

Program goals:

- To provide the Sterling College community with a fleet of functional and safe bicycles for use around campus.
- To promote the idea of human-powered transportation, thereby reducing the need for non-renewable based transportation (cars).
- To assist Sterling College community members with maintenance of personal bicycles.

## Health Insurance

Health insurance coverage is required by all full time students, whether it is a policy offered by Sterling College (through **Gallagher Student Insurance**) or a comparable policy provided by another vendor. Enrollment / waiver requests are due by the following dates, all students are enrolled and billed for the College health insurance plan unless a health insurance waiver is completed by the annual deadline. Students who have their own health insurance and wish to waive the Gallagher insurance policy must log in to the **Gallagher Student Portal**, click on “Student Waive/Enroll” under the Student Access heading, and follow the instructions for completing the waiver.

## Houston House Kitchen

### *Craftsbury Campus*

Houston Kitchen is an instructional kitchen facility used for regularly occurring and continuing education classes. This includes the kitchen space proper, and all of the appliances and food processing tools therein. Houston is also inclusive of the walk-in cooler and dish sanitizer in the adjacent rooms. The facility is managed by the Houston Kitchen Manager and that individual’s faculty supervisor (Dr. Tony VanWinkle). Houston is not to be used for either experimental or casual food preparation or storage by students without the direct permission and supervision of the Houston Kitchen Manager and/or the faculty supervisor. More detailed protocols for the use of the Houston Kitchen facility will be disseminated upon approved usage, and can be found in Appendix 5: Houston House Kitchen Safe Working Conditions.

## Laboratory - Teaching And Research

### *Craftsbury Campus*

At Sterling College we have a science laboratory that is used for both research and teaching. The laboratory is located on the ground floor of Simpson Hall. It is used for scheduled classes, independent studies, senior projects and faculty research. The laboratory houses a variety of equipment such as sensitive scales and pH meters, ovens for drying of a variety of specimens, dissecting as well as compound microscopes, a fume hood for use of volatile chemicals, a PCR machine and other equipment to visualize DNA, an autoclave for sterilization and a variety of chemicals and other general laboratory equipment. The equipment and the chemicals are to be used in the laboratory. Field equipment can be found in the field equipment storage room in the basement of Simpson Hall. To get access to use the laboratory for your own credit bearing activities you need to take the **Lab Competency Test**. This test is administered as

part of NS 247 Soils, Plants and Microbes I or by contacting Dr. Laura Spence, Dean of Academics or Dr. Charlotte Rosendahl, Faculty of Sustainable Agriculture. The semester you will be using the laboratory you need to contact Charlotte Rosendahl to schedule the times that the lab will be reserved for your use.

## **Laundry**

### *Craftsbury Campus*

Free washers and dryers are located in Kestrel, Merlin, Houston House, Alder and Birch. Clotheslines are available between Kestrel and Merlin and between Alder and Birch. Tampering with machines will result in disciplinary actions.

### *Wendell Berry Farming Program*

Students will have access to a washer and dryer at the Brown Farm house.

## **Logging Shop**

The Logging Shop on the Craftsbury campus is a space used to store and maintain tools and equipment, including chainsaws, and is primarily used as a starting point for Woodlot and Forestry classes and work crews. The Logging Shop is locked when not in use, students get the combination to enter the shop when taking classes that happen there or if they are supervising work crews that use tools stored there. The tools stored in the shop are for use only by classes or work crews on approved projects. Shop files are used for maintaining shop tools. Wearing gloves is required when sharpening or using most of the tools. The chainsaws are only allowed to be used with supervision by approved supervisors (see Appendix 6: Chainsaw Policies & Practices for details).

The Logging Shop is also available for small student projects as long as everything is cleaned up before the next class or work session. Using the benches and vises is fine without supervision if students bring their own tools and wear appropriate personal protective equipment (PPE). Most commonly students sharpen their axes to prepare for class and bring their own files and gloves.

## **Lost And Found**

### *Craftsbury Campus*

The lost and found is located in the package delivery room in Kane Hall and often items are stored in a bin in the entryway of Dunbar. Items located in the Lost and Found will be disposed of at the end of each semester. Items left around campus will also be removed at the end of each semester.

## **Mail**

### *Craftsbury Campus Mail*

Students are assigned a box in the Dunbar Foyer for campus mail. These boxes should be checked daily for returned assignments, and notices. Any mail received here after student leaves will be returned to the sender. Sterling College's USPS physical address is categorized as a *business address*. Due to USPS policies, mail is unable to forward from a business address.

### *Outside Mail*

From 2020-2021, the Craftsbury Common Post Office will be closed due to renovations and upgrades. The closest Post Office will be located down the hill from campus in Craftsbury Village during this time. Until the Craftsbury Common Post Office reopens, students who wish to receive mail while living on campus are able to receive outside mail to their campus mailboxes. Your address during the school year is your name, Sterling College, 16 Sterling Drive, Craftsbury Common, VT 05827.

### *Forwarding Mail*

Sterling College's address is registered as a business address. USPS does not allow individuals to forward mail from business addresses. For students leaving campus, forwarding your mail is NOT an option. Students must update / change their address with all vendors, family, and friends. Any mail received after a student has left will be returned to the sender.

### *Wendell Berry Farming Program*

WBFP residents' address during the school year is: 8462 Maddox Ridge Road, Turners Station, KY 40075

## **Natural History Collection**

The Natural History Collection includes an herbarium and zoological collection, which is managed by the Ecology faculty. Specimens from the collection are available for use in classes, as well as outside of class for credit-bearing activities with permission (with priority use for classes). Students, faculty, or staff interested in accessing specimens from the collection should contact the Ecology faculty. Natural history specimens, including those on display in classrooms and common areas, should not be touched without permission from the Ecology faculty.

## **Reuse Room**

### *Craftsbury Campus*

The Sterling College Craftsbury campus has a Reuse Room available for students, employees and their families. This space is currently housed in the balcony above the student lounge (the DunBarn). This excellent resource is an innovative approach to avoid the landfill while finding items you can use. Generally the Reuse Room is maintained by volunteers with a minimal and sporadic student work position to organize it. Therefore it is the responsibility of all who use the space to keep the space clean and orderly. Donations can be placed in the blue bin at the entrance (in the summer shelve or hang up your donations). Donations should be clean and functional. This space is a privilege that won't continue if it is not kept clean and in order.

## **Roots**

Roots is a student organization for students of color on the Sterling College Craftsbury Campus. Roots students have a dedicated space behind Common House in which to meet.

- Members of Roots:
- Meet regularly to plan and organize events to support students of color
- Attend Equity Council Meetings and other community meetings, such as Student Life Council
- Work with Coordinate off campus trips to cultural and educational events for students of color
- Do outreach to organizations run by and for people of color to enhance support for students of color

## **Student Storage**

### *Craftsbury Campus*

On a small campus, storage is a premium for everyone. Storage is available only for students living on campus. The storage area is located on the Craftsbury VT campus 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.

## **Fitness Room**

### *Craftsbury Campus*

The Sterling College Fitness Room is a resource to support the wellbeing of the entire Sterling College community. The Fitness Room consists of a range of free weights, including barbells, dumbbells, and kettlebells and associated bars and equipment; a treadmill; two Concept2 Rowing Ergs; one Concept2 SkiErg; and a number of other pieces of equipment.

The Fitness Room is a shared community space and needs to be kept clean and tidy. When you are using the room, please keep in mind the room is in a classroom building which may be in use. Also, when leaving the room, please remember to:

- Close windows
- Wipe down machines
- Turn off lights
- Put away weights
- Sweep up any chalk

## **Wellness Center**

### *Craftsbury Campus*

The Wellness Center is located between Mager Hall and Merlin Hall. The Wellness Center is managed by the Director of the Wellness Center who can assist students' minor medical needs and help students set up medical and mental health appointments, sign out the wellness vehicle and help access your health insurance coverage.

Transportation: Sterling College recognizes that it can be difficult for students to get to appointments given our rural location. The Wellness Center provides a telehealth office to students who need a private space to do telehealth visits with their health care providers, including mental health counseling. To utilize this office, students are advised to be in contact with the Director of Wellness Services and/or Dean of Student Life. If a student needs access to transportation for an appointment, they are encouraged to be in touch with the Director of Wellness Services and/or Dean of Student Life.

## **Wellness Resources For Vermont Campus**

### **Emergency:**

If someone needs immediate medical attention or there is immediate danger **CALL 911**, then call Sterling College's On- Call Emergency Pager at 802-290-9931

### **Medical Emergency:**

Copley Hospital & Emergency Room  
528 Washington Hwy

Morrisville, VT 05661  
Phone: 802-888-4231

**Poison Control Center:** 800-222-1222

**Buildings and Grounds Emergency:**

On-call Farm & Livestock staff: 802-290-9931

**Mental Health Emergency:**

If it is NOT a medical emergency, and the individual involved is considered “safe”, please refer to the following resources.

**Phone Services:**

- National Suicide Prevention Lifeline: 800-273-8255 (TALK) TTY: 800-799-4889
- Trevor Lifeline: 866-488-7386 (A national 24 hour, toll free confidential suicide hotline for LGBTQ youth)
- AWARE: 802-472-6463 (Confidential Domestic & Sexual Violence Services Hotline based in Hardwick, VT)

**Text & Web Chat Services:**

- National Suicide Prevention Lifeline Chat: <https://suicidepreventionlifeline.org/chat/> (Connects individuals with counselors for emotional support and other services via web chat, free, 24/7)
- Crisis Text Line: Text “VT” TO 741741 Free, 24/7, confidential
- Steve Fund Crisis Text Line for People of Color: Text “STEVE” to 741741 A 24/7 text line for young people of color
- Trevor Text for LGBTQ Youth: Text “START” to 678678 A national 24 hour, text for LGBTQ youth to connect to a counselor

**Wellness Resources For Vermont Campus: Chslv Partnership**

Community Health Services of Lamoille Valley (CHSLV) represent six diverse medical practices that come together to ensure that the residents of Lamoille County and the surrounding areas have affordable high-quality health care. Sterling College’s partnership with CHSLV guarantees the health insurance policies of all current students will be covered. CHSLV also has a Financial Assistance Program that provides assistance towards a deductible to those who qualify. Services covered by CHSLV:

Morrisville Family Health Care  
609 Washington Highway  
Morrisville, VT 05661  
Phone: 802-888-5639

Stowe Family Practice  
1878 Mountain Road  
Stowe, VT 05672  
Phone: 802-253-4853

Appleseed Pediatrics  
609 Washington Highway



Morrisville, VT 05661  
Phone: 802-888-7337 (PEDS)

Behavioral Health & Wellness Center  
607 Washington Highway  
Morrisville VT 05661  
Phone: 802-888-8320

The Neurology Clinic  
609 Washington Highway  
Morrisville, VT 05661  
Phone: 802-888-5688

Community Dental Clinic  
66 Morrisville Plaza, Suite 2  
Morrisville, VT 05661  
Phone: 802-888-7585

Community Health Pharmacy  
158 Brentwood Drive Suite #7  
Colchester, VT 054461  
Phone: (888) 669-9017

## **Wellness Resources For Vermont Campus: Local Healthcare Options**

### **Vermont 211**

Free statewide referral system available 24/7 for health & wellness resources. Referrals are personalized based on information and health insurance. Dial 211. [vermont211.org](http://vermont211.org)

### **Primary Care**

Morrisville Family Health Care  
609 Washington Highway  
Morrisville, VT 05661  
Phone: 802-888-5639 (CHSLV Partner)

Stowe Family Practice  
1878 Mountain Road  
Stowe, VT 05672  
Phone: 802-253-4853 (CHSLV Partner)

Hardwick Health Center  
4 Slapp Hill Road  
Hardwick, VT 05843  
Phone: 802-472-3300

ExpressCare Berlin  
1311 Barre-Montpelier Rd  
Berlin, VT 05602  
Phone: 802-371-4239  
Hours: Mon-Sun: 9am-7pm

ExpressCare Waterbury  
76 McNeil Rd  
Waterbury Center, VT 05677  
Phone: 802-241-1532  
Hours: Mon- Sun: 9am-7pm

Stowe Natural Family Wellness (Stowe): 802-253-2340  
Integrative Family Medicine (Montpelier): 802-223-4738  
Mountain View Natural Medicine (South Burlington): 802.860.3366

Transgender Health Clinic (Burlington)  
(Primary Care, Gender Transition Care, Sexual Health & Reproductive Care):  
<https://www.chcb.org/services/medical-care/transgender-lgbtq-health-clinics/>

## Counseling & Mental Health

Local In-Person Counseling:  
Pablo Coddou, [pablocoddou@gmail.com](mailto:pablocoddou@gmail.com), Craftsbury Common, VT 802-917-8363  
(Accepts Gallagher, Blue Cross Blue Shield, Medicaid) With a referral from the Dean of Student Life, Pablo will also be available to meet with students in crisis regardless of their insurance coverage or ability to pay. In these instances, students will have access to up to 5 one-hour counseling sessions. For students with a strong need or desire to see Pablo or to access local mental health services on an ongoing basis, we strongly recommend that you consider purchasing the Gallagher Student Insurance offered by the College.

Behavioral Health and Wellness Center  
65 Northgate Plz Ste 11  
Morrisville, VT 05661  
802-888-8320 (CHSLV Partner)

Wellspring Mental Health & Wellness Center  
39 Church St  
Hardwick, VT 05843 802-472-6694

Solidarity Healing  
Vicki Garrison, LCMHC  
<http://solidarityhealing.com/>

Outright Vermont Guide to LGBTQ-friendly Mental Health Resources:  
<http://www.outrightvt.org/mental-health-resource-guide/>

## Residential Mental Health Respite & Care

Alyssum: (Residential Crisis Respite & Hospital Diversion Program): <https://www.alyssum.org/>  
Brattleboro Retreat: (Psychiatric & Addiction Treatment Hospital, LGBTQ in-patient program):  
<https://www.brattlebororetreat.org/>

## Dental

Community Dental Clinic

66 Morrisville Plaza, Suite 2  
Morrisville, VT 05661,  
Phone: 802-888-7585 (CHSLV Partner)

North Counties Dental Center  
151 N Main St.  
Hardwick, VT 05843  
Phone: 802-472-2260

Stowe Family Dentistry  
1593 Pucker St.  
Stowe, VT 05672  
Phone: 802-253-4157

## Pharmacies

Rite Aid Pharmacy  
82 VT-15  
Hardwick, VT 05843  
Phone: 802-472-6961

Rite Aid Pharmacy  
48 Congress St  
Morrisville, VT, 05661  
Phone: 802-888-2226

CVS Pharmacy  
13 VT-15 E  
Morrisville, VT 05661  
Phone: 802-888-4239

Kinney Drugs  
97 Morrisville Plaza  
Morristown, VT  
Phone: 802-888-5244

## Other Area Resources

### Domestic & Sexual Violence Support

- AWARE 802-472-6463 (Hardwick) / Confidential Domestic & Sexual Violence Services
- Clarina Howard Nichols Center 802-888-5256 (Morrisville) / 24hr Domestic violence & sexual assault hotline and advocacy
- Woven Collective [www.wovenvt.org](http://www.wovenvt.org) (Burlington)/ POC & LGBTQ-informed Therapeutic Support for Violence Survivors

### Military Veteran Resources

- White River Junction VA Medical Center 802-295-9363
- Vermont Office of Veterans Affairs <https://veterans.vermont.gov/>

- Veteran's Crisis Line <https://www.veteranscrisisline.net/>

## Sexual Health & Reproductive Care

Copley Hospital Women's Center 802-888-8100 /Gynecology & Obstetrics, Birthing Center

Northern New England Planned Parenthoods 802-888-3077 /

<https://www.plannedparenthood.org/planned-parenthood-northern-new-england>

Closest: Hyde Park - walk-in hours, Wed. 12:30-5 p.m. HIV testing, pregnancy testing and care, STI testing and treatment, comprehensive health care for all genders \*The following Planned Parenthood of Northern New England have abortion services: Burlington, Barre, Williston, Burlington, Plattsburgh (NY), White River Junction

Transgender Health Clinic (Burlington)

<https://www.chcb.org/services/medical-care/transgender-lgbtq-health-clinics/>

Primary Care, Gender Transition Care, Sexual Health & Reproductive Care

Vermont CARES (HIV+ Services): <https://vtcares.org>

SASS Textline 724-888-SASS (7277) /Confidential Answers to LGBTQ Sexual Health Questions

## Substance Abuse Services

- Alcoholic Anonymous: 802-334-1213, [www.aavt.org](http://www.aavt.org)
- Narcotics Anonymous: 802-773-5757
- Tri-County Substance Abuse Services: 802-334-5246 (Newport)
- Tri-County Substance Abuse Services: 802-748-1682 (St. Johnsbury)
- North Central Vermont Recovery Center: 802-851-8120 (Morrisville)

## Alternative Medicine Resources

- Inner Rivers Oriental Medicine: 802-472-7153 (Hardwick)
- Roots of Wellness Apothecary: 144 South Main Street, Hardwick
- Hardwick Physical Therapy: 802-472-6186
- Hardwick Chiropractic: <http://hardwickchiropractic.com/>
- Vermont Center for Integrative Herbalism <https://vtherbcenter.org/>  
Sliding-scale Professional Herbalism Clinic
- Grian Herbs (Montpelier): <http://grianherbs.com/>
- Montpelier Community Acupuncture  
<https://www.integrativehealthvt.com/montpelier-community-acupuncture>  
Sliding-scale Acupuncture Clinic
- Northeast Kingdom Human Services: <https://nkhs.org/services-2/> Newport: 802-334-6744,  
St. Johnsbury: 802-748-8997  
Children, Youth & Family Services, Impaired Driver Rehabilitation Program, Community Rehabilitation Treatment  
Intellectual & Developmental Disabilities Services, Adult Mental Health & Crisis Screening Services, Substance Abuse Services, Suicide Prevention

## Wellness Resources For Kentucky Campus

### Emergency

If someone needs immediate medical attention or there is immediate danger CALL 911, then Call one of the following numbers:

- Krystal Graybeal (# TBD)

- Leah Bayens 859-583-7796
- Rick Thomas 802-279-1075
- Ed Fredrickson 502-667-2257

### Medical Emergency

- Baptist Health La Grange Emergency Care: 502-222-3347
- Carroll County Memorial Hospital Emergency Room: 502-732-4321
- KY Poison Control Center: 800-222-1222

### Buildings & Grounds Emergency

- Krystal Graybeal (# TBD)
- Leah Bayens 859-583-7796
- Rick Thomas 802-279-1075
- Ed Fredrickson 502-667-2257

### Mental Health Emergency

If it is **NOT** a medical emergency, and the individual involved is considered “safe”, please refer to the following resources.

#### Phone Services:

- National Suicide Prevention Lifeline 1-800-273-8255 (TALK) TTY: 1-800-799-4889
- Trevor Lifeline 1-866-488-7386 A national 24 hour, toll free confidential suicide hotline for LGBTQ youth
- AWARE 802-472-6463 Confidential Domestic & Sexual Violence Services Hotline based in Hardwick, VT

#### Text & Web Chat Services:

- National Suicide Prevention Lifeline Chat: <https://suicidepreventionlifeline.org/chat/> connects individuals with counselors for emotional support and other services via web chat, free, 24/7
- Crisis Text Line: Text “VT” TO 741741 Free, 24/7, confidential
- Steve Fund Crisis Text Line for People of Color: Text “STEVE” to 741741 A 24/7 text line for young people of color
- Trevor Text for LGBTQ Youth: Text “START” to 678678 A national 24 hour, text for LGBTQ youth to connect to a counselor

## Wellness Resources For Kentucky Campus: Local Healthcare Options

### Kentucky 211

Free statewide referral system available 24/7 for wellness resources from United Way. Referrals are personalized based on information and health insurance. Dial 211.

### Primary Care

Norton Immediate Care Center

1230 Market St., Suite B

LaGrange, KY 40031

(502) 225-6920

Open every day, 9 a.m. to 9 p.m.

<https://nortonhealthcare.com/locations/immediate-care-centers/lagrange>

Baptist Health (hospital)

1025 New Moody Lane

LaGrange, KY 40031

502-222-5388

[https://www.baptisthealth.com/lagrange/pages/default.aspx?utm\\_source=GMB&utm\\_campaign=local-listing](https://www.baptisthealth.com/lagrange/pages/default.aspx?utm_source=GMB&utm_campaign=local-listing)

Damon Gatewood, MD

58 Citation Ln.

Campbellsburg, KY

502-532-7341

Dr. Ronald Koff

Henry County Medical Center

15 S. Main Street

New Castle, KY

502-845-7550

Dr. Kenneth A. Gardner

Kentucky One Health Primary Care

150 Fairview Ct.

Eminence, KY

502-845-5672

Monday-Friday, 8 a.m. - 5 p.m.

Tuesday evenings, until 7 p.m.

<http://www.kentuckyonehealth.org/body.cfm?id=5120&action=detail&ref=1617>

Henry County Health Dept

75 Park Road

New Castle, KY

502-845-2882

### Pharmacies

- Club Pharmacy 16 S. Main Street, New Castle, KY 502-845-2345
- CVS Pharmacy 4894 N. Main Street, Eminence, KY 502-845-5027
- Eminence Apothecary 5551 S. Main Street, Eminence, KY 502-418-9120

### Counseling

Please contact Director of Student Life and Operations Krystal Graybeal and/or the Director of Wellness Services, or the Dean of Student Life for more information and to coordinate care.

- KVC Kentucky 420 Capital Avenue, Frankfort, KY 859-254-1035
- Centerstone 141 Spencer Ct, La Grange 502-589-1100 & 250 Alpine Dr, Shelbyville, 502-589-1100
- Kentucky Cabinet for Health and Family Services
- Find a mental health care provider-  
<http://dbhdid.ky.gov/ProviderDirectory/ProviderDirectory.aspx>

### Dental

- Spring Family Dental 105 Eminence Terrace, Eminence, KY 502-333-9942
- David Embry DDS 8910 Main Street, Campbellsburg, KY 502-532-6315
- Connie Dunn, DDS 1065 Pendleton Road, Pendleton, KY 502-743-9190
- \* numerous dentists in nearby La Grange and Shelbyville

### Other Area Resources

- Henry County EMS 502-845-5400, 716 S Property Rd, New Castle, KY
- New Castle Fire Department 502-845-5757, Chief Gene Raake, 220 N Property Rd, New Castle, KY 40050
- Henry County Sheriff Danny Cravens, 502-845-2909, 123 N Property Rd, New Castle, KY 40050, henrycosheriff@gmail.com

### LGBTQ Support

- University of Louisville LGBT Center (welcome to guests)
- Louisville LGBTQ+ Community Coalition: <http://www.lgbtqlou.com>
- Tri-State Alliance (KY, IN, IL): 812-480-0204, 501 John Street, Suite 5, Evansville, IN, 3statealliance@gmail.com, <http://tsagl.org>
- Fairness Campaign (statewide, very active in Louisville): 502-893-0788, 2263 Frankfort Ave, Louisville, info@fairness.org, <https://www.fairness.org>
- TransKentucky (based in Lexington): 859-448-LGBT, <http://www.transkentucky.com>
- Human Relations Commission 502-574-3631, 745 W. Main Street, Suites 251, Louisville, KY  
Discrimination or Civil Hate Crime Complaint Filing  
<https://louisvilleky.gov/government/human-relations-commission/services/file-discrimination-or-civil-hate-crime-complaint>
- Kentucky Commission on Human Rights File a complaint: 1.800.292.5566, kchr.mail@ky.gov, <https://kchr.ky.gov/filingcomplaints/Pages/default.aspx>

### Sexual Health & Reproductive Care

- Bluegrass Rape Crisis Center 2025 Regency Road, Lexington 859-253-2615
- Center for Women and Families 844-237-2331 (944.be.safe.1) 24 hour crisis line
- Planned Parenthood 500 Main Street, Shelbyville, KY
- Louisville Health Center 842 S. 7<sup>th</sup> Street, 502-584-2473
- Bluegrass Health Center 268 Southland Drive, Suite 120 Lexington, KY 859-252-8494
- New Albany Health Center 2708 Paoli Pike, Suite J, New Albany IN 812-945-4844
- Shelby County Health Department Shelbyville 502-633-1231
- Oldham County Health Department 502-222-3516
- Bridge Counseling & Wellness 540 Baxter Ave, Louisville, KY 502-694-9488
- Kentucky AIDS Hotline 844-294-2HIV x2 (2448)
- Tri-County Community Action Henry, Oldham, & Trimble Counties  
<https://www.tricountycaaky.org/compass.html>

### Substance Abuse Service

- Alcoholics Anonymous:
  - Greater Louisville Intergroup 502-582-1849 <https://www.louisvilleaa.org>
  - Henry County meetings: <https://www.louisvilleaa.org/henryky.html>
  - Find a group meeting: <https://www.louisvilleaa.org/find-a-meeting.html>
- Narcotics Anonymous Louisville area-24/7 helpline: 502-569-1769
- find a meeting: <https://www.nalouisville.net/meetings1.html>
- Recovery and Treatment Resources 1-833-8KY-HELP (1-833-859-4357)  
<https://odcp.ky.gov/Pages/Treatment-Resources.aspx>

- **Operation UNITE** provides a toll-free Treatment Referral Line for anyone seeking assistance with a drug addiction. 1-866-908-6483

## Wood-shop

### *Craftsbury Campus*

Sterling College faculty and staff are permitted use of the woodshop after having been checked off by an approved instructor. This includes hand tools, hand-held power tools, and stationary power tools in accordance with the individual's level of training and experience.

Enrolled Sterling students may use hand tools after completing Introduction to Hand Tools and Green Woodworking or Introduction to Woodworking. Power tools are available to those students that have successfully completed Introduction to Woodworking. Students may not work alone in the woodshop, and may only use power tools under the supervision of an approved shop monitor or instructor. Regardless of prior experience, no machine may be used or machine operation performed without first being checked off by an approved instructor. A project proposal sheet must be submitted and approved for all projects requiring access to the machine shop and expected to span more than one day.

An annual shop safety review will be held at the beginning of the fall semester. Attendance is required for all qualified students interested in working in the shop while not enrolled in any current woodworking course, and strongly recommended for staff and faculty interested in using the shop.

### PLEASE OBSERVE THE FOLLOWING SAFETY RULES:

- An approved shop monitor or instructor must be present for work in the machine room.
- No one may work alone in the shop.
- Wear appropriate apparel:
  - No loose clothing or jewelry.
  - No open toed shoes.
  - Long hair must be pulled back.
- Eye protection is required in the machine room.
- Ear protection is required when power tools are in use.
- No radios, headphones or earbuds allowed in the machine room.
- Clean up after yourself.
  - Remove scraps and offcuts
  - Sweep up if necessary
  - Clean blades if necessary
  - Return machine to stock setting (standard blade, blades/fence squared, lowered and/or covered by guards)
  - Return all jigs and clamps
- Dispose of scraps properly.

See Handbook posted inside door for more detail.

NOTE: The Sterling Woodshop is a resource to be used only by currently enrolled students and employees of Sterling College.



# ACADEMIC PROGRAM

## Introduction

With its small size, ecologically-focused and community-minded curriculum, Sterling College, the nation's premier environmental liberal arts college, is uniquely positioned at the intersection of *impassioned teaching*, *field-based interdisciplinary research*, and *experiential learning* to provide unparalleled transdisciplinary experience in ecological thinking and action.

Sterling's academic curriculum offers students a solid foundation in the first year, the chance to learn through direct experience across the curriculum, and the opportunity to focus deeply in major-related courses and senior year research projects.

All students work with advisors to chart 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, design their own major through Sterling's Self-Designed Major program.

## Academic Program Requirements

- **Overview**
- **A Sense of Place (ASOP)**
- **Foundations courses**
- **General Education Requirements**
- **Majors**
- **Mathematics Competency**
- **Writing Intensive Courses**
- **Senior Seminar Courses**
- **Senior Portfolio**
- **Capstone Learning Experience**
- **Senior Year Research Project**
- **Coursework-Only Petition Guidelines**
- **Commencement**

## Overview

Sterling College offers a single B.A. degree program. To graduate, students must complete 120 credits (including at least 30 from Sterling), follow a **major course of study** (typically 50 credits, including the **Senior Year Research Project**), and complete **A Sense of Place** and **Foundations** curriculum requirements (~10-13 cr), and other **general education** requirements which include **Writing Intensive courses** and **Senior Seminar courses**. Students may complete the balance of their coursework through electives in any area (provided that they have met the prerequisites); students gain academic credit through a range of **different opportunities**, such as **independent studies**, **internships** or **exchange programs**. Courses are offered progressively within each major (100-level through 400-level). Students should be aware that any requirement can potentially be **waived** on the basis of prior experience and coursework.

## A Sense of Place: Expedition 1 (ASOP)

*A Sense of Place (ASOP)* is a 3 credit course designed to help students develop a sense of place as they begin their Sterling college careers. The course allows participants to develop bonds with other incoming students and explore topics central to life at Sterling such as local ecology and community. ASOP's experiential approach to learning improves interpersonal communication, leadership skills, enhances self-efficacy, and develops greater awareness as community members.

INT100A *ASOP: Expedition 1* (Fall semester) comprises of time off-campus backpacking and participating in service learning. The on-campus component focuses further on community development, essay assignments and additional academic skill development; as well as time spent becoming familiar with daily life at Sterling and interacting with the Craftsbury community.

For students entering in the spring semester, INT100 *Winter ASOP* is designed to take advantage of northern Vermont's winter by introducing students to cross country skiing and snowshoeing, as well as the above course objectives.

For students entering the Wendell Berry Farming Program, the course INT242 *Homecoming: Good Work Is Membership* serves the same role as ASOP.

Please note that successful completion of *ASOP* or *Homecoming* is a requirement for graduation.

## Foundations Courses

There are four *Foundations* classes: *Foundations of Ecology*; *Foundations of Environmental Humanities*; *Foundations of Outdoor Education*; & *Foundations of Sustainable Agriculture & Food Systems*. In their first year, students are required to take *Foundations of Ecology* plus two additional *Foundations* courses in different focus areas. Students who enter Sterling with 45 or more credits are required to take *Foundations of Ecology* and just one additional *Foundations* course in their first year.

*Foundations* courses represent a broad introduction to an area of study, providing a lens with which to approach ecological thinking and action. *Foundations* courses give students an overview of this area of study by introducing: a. foundational concepts; b. central modes and discourses, c. an introduction to the history and context, and d. different cultural perspectives and approaches, as appropriate to the discipline, including issues of inclusion and representation. *Foundations* courses will also introduce students to subject-appropriate research and contextualize this field within a framework of ecological applications, looking at what one can do in this field.

Beyond their introduction to a field of study, *Foundations* courses also introduce students to concepts and skills that simultaneously serve as fundamental building blocks of college-level learning and a life of ecological thinking and action. As 100-level courses, these courses work to establish learning communities for first-year students, and introduce foundational skills, knowledge, and methodologies that will serve as stepping stones to 200- and 300-level courses in the curriculum. Requiring two *Foundations* courses beyond *Foundations of Ecology* gives students broad exposure to Sterling's curriculum, and reinforces our commitment to inter- and multi- and trans-disciplinary learning in a student's first year. At the same time, note that it is possible, as a first-year, to choose from a broad range of elective classes.

With the exception of *Foundations of Ecology*, all *Foundations* courses are 100-level writing-intensive courses, and writing plays a central role in these courses, as part of the content of the class and as a vehicle

for students to engage with course material. Courses will include at least two formal writing assignments, which go through a revision process with drafts and basic peer review. Writing skills covered include developing a clear written voice, description and explanation, critical analysis, using examples to support ideas, paragraph structure and essay organization, introductory research skills, incorporating and responding to other voices and perspectives, basic citation. *Foundations* courses will use Graff & Birkenstein, *They Say, I Say* or similar text.

Note that any *Foundations* course can potentially be waived if a student has had comparable coursework, see the **Course waivers** section for more details on this process.

## General Education Requirements

In addition to required [ASOP](#), [Foundations courses](#), and the requirements of a [major course of study](#), students are required to complete the following minimum general education requirements:

- Disciplinary distribution of credits that must include at least 6 credits of Humanities (HM); 6 credits of Natural Sciences (NS), and 6 credits of Social Sciences (SS)
- **Math competency requirement**
- **Writing Intensive requirement**
- **Senior Seminar requirement**

These requirements can be met by any courses taken at Sterling College except *ASOP* and *Foundations* classes. For example, a student could take one class that could simultaneously contribute towards the NS disciplinary distribution requirement, the Writing Intensive requirement, and act as a Major requirement. These requirements could also be met by courses taken elsewhere and transferred to Sterling College for credit. In some cases, the Registrar will automatically apply a class transferred in towards a general education requirement, in other cases a student must **petition** to have a class they have taken previously apply.

## Majors

**Major options:** Sterling offers majors in five areas: **Ecology, Environmental Humanities, Outdoor Education, Sustainable Agriculture**, and **Sustainable Food Systems**. For students entering Fall 2020 onwards, the latter two areas have been merged into a Sustainable Agriculture & Food Systems major. Students also have the option of designing an individualized major, called a **'self-designed major'**. Students who choose this latter option must enroll in a 1-credit *Self-Designed Major Workshop* (INT399) to develop their self-designed major (SDM) proposal, with assistance from their advisor ('first reader') and a second, complementary, faculty member ('second reader'). SDM proposals are submitted to the Dean of Academics for consideration of approval by the Degree Committee. More information about the self-designed major option can be found in [this guide](#).

Note, all students participating in the Wendell Berry Farming Program pursue a major in *Sustainable Agriculture*.

**Major components:** All majors comprise around 50 credits. This typically includes the **Foundations** class for that major area, a **400-level seminar class**, and 6 credits of **Senior Year Research Project**.

**Major declaration timeline:** Students should typically declare their major once they have completed around 60 credits (roughly coinciding with entry into the first semester of a student's Junior year). Students who transfer in with more than 60 credits, should declare their major during their first semester at Sterling.

Students declare their Major through completion of the **Major Declaration Form**, which must be signed by their advisor, and submitted to the **Registrar's Office**.

Those students who are self-designing a major declare their major by a two-step process: (1) Completing a **Major Declaration Form** and submitting it to the Registrar's Office, and (2) Having a self-designed major proposal approved by the Degree Committee. Given the extended timeline for declaring a self-designed major, students pursuing that option should take the *Self-Designed Major Workshop* in the second semester of their Sophomore Year, or the first semester of their Junior Year at the latest. It should be recognised that the approval process usually involves two or more rounds of review by the Degree Committee, and revision by the student, thus adequate time should be built into a student's planning.

Students must have an approved major on file in order to register for courses in their senior year. Students without an approved major at this stage will be barred from continuing their progression towards a degree until the Registrar receives the Major Declaration Form (and approved SDM proposal for students pursuing that option). This delay could affect the typical credit-based order of priority that Seniors receive when registering for courses (including Global Field Studies).

**Double Majors:** Students are allowed to pursue a double major and one, or both, majors in double major may be self-designed. In the case of double-majoring, students must complete the requirements of two major checklists with only two courses (maximum 8 credits) overlapping between majors. Students who double major are only required to complete one **Senior Year Research Project**, and are encouraged, but not required, to study a subject area that straddles their two major fields. Students pursuing a double major *and* choosing to do a coursework-only petition instead of a Senior Year Research Project must have two upper-level classes (minimum of 6 credits) included in their course-work-only petition that are beyond the minimum requirement of *both* majors.

## Mathematics Competency

The Math Competency topics are chosen to provide adequate preparation for the classes that happen at Sterling, so meeting the requirement early in a student's career is recommended. If a student is not waived from this competency based on prior course work, then they should take the Sterling College Math Competency Exam or enroll in the *Quantitative Skills* class (NS050). Students may be waived from the Quantitative Skills requirement if they have earned a C or above in a college-level mathematics course at another institution. First-time students may be waived based on review of their high school transcripts; completion of a course such as Algebra II, Pre-Calculus, Calculus, or AP mathematics with a grade above a C is sufficient for a waiver from Quantitative Skills. See the Quantitative Skills course instructor for information about the Math Competency Exam.

## Writing Intensive (WI) Courses

In order to support student proficiency in writing across the different disciplines, students are required to complete a minimum of 3 credits each of 100-level, 200-level, and 300/400-level coursework that is designated as 'writing intensive' (WI). Note that the 100-level requirement is fulfilled by the **Foundations** requirement.

Writing intensive courses integrate student writing throughout the semester, and writing is an explicit part of the content of the course. Students will work with faculty and peers through the process of writing in order to emphasize appropriate writing skills both within and across specific disciplines.

Writing intensive courses in all disciplines share the following principles:

- The course builds upon writing skills introduced in earlier introductory courses and addresses skills fundamental to effective writing.
- Writing assignments are distributed across the semester (rather than being due at the end of the course).
- Instructional time is devoted to the writing process.
- Rough drafts of at least two formal writing assignments are written during the course of the semester, and these drafts are reviewed and commented on by the instructor.
- Drafts and revisions will be incorporated into the final grade for the course.
- Students' writing is shared with peers in the class (whether online, in class, or outside of class time).
- Students are strongly encouraged (or required if appropriate) to meet with a student Academic Support Mentor.
- Students develop strategies to appropriately engage in online research (if applicable).
- Students will develop an understanding of the conventions of writing in specific disciplines (including formulating research questions, citation, quoting, and paraphrasing).
- Students will be guided toward resources outside of class that can support their writing.
- Faculty participate in professional development conversations with other faculty teaching writing intensive courses at least once a semester.
- Faculty are encouraged to share a common textbook (for example Graff & Birkenstein, *They Say / I Say*).

Students seeking to waive a 200- or 300/400-level writing intensive class based on prior coursework should address the above components of a writing intensive class in their **course waiver petition**.

Please also note that in addition to the Writing Intensive course requirement described here, there are also assumed common standards for written work at Sterling College, as detailed in Appendix 7: Common Standards for Written Work.

## Senior Seminar courses

It is a degree requirement that students either:

- 1) Take two 400-level seminar classes; or
- 2) Take one 400-level seminar class and develop a **Senior Portfolio** reflecting on your Sterling education and the college-wide competencies (details below).

400-level seminar classes are upper-level classes distinct from others in their possession of most or all of the following attributes:

- Time and energy is put towards solution of problems and/or creation of products whose outcome the instructor may not be able to predict;
- Students apply concepts and theories outside the classroom;
- Criticism and guidance as constructive feedback is given from both the instructor and from student colleagues;
- There is a written product, project, community presentation, or a series of creative products which include process reflection;
- Work produced in the course reflects leading-edge and current thinking in the field;
- Each student has the opportunity to lead a group of peers and / or faculty in an inquiry-based project;
- Student participation in the field is professionalized and/or there is the opportunity for students to contribute their voices to current debates in the field;

- There is increased focus on inclusion of primary scholarship in the discipline as material for students to analyze, critique, and use constructively;
- There is an independent application of the standards of the discipline toward writing assignments, oral presentations, performances, etc.
- Students continue advanced research skills with an emphasis on discipline, including but not limited to:
  - Increase awareness of discipline specific resources
  - Distinguishing between different types of scholarly material, e.g. primary vs. secondary sources or original research vs. review articles
  - Use of advanced search strategies and tools in databases and web searching
  - Use of resources and databases that are discipline specific
  - Utilization of interlibrary loan services to request materials available beyond our library's resources
  - Understanding and application of formatting and documentation conventions within the discipline

Students seeking to waive a 400-level seminar class based on prior coursework should address the above components of a seminar class in their **course waiver petition**.

## Senior Portfolio

Students can choose to develop a Senior Portfolio in lieu of one **400-level seminar class**. In a Senior Portfolio, a student collects, presents, and discusses evidence that demonstrates how they have met each of Sterling's College-Wide Competencies and learning outcomes. In so doing, they assess how well they have met each competency, including identifying areas for growth that remain.

The portfolio should be organized into five sections, one for each of the competencies. Each section will have an introductory paragraph that gives an overview of how the items in that section demonstrate your growth and achievement in that area, addressing each of the learning outcomes. There should also be a brief, general introduction to the portfolio as a whole. Students are strongly encouraged to create their portfolio digitally, using an online e-portfolio platform (like PathBrite or WordPress) or a Google site.

Evidence might include: essays, presentation notes, photographs, audio recordings, videos, reflections on experiences, research notes, artwork, bibliographies, syllabi, maps, lab reports, journals, instructor feedback, Work Program evaluations, references, etc.

Senior portfolios will not be graded; rather, it is a tool for your own self-reflection and self-assessment. (To receive credit, you may propose to complete this portfolio through an independent study structure.)

## Capstone Learning Experience

All students must complete a Capstone Learning Experience (CLE), an upper-level focused course of study, which culminates in a student's **Major**. Typically, the capstone learning experience takes the form of a 6- to 12-credit **Senior Year Research Project (SYRP)**. For some students, a **coursework-only** capstone learning experience could be more appropriate. More detail about both of these options are given below.

A student's Capstone Learning Experience (a SYRP or a Coursework-Only Petition) will not be approved until a student has declared their **Major**. In addition, the CLE must be on file before the student begins their senior year. Students without an approved CLE at this stage will be barred from continuing their progression towards a degree until the Registrar receives an approved CLE. This delay

could affect the typical credit-based order of priority that Seniors receive when registering for courses (including Global Field Studies).

## Senior Year Research Project (SYRP)

The Senior Year Research Project (SYRP) is a **capstone learning experience** that culminates a student's study in their **Major**, indeed in their degree as a whole, by pursuing a particular question in significant depth. A SYRP is designed to allow students to explore an area of interest that will complement their major and their personal strengths. Projects are expected to include a tangible product as well as a presentation. The Project may have an applied component, but this is not required.

The Senior Year Research Project consists of the following components:

- **Proposal:** The proposal should be developed in the second semester of a student's Junior Year. Students work with their faculty advisor ("first reader") and a second faculty member ("second reader") to develop their proposal. The deadline for the SYRP proposal follows that of independent studies and is given in Academic Dates & Deadlines 2020-2021. Once completed, and having garnered the approval of their first and second readers, a student's SYRP proposal is submitted to the Dean of Academics for approval using **this linked form**. Once approved, the student will be enrolled in SYRPI for the subsequent semester. *Note that the proposal is a significant endeavour and should be developed in discussion throughout the semester with the first and second readers, in addition note that a SYRP proposal will only be approved once a student has an approved major on file.*
- **INT<sub>422</sub> Senior Year Research Project I:** SYRPI typically spans a student's first semester Senior Year, and can range from 3 to 6 credits. As a rule of thumb, 30 hours of engaged independent work time equates to 1 academic credit.
- **INT<sub>423</sub> Senior Year Research Project II:** SYRPII typically spans a student's second semester Senior Year (i.e. their final semester) and can range from 3 to 6 credits. As the latter part of the student's culminating project, it should always include the following components:
  - A presentation, which could be a presentation for the Sterling community, a presentation for a related class, or a workshop for an outside audience;
  - Archived documentation of the SYRP in the **Brown Library**.

Significant changes to an approved SYRP proposal must be re-approved by the Dean of Academics. In the case of significant changes, a petition including a revised proposal and rationale for change should be submitted to the Dean as soon as possible. Significant changes may consist of a change in number of credits in either SYRPI or SYRPII, or a substantial modification to the content and focus of the original proposal.

### Budget:

- There is a budget of \$150 per student to support costs associated with pursuing their SYRP. If access to these funds is desired, then an itemized budget with accompanying rationale must be provided in the proposal.
- After approval, students can access their SYRP funds in one of the following ways:
  - Make the purchase themselves and, after the expenditure has occurred, submit a check request accompanied by receipts to the Dean of Academics for approval to allow the money to be reimbursed.
  - Work with the Assistant Dean of Academics & Registrar to order the supplies necessary for the SYRP.

- Requests for purchase of books will not typically be approved, although the student can request a book needed to support their study for the library following the procedure [described here](#).

## Coursework-only option guidelines

A Coursework-Only Option for the Capstone Learning Experience replaces the SYRP with a series of courses at the 300-400 level taken in a student's final year, which either focuses or broadens a student's perspective on the major.

The coursework-only option is available by petition, and must be approved by the student's advisor and the Dean of Academics. A petition must include both 1. a narrative of how the coursework-only option will serve as a capstone for the major and 2. an annotated list of courses to be completed as part of the capstone experience.

The petition should use the following format:

- A list of proposed 300-400 level courses, including:
  - Course titles, numbers, and semester,
  - Total credits in coursework-only option (a minimum of 12),
  - Annotation describing how each individual course contributes to a CLE (approx. 50 words each).
- A 1-page narrative of academic rationale for coursework-only option, which includes a description of how the courses work together to create a thematically connected course of study.
- Relevant independent studies may be included in the petition. Any future independent study listed must be accompanied by a proposal approved by a prospective faculty advisor.

At least 6 credits of the proposed coursework must be beyond (or outside) the minimum expectations for completion of the major. Students pursuing a double major and choosing to do a coursework-only petition must have two upper-level classes (minimum of 6 credits) included in their course-work-only petition that are beyond the minimum requirement of *both* majors

This petition will not be approved until the student has an approved **Major** on file, and must be submitted by the end of a student's junior year in order for a student to be allowed to register for Senior Year classes.

## Commencement

Sterling College commencement ceremonies celebrate the achievement of students who have met all of the requirements for the B.A. degree. All coursework must be satisfactorily completed preceding graduation.



## Academic Dates & Deadlines 2020-2021

Academic dates and deadlines can be found in this [linked document](#).

### Online Student Portal

Sterling's [online student portal](#), provides link access to the master schedule, booklist, and this handbook. Students can also view their individual course schedule, updated unofficial transcript, and course grades and feedback through the portal. Course registration for upcoming semesters is completed through the portal. Instructions for registration are available on the Sterling website.

### Academic Opportunities

Other than scheduled courses, there are a variety of different educational experiences students can undertake that can contribute towards their undergraduate degree. The following opportunities are each detailed below:

- [AVIC Exchange](#)
- [Course Assistantships](#)
- [College Teaching Experiences](#)
- [Dual Enrollment Courses](#)
- [Global Field Studies](#)
- [Independent Studies](#)
- [Internships](#)
- [Lifelong Learning Portfolio](#)
- [Minors](#)
- [School of the New American Farmstead](#)
- [Second B.A. Degree](#)
- [Special Topics & Topics Classes](#)
- [Tuition for Sterling Alumni](#)
- [Wilderness Field Semesters](#)

### AVIC Exchange

Sterling is a member of the Association of Vermont Independent Colleges. Our membership gives students access to the [AVIC Exchange program](#), which gives students the opportunity to spend a semester at another member institution during their sophomore or junior year. Interested students must apply to the institution they wish to study at through the visiting student application, which can be obtained by request of the Sterling Registrar. Students must also submit a letter of support from the Sterling Registrar or their Academic Advisor. Application processes and deadlines vary by school, so students wishing to pursue the exchange should begin the process as early as possible.

Students participating in the AVIC Exchange are granted financial aid and billed for tuition and fees by the home institution. Room and board fees are paid by the student directly to the visiting institution. Students may be able to cover these fees through loans, which should be discussed with the Director of Financial Aid.

Coursework completed through the AVIC exchange will be added to a Sterling students' transcript upon receipt of an official transcript from the visiting institution. Grades earned at the visiting institution are included in the Sterling GPA calculation.

## Course Assistantships (CATS)

### Overview:

A Course Assistantship is an opportunity for students to continue to improve their competency in an area in which they already have some experience, perhaps having taken the class previously. A course assistant (CAT) may earn up to 3 credits for their additional learning, usually one credit less than the standard course. No particular class standing is required. The CAT student is involved in class mainly as a participant, with higher level learning objectives than the standard course. These learning objectives should include some limited instruction and course support responsibilities as delegated by the course instructor. A student wishing to undertake a Course Assistantship should schedule an in-person interview with the primary course instructor to discuss ideas prior to completing a proposal. Selection for these positions will be based on an applicant's knowledge, skills, experience, maturity, and ability to be a good role model. Consideration will be given to the applicant's initiative, leadership ability, good judgement, communication skills, and familiarity with the course area and curriculum.

One example of this class is "AS320 Course Assistant for Expedition II" for 2 credits.

### Proposal process:

- Students develop a proposal in consultation with the primary course instructor.
- Students submit a proposal **using this online submission form** to the **Office of Academics**. Proposals must be submitted before the deadline as detailed in **Academic Dates & Deadlines 2020-2021**.
- The primary course instructor informs the Office of Academics of their approval of the submitted proposal.
- The Office of Academics reviews the proposal and provides feedback to the student and instructor that must be addressed before final approval.
- Upon final approval, the Registrar will enroll the student for the approved Course Assistantship in the student information system

## College Teaching Experiences (CTE)

### Overview:

A College Teaching Experience (CTE) is an opportunity for advanced students who have proven their competency in an area to become Teaching Assistants. Teaching Assistants (TA) are typically Juniors or Seniors, and they may earn up to 4 credits for their work. The TA shares instruction, workload, and leadership responsibilities as delegated by the course instructor. A student wishing to undertake a CTE should schedule an in-person interview with the primary course instructor to discuss ideas prior to completing a proposal. Selection for these positions will be based on an applicant's knowledge, skills, experience, and maturity. Consideration will be given to the applicant's initiative, leadership ability, good judgement, communication skills, and familiarity with the course area and curriculum.

### Proposal process:

- Students develop a proposal in consultation with the primary course instructor.
- Students submit a proposal **using this online submission form** to the **Office of Academics**. Proposals must be submitted before the deadline as detailed in **Academic Dates & Deadlines 2020-2021**.
- The primary course instructor informs the Office of Academics of their approval of the submitted proposal.
- The Office of Academics reviews the proposal and provides feedback to the student and instructor that must be addressed before final approval.

- Upon final approval, the Registrar will enroll the student for the approved CTE in the student information system

## **Dual Enrollment courses**

The Dual Enrollment program allows junior and senior high school and home school students to earn credit for approved courses at both the high school and college level. All Dual Enrollment courses are reviewed and approved by the Degree Committee. Interested high school students should discuss dual enrollment options with their school's advising office, request a dual enrollment voucher through the Vermont Agency of Education (AOE), and submit a visiting student application to Sterling. Home school students should discuss their options with the Sterling Registrar.

Sterling currently has Dual Enrollment relationships with St. Johnsbury Academy, and Craftsbury Academy.

## **Global Field Studies**

Faculty-led, immersive, and environmentally-focused, the Sterling College Global Field Studies program offers you a chance to discover the diversity of the planet's landscapes and cultures, and explore the complex, ever changing co-evolutionary relationships among people and place. Students take the methods for learning a local ecology they have practiced on campus and apply these methods to new places. They return enriched and refreshed, ultimately knowing Northern Vermont or Central Kentucky better for having left it and returned.

Allocation of spaces is determined based on two criteria:

- 1) Seniority as determined by number of credits completed at the time of registration: students with a greater number of credits completed will receive priority; and
- 2) Number of global field studies and/or field semesters already taken. Students who enter Sterling with fewer than 60 credits will be granted priority-by-seniority registration for two GFS courses or field semesters. Students entering with more than 60 credits will only be granted priority-by-seniority for 1 GFS course or field semester.

There are no additional fees for taking a global field studies course, however, students, including those students who are typically commuters for on-campus courses, will be charged board and lodging fees at the same rates as an on-campus resident for that period. At the time of registration, students will be required to complete a Trip Deposit & Fee Agreement Form in order to secure their place. The deposit will be credited to the student's account as long as they participate in the course, however, if they are unable to participate for any reason this deposit will be forfeit.

## **Independent Studies**

*Overview:*

An independent study is a semester-long course developed in concert between a student and full-time faculty member(s) that draws on areas of faculty expertise or other support to complement existing courses. Independent studies provide students the opportunity to pursue areas of special interest in a structured, supervised format. Students should plan to spend approximately 30 hours per credit for an independent study. Please note that independent study is not available for topics already offered through classes.

Students considering an independent study should discuss their ideas with an appropriate faculty member before submitting a formal proposal through **this form** to the Dean of Academics. It is the student's responsibility to find a faculty sponsor (a full-time faculty member at Sterling who has agreed to supervise your study), and faculty members reserve the right to refuse a sponsorship. The Dean of Academics also reserves the right to refuse approval of any independent study; this decision may be made for various reasons including, but not limited to, ineligibility of the student, poor proposal quality, not meeting the proposal deadline, similarity of material with existing courses, or too many other concurrent independent studies.

Independent studies are evaluated on an A through F basis for college credit. Faculty sponsors will submit such evaluations to the Academic Office at the end of the semester in which the study is conducted.

#### *Eligibility for Independent Study:*

- 1) Students may propose an independent study (IS) if they will have 45 or more credits before they undertake the study.
- 2) In order to ensure the high quality of independent study content and oversight by advisors, there is a limit across the student body of 25 ISs per semester for Fall and Spring, and 20 ISs for Summer.
- 3) Faculty members are expected to advise ISs, SYRPs, CATs and CTEs as space in their workload dictates, therefore, they may decline supporting independent work once their limit is reached.

#### *Proposal process:*

- Students develop a proposal in consultation with an independent study advisor (who must be a full-time faculty member or administrator with appropriate experience to oversee the content of the proposed study).
- Students submit a proposal **using this online submission form** to the Office of Academics. Proposals must be submitted before the deadline as detailed in **Academic Dates & Deadlines 2020-2021**. Note there are two different deadlines - For 2+ credit ISs, the deadline occurs in the semester prior to the IS taking place, for 1 credits ISs, the deadline is by the end of the first week of the semester block during which the study will occur.
- The independent study advisor informs the Office of Academics of their approval of the submitted proposal.
- The Office of Academics reviews the proposal and provides feedback to the student and advisor that must be addressed before final approval.
- Upon final approval, the Registrar will enroll the student for the approved independent study in the student information system

#### *Budget:*

- There is a budget of \$100 per student per academic year to support costs associated with pursuing independent studies of 2 credits or more. If access to these funds is desired, then an itemized budget with accompanying rationale must be provided in the proposal.
- After approval, students can access their independent study funds in one of the following ways:
  - Make the purchase themselves and, after the expenditure has occurred, submit a check request accompanied by receipts to the Dean of Academics for approval to

allow the money to be reimbursed. Work with the Assistant Dean of Academics & Registrar to order the supplies necessary for the independent study.

- Requests for purchase of books will not typically be approved, although the student can request a book needed to support their study for the library following the procedure [described here](#).

## Internships

Students are encouraged to undertake one or more internships during their time at Sterling College, as a way to apply learning in a work experience and to explore possible career paths. Typically, students work with their advisors to seek and apply for meaningful internship opportunities related to their courses of study, which can be pursued for credit or not for credit. Students wishing to pursue an internship for-credit should enroll in SS300 *Practicum in Environmental Stewardship* (or in the case of a second internship for credit, SS301 *Practicum in Environmental Stewardship II*), a 4-6 variable credit course (depending on length and scope of the experience). Students enrolled in this course will spend 7-10 weeks working 40 or more hours per week with an approved organization. (Enrollment in this course is not complete until a Statement of Agreement, signed by the student, the internship supervisor, and the Internship Coordinator, has been submitted.) Students create individualized learning objectives and activities based on their job responsibilities and individual goals. Throughout the course, they will reflect on their learning and how they are meeting their objectives through weekly reports, and they will also work on a semester-long problem-solving project for the host organization. Students are expected to work as active members of their host organization as well as serve as a representative of Sterling College. Feedback is given through regular meetings with a direct supervisor and periodically throughout the course of the internship by the Internship Coordinator. Post-internship, students are encouraged to share their learning with the campus community through a public presentation. A list of Sterling internships from 1981 - present can be found [here](#).

## Lifelong Learning Portfolios

### *Overview:*

To support non-traditional students, and recognise their relevant learning prior to college, Sterling College offers a Lifelong Learning Portfolio (LLP) review process allowing students to gain academic credit through reflecting on their prior experience with respect to Sterling's college-wide competencies. After enrolling at Sterling, students can meet with the Dean of Academics or the Associate Dean of Academics to propose a plan for one or more portfolio review courses. In these independent study courses, students work in concert with an advisor who is familiar with their area of interest to build a comprehensive portfolio of their lifelong learning experience.

This portfolio is intended to document a student's learning and can include, for example, written work, other narrative documentation, illustrations, photographs, a resumé, transcripts, certificates, digital artifacts, projects, publications, letters of reference, and personal reflection. Details of each LLP course will be outlined in a proposal to be completed by a student and his/her advisor, and must be approved by the Dean of Academics.

### *Eligibility:*

- Students must have been enrolled at Sterling College for a full semester before they can start a LLP course.
- Students must have completed at least (1) four years of professional experience before college or (2) during a hiatus of at least four years from enrollment in college courses.

### *Proposal Process:*

- Students will first discuss their intention with the Dean of Academics or Associate Dean of Academics to determine their eligibility.
- Eligible students work with their academic advisors to design and propose LLP courses with an advisor.
- Students may propose a 1-credit LLP course each semester for up to 2 semesters of their Sterling tenure. Each LLP course gives students the opportunity to complete a portfolio to document and reflect upon between 3 to 15 credits of lifelong learning, depending on the scope and depth of the prior learning documented by the portfolio. Thus students may earn up to a total of up to 30 credits over their tenure at Sterling (equivalent to approximately 2 semesters of full-time coursework).
- The proposal must be submitted using the wufoo form, and include the following components:
  - A brief description of the student’s professional experience (200 words)
  - A rationale for proposing the LLP
  - Name of advisor supporting the LLP process
  - An approximate number of credits being sought
  - An overview of types of documentation that can be included in the portfolio
  - Describe how the LLP connects to a student’s intended studies (200 words)
  - The product of the study (i.e., what will the portfolio contain? How will it be formatted? Will it be digital or printed? etc.)
  - A methodology for assessment of the completed portfolio
  - A timeline for completing the work
- Students may enroll in up to two 1-credit LLP courses and earn up to a total of up to 30 credits over their tenure at Sterling (equivalent to approximately 2 semesters of full-time coursework). Students should contact the Dean of Academics for details regarding credit load and billing.
- Proposals for LLP courses are reviewed by the LLP advisor and the Dean of Academics. The determination of whether the student may pursue the LLP portfolio is based in part on whether this experience relates to a student’s degree plan and Sterling’s college-wide outcomes.
- Proposal deadlines follow the same timeline as multi-credit independent studies (see [Academic Dates and Deadlines 2020-2021](#)).
- Following the Dean’s approval, a student will work with their advisor to complete the **portfolio** within one semester.
- Students earn and are charged for credit during the semester in which they are pursuing an LLP. In the event a student receives a grade of ‘F’ for the LLP course, the assessment fee is nonrefundable.

## Minors

A minor at Sterling College represents a series of courses that complement a student’s **major** course of study. Minors can be in an area either *closely related* to or *quite distinct* from a student’s major. Minors can be highlighted in students’ descriptions of their college coursework to demonstrate a complementary perspective and a balanced liberal arts education. Minors consist of a minimum of 15 credits in a given discipline, and only one course (maximum 4 credits) may overlap between a student’s minor and major. Minors should be declared at the same time as **majors** in the first semester of a Junior year using the **Major Declaration Form**, approved by a student’s advisor and submitted to the Registrar.

Sterling also offers Minors in seven areas: **Climate Justice, Draft Animal Power Systems, Education Studies, Environmental Humanities, Natural History, Natural Resources Conservation, and Sustainable Food Systems. Checklists for these Minors can be found here.**

## School of the New American Farmstead Courses

In order to earn credit when enrolling in School of the New American Farmstead courses, undergraduate students must register via the Registrar. In addition to attending the course sessions, they must complete a project within two weeks of the final course day, the details of which will be outlined in a project proposal form to be distributed on or before the first day of class. Finally, students are required to submit a completed self-evaluation form, due with the completed submission of the project deliverables. Projects and self-evaluations are to be submitted to the Dean or Associate Dean of the School of the New American Farmstead.

## Second B.A. Degree

Sterling College accepts applications from students seeking a second Bachelor's Degree. Accepted students must complete a minimum of 30 credits at Sterling. These 30 credits should include major requirements and any courses required as prerequisites if similar coursework has not been completed. Additionally, all Sterling College students must complete A Sense of Place, the Foundations requirement, the tools and math competency requirement, and all other general education requirements.

## Special Topics

Courses marked (ST) are Special Topics courses. Special topics courses include courses that address a current or timely topic, that are in a "pilot" phase before being offered on an ongoing basis, or that are known to be one time offerings. Special topics course offerings can vary from term to term.

## Tuition for Sterling Alumni

Sterling College is committed to lifelong ecological thinking and action and to crafting leading edge learning experiences that are relevant to the important work of our community members. It is with this commitment in mind that Sterling College offers free or reduced tuition for its alumni. See below two options below:

*For Sterling College and Sterling School graduates*

Sterling offers free tuition to all Sterling College and Sterling School graduates interested in enrolling in up to one 4-credit course offered at Sterling College each calendar year. Alumni can contact the Registrar to request to enroll in a course as long as the following criteria are met:

- Sterling B.A. or A.A. degree or Sterling School diploma in hand
- Good standing with the College
- Space availability
- Dean of Academics approval

Also note that participants are responsible for additional course fees including, but not limited to, lab fees, travel fees, books & materials.

*For alumni seeking to complete their B.A. degree*

Students with no more than 30 outstanding credits can request to enroll in up to one 4-credit course offered at Sterling College each semester at a reduced per-credit fee if \$300. Criteria for enrollment are as follows:

- A minimum of 3 years since a student's most recent enrollment at Sterling
- Good standing with the College
- Space availability

- Dean of Academics approval

Also note that participants are responsible for additional course fees including, but not limited to, lab fees, travel fees, books & materials.

## Wilderness Field Semester

Sterling College offers one Wilderness Field Semester each year, currently the Southwest Field Semester that occurs in the Spring Semester. The spring semester is a field-based exploration of the Southwest, including the Chihuahuan Desert, the Sonoran Desert and the Colorado Plateau. The program consists of five interrelated and co-requisite courses to the sum of 15 credits:

Natural History I: Southwest Botany, Ecology, Geology 5 credits

Ancestral Lifeways of the Southwest 4 credits

Desert Expedition Skills 2 credits

Whitewater Canoeing 2 credits

Small Group Dynamics 2 credits

Students will first have the opportunity to enroll in the southwest field semester during an ‘early bird’ registration period in the Fall semester, prior to usual Spring semester course registration time, see [Academic Dates & Deadlines 2020-2021](#) for details. Allocation of spaces is determined based on three criteria:

- 1) Completion of a whole semester immediately prior to the field semester with a clean bill of health, as determined in discussion with the field semester lead instructor;
- 2) Seniority as determined by number of credits completed at the time of registration: student with more credit completed will receive priority; and
- 3) Number of global field studies and/or field semesters already taken. Students who enter Sterling with fewer than 60 credits will be granted priority-by-seniority registration for two GFS courses or field semesters. Students entering with more than 60 credits will only be granted priority-by-seniority for 1 GFS course or field semester.

In the semester in which they undertake a wilderness field semester, students cannot enroll in any other courses, including Intensive classes. In some situations, students may be allowed to replace one or more of the scheduled course elements of a field semester listed above with an **independent study, college teaching experience, or senior year research project**. In this case, students must follow the same respective proposal processes as an on-campus student pursuing that option, and receive approval from the lead Field Semester instructor, their Advisor, and the Dean of Academics for this choice. Students wishing to pursue either an **independent study, college teaching experience, or senior year research project** in the semester *following* a Field Semester will receive an extension to the **typical proposal deadlines** of two weeks beyond the date of return of the Field Semester students to campus.

There are no additional fees for taking a wilderness field semester, however, students will be charged board and lodging fees at the same rates as an on-campus resident. At the time of registration, students will be required to complete a Trip Deposit & Fee Agreement Form in order to secure their place. The deposit will be credited to the student’s account as long as they participate in the course, however, if they are unable to participate for any reason this deposit will be forfeit.



# ACADEMIC POLICIES

This section includes details of policies concerning the following areas:

- **Academic Honesty**
- **Academic Review**
- **Adding & Dropping Courses**
- **Administrative Withdrawal**
- **Attendance, Tardiness, & Late Work**
- **Auditing courses**
- **Cancellation of courses**
- **Course waiver petitions**
- **Evaluation of Student Performance**
- **Incomplete Courses**
- **Leave of Absence and Exiting the College**
- **Plagiarism**
- **Repeating Courses**
- **Responsible Conduct & Course Safety**
- **Returning Students**
- **Right to Challenge Incorrect Information**
- **Satisfactory Academic Progress**
- **Transfer credits, Advanced Placement courses, International Baccalaureate, and A-Levels**
- **Standard Course-load, Overload, & Part-time status**
- **Withdrawal From One or More Courses**
- Student records

## Academic Honesty

Academic honesty is an essential standard in an educational institution. A student shall neither give nor receive unauthorized aid. Such unauthorized aid includes cooperation on classwork unless such cooperation is specifically approved by the instructor. A student shall neither copy another's work and represent it as their own, nor fabricate data for laboratory or fieldwork. If you are unsure about specifics, please ask a faculty member. In addition, any materials taken from published sources must be specifically acknowledged. Plagiarism will not be tolerated. See **Plagiarism** section 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 Dean of Academics in consultation with the course faculty and will be communicated by letter to the student along with full details of the incident. A copy of this letter will also be held within the student file for a full year. The determination of the Dean may be appealed to the President; any appeal should be made in writing within one week of notification of the Dean's decision.

## 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, they may be placed on Academic Review by the Dean of Academics. Evidence of unsatisfactory 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
- Violations of academic honesty policy
- Failure to meet other course or academic expectations

Students are given Academic Review status primarily as a means to recognize that extra support may be needed in their endeavour to achieve academic success. Thus, students on Academic Review are required to meet regularly with their advisor and the Associate Dean of Academics with whom they will develop and execute a plan for academic success. A student will be removed from Academic Review status by the Dean of Academics once satisfactory progress has been demonstrated: typically the completion of a semester with a QPA above 2.0. A student who does not show satisfactory progress in the semester following being placed on Academic Review, is likely to be dismissed from the College. Students are typically notified at the mid-term point of a semester if their mid-term grades indicate the possibility of unsatisfactory academic progress that semester. This gives the students an opportunity to seek appropriate learning support to rectify their situation before the end of a semester.

After dismissal, a student may petition to regain eligibility to enroll. To do so, a student must a) demonstrate academic progress by completing coursework at another accredited college or university with a semester GPA of 2.0 or greater and b) send a letter to the Dean of Academics explaining how and why the student is now prepared to complete a degree. Petitions must be received no later than six weeks prior to the semester of intended enrollment and are considered on a case-by-case basis.

**A Sense of Place (ASOP):** *Expedition I* (INT100A) serves as an opportunity to identify students who may need increased learning and community support. As such, all students receiving a C- or lower for ASOP will be placed on Academic Review immediately following the Intensive, notified with a letter from the Dean of Academics. Students in this situation will then meet with both their advisor, and the Director of Learning Support weekly until mid-term to develop supports, review progress, and celebrate successes. The student's support team will communicate regularly to provide the advisor with attendance and performance information. If progress is negligible at mid-semester, and the student remains on academic review,

- the student may be asked to withdraw from the college immediately, or at the end of the semester.
- the student may be invited to return the next semester, with an enhanced learning plan and community accountability plan developed in conjunction with the designated Dean's, student's advisor and any other personnel as appropriate
- the student may be asked to successfully complete a semester at another accredited college or university before returning to Sterling.

## Adding & Dropping Courses

During the add/drop period of each term, with the signed approval of their advisor and course faculty, students may, in most cases, alter their course selection. Completed **add/drop/withdraw** forms must be submitted to the Registrar before the end of the add/drop period. The add/drop periods are clearly specified in **Academic Dates & Deadlines 2020-2021** and are typically equivalent to 10% of any given term. Dropped courses will not be included on the permanent transcript. Throughout the add/drop period, the Registrar reserves the right to change each student's schedule.

If a student wishes to exit a course after the add/drop period, then the policy for **withdrawing students** applies.

Students may petition the Dean of Academics, by letter, 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.

## **Administrative Withdrawal**

At Sterling College, students are expected to demonstrate commitment to their courses, to their Work Program obligations, and to living in community. The Dean of Academics and the Dean of Student Life retain the prerogative to administratively withdraw a student from a course, multiple courses, or the College, and to revoke that student's registration at any time during the semester for failure to comply with academic, Work Program, or community standards, guidelines and requirements as outlined in this Handbook.

Administrative withdrawals may affect a student's financial aid awards, residential status, and/or student visa status when the withdrawal results in a full-time student losing full-time status or a residential student losing residential status. Students who are administratively withdrawn from a single course, all courses, the work program in a semester/term or from the College:

- are responsible for all debts and other charges related to the course
- are not eligible for a tuition refund for the course
- receive an "AW" grade notation. The "AW" grade does not affect a student's grade point average.
- may lose their eligibility for residential status, break privileges, or ability to participate in Sterling College Athletics if the withdrawal drops them below half-time status.
- may experience changes in financial aid eligibility as a result of the withdrawal. Because financial aid eligibility is based on many factors, financial aid changes related to a withdrawal will vary. Students are responsible to know the effects their academic engagement may have on their financial aid eligibility and status.
- will be removed from the College email listserv and therefore is responsible for communicating with the College through a personal email address. The College will utilize contact information listed in its communication systems to continue communication after an Administrative Withdrawal.

Students will be informed, in a timely fashion, by letter of the Administrative Withdrawal notice. To appeal a decision, a student must submit, within three days of receiving the Administrative Withdrawal notice, a letter to the Dean of Academics and/or the Dean of Student Life requesting a review of the student's circumstances and the decision.

## **Attendance, Tardiness, & Late Work**

Attendance at all scheduled course activities is expected of students and individual course faculty will communicate their approach to class attendance and timeliness at the beginning of each course. Many Sterling courses build on skills which progress week by week, and missing one class in a sequence could jeopardize student performance in the rest of that course. In the unlikely event that a student needs to miss a class, they should either make arrangements in advance with their course faculty or see a physician/nurse for a written medical excuse, if applicable.

If a student must miss a class, they should meet with the course faculty immediately to see if it is possible to make up the work. Make-up work is accepted at the discretion of course faculty; it may not always be possible to make up missed quizzes and exams. Class attendance is reported daily to the Registrar by course faculty. Late attendances and absences are likely to affect a student's final grade. When classes are traveling in Sterling vehicles, the vehicles will leave as scheduled and will not wait for late students.

Students are expected to complete all assignments and submit them on or before the due date. Each individual faculty member has their own late work policy that will be clearly communicated on the course syllabus. Late work is likely to affect a student's final evaluations and grade and may cause a student to earn a failing grade in a course. Students should meet with their course instructor and their faculty advisor early if they are having problems.

## **Auditing Courses**

Matriculated students may audit courses with the permission of the course faculty and their academic advisor. Non-matriculated students may audit with permission of the Dean of Academics at a reduced cost of \$450 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.

## **Cancellation of Courses**

The Dean of Academics reserves the right to cancel courses due to insufficient enrollment or other unforeseen circumstances at any time. In such circumstances, the Registrar will communicate the cancellation to the students it affects as soon as possible and assist them in registering for a different course.

## **Course waiver petitions**

Students may petition to waive any course, be it a **Foundations course**, a **general education requirement**, or a course required on a **Major** checklist. The decision to waive a course should be discussed with the student's advisor, and determined based on prior learning (meaning that the student has already met the competencies of that course or requirement). Prior learning most usually is from a college course completed at a different institution, however it can also come from **AP classes**, work experience, internships, or non-credit-bearing academic experiences.

In the case of waiving Foundations courses and general education requirements, a **course waiver petition form should be completed, signed off by the student's advisor, and submitted to the Dean of Academics for approval. In the case of waiving Major-specific requirements, a course waiver petition form should be submitted to a faculty member on the Instructional Team** associated with that Major. Note that Major-specific requirements can also, on occasion, be met by substituting in alternative courses taken at Sterling. If, in conversation with their advisor, a student believes that one Sterling course has met the desired competency of a particular element on a Major checklist, they can petition to substitute that requirement using the course waiver petition form described above.

## **Evaluation of Student Performance**

Course faculty are responsible for evaluating student work and determining final grades (A-F) as well as providing narrative feedback on each student's performance at the mid- and end-semester points. Course syllabi must include the criteria used for determining grades and be distributed and discussed with students at the beginning of each semester. Faculty are encouraged to use course and assignment-specific rubrics to aid in making the grading process clear and consistent. At midterm, instructors submit

progress grades through Blackbaud to the Registrar for all students listed in **foundational courses**, and any students whose progress grades is below a C for all courses.

Evaluation for college credit in all courses is on the basis of an A through F grading system, using the numerical equivalents below. The exception to this is NS050 which is evaluated on a Pass/Fail (P/F) basis.

A= 95 – 100	A= 90 – 94	B+=87 – 89	B= 84 – 86	B-=80 – 83
C+=77 – 79	C=74 – 76	C-=70 – 73	D+=67 – 69	D=64 – 66
D-=60 – 63	F=Below 60 (no credit earned)		I= <b>Incomplete</b>	

AW = Administrative Withdrawal

IP = In Progress

P = Pass for any course evaluated on a Pass/Fail basis

PI = Permanent incomplete (excluded from grade point calculations)

R = Repeat course

S = Satisfactory completion (relating to work program position and excluded from grade point calculations)

TR = Transfer credit approved from another institution (not included in grade point calculation)

W = Withdraw (excluded from grade point calculations)

U = Unsatisfactory (relating to work program position and excluded from grade point calculations)

Sterling College uses a weighted grade point average system (quality point average, QPA) 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 = 3.0; B- = 2.75; C+ = 2.25;  
C = 2.0; C- = 1.75; D+ = 1.25; D = 1.0; D- = 0.75; F = 0

## Incomplete courses

A student may apply for a temporary incomplete in a course when extenuating circumstances prevent completion of course requirements by the last day of final exams (see **Academic Dates & Deadlines 2020-2021**). Extenuating circumstances are factors beyond a person's control, such as death of a loved one, serious illness (a 'medical incomplete'), or a family crisis. An incomplete may be granted if such factors prevent a student from completing required coursework. A request for incomplete status must be submitted to the course instructor by the last day of the semester, and should include an explanation of the extenuating circumstances, and present a timeline for when unfinished work is to be completed. The request should be accompanied by documentation supporting the extenuating circumstances (e.g. a note from a physician or counselor). Using this information, the course instructor will complete an Incomplete Course Form and supply a copy to the student and the Registrar. This form will be kept on file until such time as the course is completed by the student, at which point the grade is entered on the transcript. If a student fails to complete required work according to the proposed timeline, the incomplete on the transcript will be changed to the current grade listed on the form.

The Dean of Academics will review all outstanding Incompletes held on file at the end of every Fall and Spring semester and make a decision concerning their status. A student who, because of extenuating circumstances such as extended sickness or injury, is unable to attend required course meetings covering

material that cannot be made up at other times may receive a permanent incomplete for that course. Permanent incompletes (PI) are not included in the QPA calculation. No credit is granted in such cases.

## **Leave of Absence and Exiting the College**

Students who wish to interrupt their studies for a period not to exceed one calendar year may request a leave of absence by completing the **Leave of Absence Form**. 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 Dean of Academics approve the request - as indicated by their signature on the form linked above.

A student voluntarily exiting from the College must do so formally and in writing by completing a **Student Exit Notification Form**. A Leave of Absence will automatically convert to a withdrawal after one calendar year if the student has not re-enrolled for classes.

In either case - a leave of absence, or an exit - students are strongly encouraged to complete an Exit Interview either in person with a staff member, or in writing, either prior to or immediately after leaving. Contact the Dean of Academics or Assistant Dean of Academics & Registrar for details.

If a student who is not registered for classes in the forthcoming semester does not complete a Leave of Absence Form indicating their intention of taking a Leave of Absence, their status will be converted to Withdrawn once the new semester starts. In this situation, the student will have to re-apply to return to study at Sterling College. Students will be informed in writing by the Assistant Dean of Academics that this change in status has been implemented.

## **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. 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, art, history, and cultural studies often follow format recommendations of the Modern Languages Association (MLA), while social scientists and many natural scientists may follow those of the American Psychological Association (APA). All students are expected to be familiar with both MLA and APA guidelines and use them as appropriate. Faculty will alert students which format is required for a given assignment.

For more information on citation, please visit the [Sterling College Brown Library](#) or the [Purdue University Online Writing Lab \(OWL\)](#).

## **Repeating Courses**

Students need to inform the Registrar if they are enrolled in a class as a re-take. Students can re-take up to 30 semester hours. 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 QPA 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 Academics 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 QPA. 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).

## **Responsible Conduct & Course Safety**

The faculty are responsible for the safety and security of all participants in College programs and will communicate safety procedures associated with a particular course or individual class clearly in person and in writing. 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.

## **Returning Students**

Students unable to complete their degree requirements in four years may have the option to earn their degree by earning additional credits after full-time enrollment at Sterling has ceased. Former 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 Dean of Academics must approve all such special arrangements.

## **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.

## **Satisfactory Academic Progress**

Sterling follows Federal Financial Aid policy, which defines satisfactory academic progress as follows:

- To achieve second-year status, a student must earn 27 credits with a minimum QPA of 1.7.
- To achieve third-year status, a student must earn 60 credits with a minimum QPA of 2.0.
- To achieve fourth-year status, a student must earn 90 credits with a minimum QPA of 2.0.
- In order to graduate with a B.A. degree from Sterling, students must earn 120 credits with a minimum QPA 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 semesters per year), or the equivalent in part-time enrollment, to earn a B.A. degree. Students must make reasonable progress towards their degree according to federal guidelines otherwise they may become ineligible to receive financial aid. 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.

## **Transfer credits, Advanced Placement, International Baccalaureate, and A-Levels**

Sterling accepts transfer credits from all accredited institutions of higher education. Transfer credit is awarded for most courses in which a student earns a grade of C or better. We also accept credit for

advanced placement (AP), International Baccalaureate (IB), A-Level Exams, and College Level Examination Programme (CLEP) courses, contingent on a student's score on the exam. We typically grant 3 credits for AP courses in which a student earns a 4 or 5 on the exam, 3 credits for IB courses if a student receives a 5, 6, or 7 on the higher-level exam. Credit is granted for A-Level Exams on which students earn A\*, A, and B; each A-level is equivalent to 6 credits. Evaluation of transfer credit is completed by the Office of Academics. There is no fee for credits transferred in as part of the initial Admission process. Matriculated students who choose to take coursework elsewhere and transfer those credits back to Sterling will be charged \$130 per credit.

In addition, note that the College has articulation agreements with Community College of Vermont (CCV), Greenfield Community College (GCC), Krocka Expeditions, National Outdoor Leadership School (NOLS), Stonehearth Open Learning Opportunities (SOLO), and Yestermorrow Design/Build School. Academic credit can be gained from these institutions and organisations and count towards a Sterling degree.

### **Standard Course-load, Overload & Part-time status**

The standard course load, including Foundations, major requirements, and electives, is between 14 and 16 credits per semester. Students wishing to take either fewer or more credits than a standard load should consult with their advisor. A student is considered full-time if they are enrolled in 12 or more credits for a semester; three-quarter time if they are enrolled in 9-11 credits for a semester; and half-time if they are enrolled in 6-8 credits for a semester.

Students should be aware that a reduced course load may require additional semesters of study, and thus additional cost, to earn their degree. Students may take up to 18 credits per semester without additional charge. Those who wish to take courses beyond this 18 credit limit must seek the permission of the Dean of Academics and will be charged additional tuition at the rate of \$1,400 per credit above 18.

A student may only enroll at less than half-time (fewer than 6 credits per semester) if they are non-residential, and receive the permission of the Dean of Academics. Please see [Sterling College Tuition and Fees](#) for associated costs.

### **Withdrawal From One or More Courses**

After the add/drop deadline has passed, and prior to the midpoint of each term, a student may withdraw from one or more courses, by submitting an [add/drop/withdraw form](#). The course instructor(s) 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. Thereafter, the course(s) will be listed on the permanent transcript with a grade of W. A course a student exits before the midpoint of any term will not count as credits attempted, and will not affect the QPA.

After the midpoint of a course, students will receive an appropriate letter grade and the grade will be included in the QPA calculation. For course mid-points, please consult the [Academic Dates & Deadlines 2020-2021](#). Withdrawing from one or more courses may have financial implications, please consult the Director of Financial Aid for further information.

If students withdraw from all courses once a semester is underway, this may affect their ability to remain enrolled at Sterling College in subsequent semesters. Under certain circumstances, students may be eligible for **medical withdrawal**. Students can seek to medically withdraw from individual classes with



proper documentation (such as a letter from a medical professional) at any point in the semester. Students granted a medical withdrawal will receive a ‘W’ on their transcript, will not receive credit for their courses, and will need to take the entire course again in the future if they wish to receive credit. Students who have medically withdrawn from a semester are invited to petition, in the form of a letter, to the Dean of Academics and the Dean of Student Life in order to re-enroll. Petitions should describe a student’s readiness to re-enroll, and any appropriate strategies for support (as needed), and medical documentation as relevant must be received no later than six weeks prior to the semester of intended enrollment and are considered on a case-by-case basis. Students who take a Medical Withdrawal or Medical Incomplete from the Work Program may be approved by the Work Program staff to complete unfinished hours in future semesters.

## **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 Controller General, Secretary of Education, or state educational authorities.
- in connection with financial aid for which the student has applied (limited disclosure permitted).
- accrediting organizations to carry out accrediting functions.
- parents of dependent students.
- appropriate parties in a 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.

## ADVISING

Academic advising is at the heart of a student’s educational experience at the College; advisors help students navigate the curriculum, and this relationship helps ensure coherence of the program for students. A close, caring, and concerned advisor/advisee relationship is consistent with and supportive of the mission, culture, and strategic plan of Sterling College. Advising is integral to the faculty role and is not tangential to the teaching and learning process. Advising at Sterling is focused on supporting students as they explore and address their academic, social, and developmental goals, and must be responsive, compassionate, consistent, and reliable. Consistent and individualized advising is essential as we build relationships and authentic community.

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 and living experience at Sterling College. During the first semester, students typically meet regularly with advisors, each of whom, in turn, works with Sterling’s Deans in order to best support a student’s individual goals, needs, and expectations in the community, in coursework, and throughout their Sterling experience.

First-year students are initially paired with an advisor for their first semester, after which point, students can switch advisors according to their academic interests and learning goals. Students may switch advisors at any point in their tenure at Sterling.

Upper-class students may find that advisors more closely associated with their Senior Year Research 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 are available as resources to students.

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. If a student is doing below-average college level work, both the course instructor and the student’s advisor will be in contact with the student to develop a plan for success.

## Learning Support

Sterling faculty work one-on-one with students to plan and support learning strategies for dealing with individual learning challenges. The Director of Learning Support coordinates Sterling's learning support and is available to help students advocate for their needs and develop plans to support students' learning goals.

By working with the Director, with their advisor, or with a peer academic support mentor, students can find support for many different aspects of their Sterling academic experience, including:

- Time management
- Scheduling
- Course material and syllabus review
- Note taking
- Reading skills
- Writing and communications skills
- Organizational skills
- Test taking
- Understanding assignments
- and more...

The Sterling College Academic Support Center is staffed by peer mentors who have demonstrated strong writing and peer- editing skills and is available to students during set hours and by appointment.

## Accommodations for Students with Disabilities

Students with learning differences can obtain accommodations in a course or program that minimizes disability-related barriers based on individual needs. Accommodations are granted individually on a per-student basis by the Director of Learning Support, and Dean of the WBFP as needed, based on criteria including past history, demonstrated need, and, if appropriate, educational testing and documentation.

All students requesting accommodations need to self-advocate with the Director of Learning Support's office and provide appropriate documentation of their disability or other rationale for requesting support. Documentation may include a diagnosis of disability, academic history, intellectual assessment and recommendations for accommodations. Referrals can be made to outside agencies if students do not have documentation but feel that they might have a disability.

Accommodations that might be provided include:

- Extended time for completion of assignments and/or tests
- Reducing overall course load
- Find a distraction-free environment
- Divide longer assignments into shorter parts
- Get permission to record lectures
- Receive class notes
- Use text-to-speech software
- Use speech-to-text / dictation software

If the College requires testing to support a student accommodation request, the Director of Learning Support can work with students to determine a testing site, plan, and timeline.

## **Library Resources and Policies**

The Sterling College Brown Library supports the educational goals of the college by providing information resources and services to the college community. Its goal is to 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.

Library web page: <https://sterlingcollege.edu/academics/brown-library/>  
**Library virtual tour**

This section includes details concerning the Brown Library and its policies:

- **Audio-Visual Resources**
- **Borrowing Privileges**
- **Checkout of Books**
- **Copyright Guidelines**
- **Course Reserves**
- **Donations**
- **Journal Databases**
- **Interlibrary Loan**
- **Library Catalog**
- **Requests for Purchase of Library Materials**
- **Research Assistance**

## **Audio-Visual Resources**

DVDs, CDs, and other audio-visu­als are located in the librarian’s office. There is also equipment which can be signed out, such as a projector, DVD players, and audio recorders. A video streaming service will be offered beginning in the Fall 2019 semester.

## **Borrowing Privileges**

The loan period for books is 30 days for students, with the option to renew. DVDs and other audio-visu­als can be borrowed for 7 days. Automated overdue notices are sent to Sterling email accounts. There are no late fees; however, there will be a replacement charge for lost or long-overdue library items. Materials that are for in-library use only include reference books, items on course reserve, and periodicals (print journals and magazines)

## **Checkout of Books**

There is a self-checkout station at the front desk. Log in with your library account, scan the Sterling College barcode on the back of the book, click Finish when you are done, stamp the due date in the back of the book. If you experience a problem with logging in, please sign the books out on the clipboard.

## 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. See [Strategies for Fair Use](#) for further details.

## Course Reserves

Books and other materials placed on course reserve are to be shared by the class during the semester. They must be used in the library only, and returned to the proper shelf directly after use.

## Donations

The library will accept appropriate and relevant donations of books, reserving the right to make the final decision on what will be added to the collection. Please leave a note with your name and instructions for any remaining books.

## Journal Databases

The library has subscriptions to [several databases](#) which supply journal articles for research. Note that when you are trying to access one of our subscription databases from off-campus locations (including the lower dorms), a login box will appear. The login consists of your Sterling gmail address, followed by your student ID number. Example: [jsmith@sterlingcollege.edu](mailto:jsmith@sterlingcollege.edu) STU1234

## Interlibrary Loan (ILL)

The library is able to borrow books, journal articles, and sometimes DVDs from other libraries. Please fill out the [interlibrary loan form](#), also found on the library’s web page. ILLs should be requested at least two weeks in advance of the date needed. Please return books on or before the due date indicated on the front cover.

## Library Catalog

The [library’s catalog](#) can be searched from a computer at the front desk, as well as from any computer, laptop, and mobile device. Logging in with your library account allows you to access more features, such as seeing what you have checked out, renewing items, and placing a hold on items.

## Requests for Purchase of Library Materials

You are welcome to suggest purchases of books to add to the library collection using [this form](#).

## Research Assistance

Instruction in the library and its resources is provided through orientations at the beginning of the semester, classroom visits upon request, and individual help sessions.

## **Wendell Berry Farming Program Library**

Wendell Berry Farming Program students can access the Brown Library's resources through the library's website. The library's catalog is a web-based integrated system (Koha) and is freely available on the web and is mobile friendly. Electronic resources are accessed via the library's web page, which also includes a link to a proxy server for off-campus access. WBFP students may request hard copy materials from the Brown Library be mailed to the Kentucky campus.

WBFP students can also access The Berry Center's Agrarian Lending Library and the Archive of The Berry Center (TBC), located in TBC's central building on S. Main Street in New Castle. Students may study and research at the library during TBC's regular business hours (T-F, 9:00am - 5:00pm) as well as after hours through keyed entry.

The Berry Center houses a community-lending library of over 800 hard-copy volumes of texts specifically devoted to sustainable agriculture production, agrarian history and culture, agricultural economics, and land conservation. The Center also holds historical slides and photographs, audio and video recordings, maps, and periodicals on these themes. As well, it houses a substantial agrarian archive comprised of the work and notes from three of Kentucky's most influential agricultural advocates: John Berry, Sr.; Wendell Berry; and John Berry, Jr. The Center's full-time librarian / archivist is cataloguing and preparing these archival materials for online publication.

Students may consult with TBC's librarian to access the collection and for assistance with interlibrary loans through the Kentucky Virtual Library system (KYVL). Sterling faculty will also place volumes on reserve for students in The Berry Center's library.

# WORK PROGRAM

## Introduction: The Federal Work College Model

Sterling College is a federally-recognized, federally-funded Work College and one of nine members of the national **Work Colleges Consortium**. Federal legislation defines a Work College as a special type of degree-granting institution where a “comprehensive work-learning-service program” is “an integral and stated part of the institution’s educational philosophy and program”, a “valuable educational approach” and an “part of a financial aid plan that decreases reliance on grants and loans and encourages students to participate in community service activities”.

The Work College model is designed to offer students a rich experience in which work, learning, and service are integrated for the duration of their undergraduate careers, as well as an avenue for students to earn money toward the cost of college. Each Work College is distinct and different in their mission and application of this model, but all are structured by key **shared values** and **federal regulations**. Through the **Sterling Work Program**, students earn money in the form of tuition credit, build a resume of meaningful work experience, and learn critical professional skills for their future careers in ecological thinking and action. The Sterling community depends on student labor, and the campus is a laboratory for gaining insight into the responsibility of the individual in maintaining the health and daily functions of the community.

Sterling College’s Work policies and procedures must be in compliance with federal regulations. See “Compliance” for further detail.

## Sterling College Work Program Statement of Purpose

The Work Program at Sterling College offers students meaningful experiential opportunities to explore, examine, and celebrate the value of work and community living in the context of a holistic educational experience. The Work Programs are intrinsic to each other, and to the Sterling curriculum as a whole, supporting students as they:

- Earn money in the form of Work Program tuition credits to offset part of the cost of their education.
- Staff the essential labor needs of the College.
- Participate in experiential working-learning opportunities that help to fulfill and enhance the educational mission of the College.
- Cultivate a positive work ethic, respect for the dignity and value of all labor, and an appreciation for serving others.
- Experience on a daily basis what it means to be a productive and valued member of an active community.
- Develop and strengthen competencies, advanced skills, and personal vision as they make informed choices for their lives and work.
- Receive regular evaluation of their work and opportunities for authentic reflection on the meaning and value of their labor and participation in community.

## Work-Learning Competencies

Through all aspects of their Sterling College experience, students are encouraged to cultivate competencies and 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
- Managing conflict appropriately
- Providing suggestions to improve workplace quality

## **Work Program Supervisors as Instructors**

The Work Program Supervisor is the practical instructor within Sterling's Work Program. The Work Program Supervisor facilitates student learning of overall work-learning competencies as well as the specific learning outcomes of each position, introduces the skills and knowledge needed for the work area, manages risk, and evaluates student performance.

Supervisors are responsible for consistently providing honest, direct, and constructive feedback on student work performance. The purpose of this feedback is to allow the student to examine their work habits and skill/learning progression. In this way, students build on their strengths and address their challenges. Supervisors also submit a mid-point and final evaluation of the student's performance during the assignment.

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 and shared as appropriate, to improve the quality of work and supervision.

The supervisor is also responsible for the certification of the time the student has worked by reviewing all timesheets for accuracy before signing them, and for documenting tardiness or missed shifts.

## **Work Program Requirements and Work Study**

### *Work Program Requirements and Grade*

Students receive a grade of S (Satisfactory) or a U (Unsatisfactory) every semester they participate in the Work Program. Completion of this work is designated with a Satisfactory grade (S) on a student's academic transcript. The following details the requirements for students living on-campus and off-campus.

In order to receive an S (Satisfactory) grade, *on-campus students* need to meet all of the following requirements every semester:

- Successful completion of assigned 14-hour chores rotation (Farm, Dish, or Garden Chores)
- Participation in All College Work Day for a minimum of 6 hours
- Complete a minimum of 58 hours in a Work Crew position.
- Complete an End of the Semester Evaluation and Reflection (up to 2 hours)



- Complete the overall total number of contracted hours as stated on their position description (80, 90, or 100). The only students exempt from this requirement are Community Advisors who are contracted to work on a salaried basis.

In order to receive an S (Satisfactory) grade, *off-campus students* who opt in to the Work Program need to meet all of the following requirements:

- Participate in All College Work Day (6 hours)
- Complete 42 hours in Work Crew position
- Complete an End of the Semester Evaluation and Reflection (up to 2 hours)
- Complete the overall total number of contracted hours as stated on their position description.

To opt in to the Work Program, Commuter students should contact the Work Program staff and fill out a job application by the stated deadline.

These requirements must be documented by the student via submission of accurate timesheets, all of which must be turned in by the last business day of the semester to be counted for Work Program grade credit. See “Work Program Tuition Credits & Timesheet Requirements” below for more information.

All students must earn a Satisfactory grade in the Work Program in their last enrolled semester in order to graduate.

#### *Medical Exemptions*

In rare circumstances, a student may have an underlying medical condition that restricts them from participating in the Work Program. In order to receive a medical exemption, a student must submit a petition with supporting documentation from a licensed medical professional to the Campus Nurse explaining why the student is unable to participate in the Work Program. This petition must be received no later than 5 working days from the beginning of the semester. The Campus Nurse will review the petition and meet with the Associate Dean of Work-Learning, after which the Associate Dean of Work-Learning will make a decision as to whether to grant the exemption. Students wishing to appeal this decision must submit their appeal in writing to the Associate Dean within 5 working days from the date on the decision letter. All options for making accommodations to allow the student to participate in the work program will be explored, including asking the student to reduce the number of enrolled credits as long as the reduction does not affect the student’s full time status.

#### *Medical Incompletes*

Injuries or emergent medical conditions may limit a student’s ability to complete their work program contract within the semester. In these circumstances, the student should submit a Work Program Medical Incomplete form to the Associate Dean of Work-Learning before the last day of the semester. If the Associate Dean of Work-Learning approves the Medical Incomplete, the student will work with the Associate Dean of Work-Learning to write a new contract that allows the student to earn the full tuition credit for that semester. This may include completing work in a different area of campus, completing work remotely, or completing work in a subsequent semester. In some circumstances, the student may choose to not complete additional work and receive a prorated tuition credit based on partial work completed, but still earn a Satisfactory grade on their academic transcript. Students who take a Medical Withdrawal or Medical Incomplete from the Work Program may be approved by the Work Program staff to complete unfinished hours in future semesters.

#### *Work Program Tuition Credits & Timesheet Requirements*

Sterling students are compensated for their Work Program labor in the form of tuition credits that are applied directly to their student accounts. Students are paid an hourly wage for their work as stated on their job vouchers, and then the College matches each dollar they earn in financial aid credit. The baseline hourly wage that most student workers earn is \$10.78 per hour. The completed hours are credited to student accounts by the Business Office twice per semester.

Students can only receive financial credit for their work after signed timesheets are submitted to the Work Program Office with a signature from the appropriate supervisor. The Work Program office cannot accept timesheets which have incorrect dates, incomplete information, or are missing a supervisor's signature. The Work Program office will return incomplete timesheets to the student for revision.

Timesheets will be accepted for Work Program grade consideration up until the last business day that the College is open every semester (see **Academic Dates & Deadlines Calendar**). Timesheets turned in after that date will be processed for compensation (including the Work Program match), but will not count toward a student's Work Program grade. The Work Program office is responsible for communicating the last date that time cards are accepted each semester in 1) each job contract and 2) via general email reminder.

Missing scheduled work assignments, chores, All College Work Day, or other Work Program training or assignments means loss of monetary and/or program credit. Students are financially responsible for all hours not completed, and the College cannot guarantee opportunities for making up missed work. Please see "Missed Work Crew & Chores Shifts" for more information.

Regardless of the source of funding for a student's wages, they remain students, with all of the associated rights, restrictions, and responsibilities. All student work is completed under the supervision of an employee or designee of the College.

### *Work Crew Position Placement*

#### *Work Crews*

Students are encouraged to explore the varied Work Crew opportunities the Work Program has to offer in order to find a job that suits their aptitudes and interests. From the Admission Office to the Forestry Crew, every job at Sterling directly supports the College's mission of building ecological thinkers and actors who become leaders in the communities in which they live.

Work Crew position 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. Some jobs require particular skills or prior training; applicants may have to demonstrate their suitability before being hired, and some jobs require an interview. Regardless of informal commitments, students who have formally applied for a given position will be prioritized for consideration, and all job assignments will be contracted through the Work Program office.

All students must complete a job application for their top three job choices before the end of the semester.

The Work Program will assign positions for any students who do not apply by the stated deadline, and for students who enroll at Sterling within a month of the start of the semester.

Work Program staff and crew supervisors will collaborate to decide placement. Final position assignment decisions ultimately rest with the Work Program staff due to their responsibility to ensure that position

assignments provide a rich and rewarding learning experience for all students as well as adequate staffing for the essential functions of campus. Not all available jobs or jobs for which students have applied will be filled each semester.

### *Chores Policies*

All Work Program students are required to complete 14 hours of chores that 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.

**Scheduling:** The semester schedule of Farm and Kitchen chore responsibilities is posted in the Dunbar foyer at the start of each semester. 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. Students should note their assignments 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. Student workers are scheduled for 14 hours of farm chores in a single week.

**Kitchen Chores** – Students report to the Kitchen at 7:45 am, 12:00 pm, and 6:15 pm every day they are responsible for chores. Breakfast chores are 45 minutes and Lunch and Dinner Chores are 1 hour each. Students scheduled for Breakfast Chores will report to the Kitchen on Sunday to work 2.5 hours in order to complete the 7 hour commitment of each scheduled chore week. Student workers are scheduled for 7 hours of dish chores per week, requiring them to do two weeks of dish chores to complete their 14-hour commitment.

Students assigned to chores 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**-When necessary, students may request to switch shifts with another student who is assigned to the same chores area for the semester. Students are responsible for communicating with the Chores Supervisor and appropriate Work Program staff to communicate who will be substituting and when. If the substitute fails to report for the assigned chores shift both students will be required to meet with Work Program staff to discuss the consequences and effects of the missed commitment.

### *All College Work Days*

Sterling College suspends classes and dedicates an entire day to Work Program work every semester. All students participating in the Work Program are required to work a minimum of 6 hours on selected tasks for the day, which could include farm or woodland projects, campus cleaning, landscaping jobs, facilities care, or an off-campus project that serves the broader community. Participation in All College Work Day is required to earn a satisfactory grade in the Work Program each semester.

## **Work Program Conduct and Disciplinary Policies**

### *Failure to Meet Basic Expectations*

If a student misses a scheduled work assignment or chores shift without adequate prior communication, or a student is late or leaves early, or a student fails to meet the basic expectations of work on the job site, then the crew supervisor or Work Advisor is required to notify the Associate Dean of Work-Learning

within 24 hours, *and* provide verbal or email communication to the student of this action, and the consequences of further failure to meet basic expectations.

If a student fails to meet basic expectations a second time (i.e. misses a chores/work shift, arrives late or leaves early, or fails to meet the basic expectations of work required), the crew supervisor or Work Advisor must again notify the Work Program staff within 24 hours. The Associate Dean of Work-Learning will then send out a letter to the student in question who will be required to meet with their Advisor to discuss support strategies for meeting their commitments to the Work Program. The student may be asked to begin attending weekly support meetings with their Advisor, and also may be required to engage in a Performance Contract drawn up with their Work Supervisor and Work Program staff which outlines detailed expectations for the rest of their semester in the Work Program, and support systems they have available to them.

If a student fails to meet basic expectations a third time, the crew supervisor or Work Advisor must again notify the Associate Dean of Work-Learning within 24 hours, the Associate Dean may take one of the following actions: dismiss the student from their chore commitments, move a student to an alternative Work Program position, demote the student from the role of Work Advisor to regular crew member, or dismiss the student from the Work Program position entirely. This may result in an Unsatisfactory (U) grade for the Work Program and loss of the opportunity to continue earning tuition credit through the Work Program.

Students may not be dismissed arbitrarily, and dismissal will only be considered when the Work Program office has received documentation of failure to meet basic expectations, or other misconduct, and, when appropriate, the student has received opportunities for increased support and improvement. Dismissals are determined by the Work Program staff.

Federal legislation requires that consequences for failure to meet the expectations of the Work Program be similar to consequences for failure to meet expectations in the rest of the academic program. Missing scheduled work assignments, chores, All College Work Day, or other Work Program training, or failing to meet basic expectations on the job site means loss of monetary and/or program credit. Students are financially responsible for all hours not completed, and the College cannot guarantee opportunities for making up missed work or time cards that were not submitted appropriately and in a timely manner.

Students failing to complete Farm or Kitchen chores will not be considered for future Farm or Kitchen jobs.

### *Workplace Conduct*

Student workers are expected to demonstrate professional work behavior at all times, fostering respect for themselves, their community, and the environment in which we live and work. Student workers are expected to adhere to all Sterling College student conduct policies while engaged in Work Program work.

Supervisors, Work Advisors, as well as all other students participating in the Work Program, are expected to hold each other accountable to high standards of conduct. Incidents of misconduct should be reported to the Work Program staff, and documented through the Incident & Student Conduct Form and/or the Sexual Misconduct/Title IX Report, within 24 hrs of their occurrence.

In a case of serious misconduct, a student could be moved to an alternative Work Program position, demoted, or dismissed from the Work Program position entirely.

## *Work Review*

Students who are significantly struggling to complete their Work Program commitments will be placed on Work Review. The Associate Dean of Work-Learning may place students on Work Review who:

- Fail to meet basic expectations
- Have completed less than 15% of Work Program work by the semester mid-term
- Receive an overall Unsatisfactory grade in the Work Program with 7 or more incomplete hours
- Were dismissed from the Work Program in the prior semester
- Engaged in 1 or more serious workplace misconduct incidents.

Work Review, like Academic Review, serves to provide extra support for students in their journey to develop excellent work habits. Thus, students on Work Review are required to meet regularly with their advisor and the Associate Dean of Work-Learning with whom they will develop and execute a plan for success.

Students will be taken off Work Review if and when they earn a Satisfactory grade in the Work Program, or earlier at the discretion of the Dean of Academics. A student who does not show satisfactory progress in the semester following being placed on Work Review, is likely to be dismissed from the College. Students are typically notified at the mid-term point of a semester if their work performance indicates the possibility of unsatisfactory progress that semester. This gives the student an opportunity to seek appropriate learning support to rectify their situation before the end of a semester.

After dismissal, a student may petition to regain eligibility to enroll. To do so, a student must send a letter to the Dean of Academics explaining how and why the student is now prepared to complete a degree. Petitions must be received no later than six weeks prior to the semester of intended enrollment and are considered on a case-by-case basis.

## **Student Work Breaks & Meal Time-Outs**

A paid fifteen (15) minute break is required for students working four (4) consecutive hours and an unpaid thirty (30) minute meal break is required for students working at or beyond five (5) consecutive hours a day. Students are expected to clock out when taking the 30 minute meal break. Students are expected to solely engage in assigned duties during labor hours. Federal regulations require students to be actively engaged in Work Program work while on the clock.

## **Dress, Safety Gear, and Hygiene**

Some Work Program positions may require mandatory use and wearing of appropriate safety protection (e.g., hard hats, safety shoes, chaps, goggles, etc.), hygiene materials (e.g., gloves, hair nets, etc.), and/or other work-specific items. The department is responsible for supplying their student workers with adequate gear if the use of safety protection, hygiene, and/or other work-specific items are required.

Departments such as Admission and Advancement that actively engage the public may establish reasonable standards of appearance and those standards should be made clear to students during the position orientation and to upperclassmen during the interview and hiring process. To avoid issues, it is a good idea to review the policy with all students each term.

All students are expected to maintain a basic standard of hygiene and cleanliness, regardless of their position or department.

## Work Study at Sterling College

Work Study is separate from the Sterling College Work Program, and offers an additional important opportunity for students to earn money while enrolled. Students must qualify based on income in order to be eligible to earn up to 25 hours of Work Study per semester at a rate of \$10.78/hour. No accompanying tuition match applies to Work Study earnings. Income eligibility is determined annually by the FAFSA and an up-to-date list of eligible students is maintained by the Director of Financial Aid.

Students wishing to do Work Study work must verify their eligibility, sign a Work Study position description, and turn in accurate timecards, signed by a supervisor, to the Work Program office. These timecards are processed by the Work Program staff and checks are cut by the Business Office on a biweekly basis.

Ideally, Work Study work must occur in a different worksite than a student's Work Crew position. Students may elect to do Work Study work in their Work Program area, but only after they have fully completed their contracted Work Program hours. Students cannot be required or compelled to contribute their Work Study hours to their Work Crews after they have completed their contracted Work Program hours.

## Federal Compliance

### *Appropriate Use of Student Labor*

All students working in the Sterling College Work Program or through Work Study are provided a position description that outlines specific duties and learning opportunities. All positions retain a degree of flexibility to meet changing needs with each crew and the College. However, it is inappropriate and against College guidelines and Federal regulations to utilize student labor for personal/non-College-related gain (e.g., babysitting, errands, housekeeping, home maintenance, or other strictly non-work-related endeavors). Students can only be paid for work they were contracted to perform.

### *Work Colleges and Federal Work Study Program - Federal Guidelines*

The Higher Education Amendments of 1992 authorized the Work Colleges Program. Schools that satisfy the definition of "work-college" may apply with the U.S. Department of Education to participate in the program. A work-college may transfer funds from its allocation for the FWS Program and/or Federal Perkins Loan Program to fund the school's Work Colleges Program.

The Work Colleges Program recognizes, encourages, and promotes the use of comprehensive work-learning programs as a valuable educational approach when used as an integral part of the school's educational program and as a part of a financial plan that decreases reliance on grants and loans. The program also encourages students to participate in community service activities.

The term "work-college" is defined as an eligible institution that:

- Is a public or private nonprofit school with a commitment to community service.
- Has operated a comprehensive work-learning program for at least two years.
- Provides students participating in the *comprehensive work-learning program* with the opportunity to contribute to their education and to the welfare of the community as a whole.
- Requires all students who reside on campus to participate in a comprehensive work-learning program.

- Requires providing services as an integral part of the school’s educational program and as part of the school’s educational philosophy.

A “comprehensive work-learning program” is defined as a student work/service program that:

- Is an integral and stated part of the institution’s educational philosophy and program.
- Requires participation of all resident students for enrollment, participation, and graduation.
- Includes learning objectives, evaluation\*, and a record of work performance as part of the student’s college record.
- Provides programmatic leadership by college personnel at levels comparable to traditional academic programs.
- Recognize the educational role of work-learning supervisors.
- Includes consequences for nonperformance or failure in the work-learning program similar to the consequences for failure in the regular academic program.

### *Job Descriptions*

Each Work Program job must have a position description that includes the following:

- The name and address of the student’s employer (department, public agency, nonprofit organization).
- The purpose of the student’s job.
- The student’s duties and responsibilities.
- The required job qualifications.
- The job’s wage rate or range.
- The length of the student’s employment beginning and ending dates.
- The name of the student’s supervisor.

The job description has several purposes:

- It provides the information needed to explain the position to a student and help them select the type of employment most closely related to their education or career objectives.
- It helps the student understand their rate of compensation and total possible earnings for the specified time period.
- It helps the student and the crew supervisor determine the number of hours of work per week required for the student to successfully pass the Work Program and meet the needs of the crew and position.
- It establishes a written record, for both student and employer, of the job’s duties and responsibilities so that there will be no misunderstanding.

If a student is employed with an agency or organization that provides community services, the school should, as with any other Work Program or FWS position, have a job description that includes the duties and responsibilities for the position. Schools should use the position description to verify that the job meets the definition of community services in the FWS regulations.

## **Federal Work Study Employment During Periods of Non-Attendance**

A student may be employed under FWS during a period of nonattendance, such as a summer or equivalent vacation period or the full-time work period of a cooperative education program. To be eligible for this employment, a student must be planning to enroll (or to re-enroll) for the next regular session. The student’s earnings during this period of nonattendance (earning minus taxes and job related costs) must be used to pay his/her cost of attendance for the next period of enrollment.

A student whose eligibility for summer FWS employment was based on anticipated enrollment in the subsequent term may fail to register or may decide to attend another school. When a student fails to register for the subsequent term, the school that employed the student must be able to demonstrate that the student was eligible for employment and that the school had reason to believe the student intended to study at that school in the next term. At minimum, the school that employed the student must keep a written record in its files showing that the student had accepted the school's offer of admittance in the upcoming session.

A student in an eligible program of study abroad may be employed during the summer preceding the study abroad if he/she will be continuously enrolled in his/her American school while abroad and if the student's study is part of the American school's own program. In such a case, a student may be employed in a qualified position in the United States, at the American school's branch campus in a foreign country, at a U.S. government facility abroad, or in an American company abroad.

### **Summer Graduates Requesting Extended Summer Work Hours**

Graduates enrolled in full-time summer courses at Sterling College in order to complete a degree program are expected to work a minimum of 5 hours per week while in class. Once all course work is completed and the degree requirements have been satisfied, students are no longer permitted to work through the Sterling College Work Program.

### **Payroll Records**

In school records, schools must distinguish expenditures for FWS compensation from other institutional expenditures. Program and fiscal records must include:

- A payroll voucher containing sufficient information to support all payroll disbursements.
- A non-cash contribution record to document any payment of the school's share of the student's earnings in the form of services and equipment.
- A certification by the student's supervisor, an official of the school (or off-campus agency) that each student has worked and earned the amount being paid. If students are paid on an hourly basis, the certification must include or be supported by a time record showing the hours each student worked in clock time sequence, or the total hours worked per day.

### **Employment Conditions and Limitations**

The following provisions apply to all Work Program and Work Study work, whether on or off campus. Federal work study (FWS) employment must not displace workers (including those on strike) or impair existing service contracts. Also, if the school has an employment agreement with an organization in the private sector, the organization's workers must not be replaced with FWS students. Replacement is interpreted as displacement.

The Fair Labor Standards Act of 1938, as amended, prohibits employers (including schools) from accepting voluntary services from any paid worker. Any student employed under FWS must be paid for all hours worked.

A student may earn academic credit as well as compensation for FWS job. Such jobs include but are not limited to internships, practica, or assistantships (e.g. research or teaching assistantships). However, a student employed in a FWS job and receiving academic credit for that job may not be:

- Paid less than he/she would be if no academic credit were given.



- Paid for receiving instruction in a classroom, laboratory, or other academic setting (e.g., enrolled in and serving as a TA for the same class).
- Paid unless the employer would normally pay the person for the same job.

## **Discrimination and Sexual Harrassment**

Please see section on “Discrimination, Harassment, and Sexual Assault”.

## **Americans With Disabilities Act (ADA)**

The ADA prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress. To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered. Section 504 states “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives Federal financial assistance...” For more information see <http://www.usdoj.gov/crt/ada/adahomr.htm>.

## **Work Policies for International Students (F-1 Status)**

### *Hour Limitation*

Work Program positions, during the academic year, are limited to no more than 20 hours per week. Students may work full-time (40 hours per week) during vacation periods as long as they have maintained status and have registered for the following academic term.

### *Work During Breaks and Summer*

The College recognizes that it is often critical for international students to work during break periods and during the summer to maintain enrollment status and to supplement regular earnings. While we send early notification of vacancies and offer to assist students in locating on-campus work positions, it is ultimately the individual’s responsibility to avail themselves of these resources and begin seeking on-campus work opportunities soon as possible. Opportunities are limited, and the College does not guarantee work during these periods.

### *Off-Campus Work*

All F-1 international students arrive at Sterling College having agreed to certain non-negotiable conditions imposed by the U. S. Department of Homeland Security, Student and Exchange Visitor Program. Among the restrictions associated with enrollment is that F-1 students must not work off-campus without prior authorization. While there are some opportunities for international students to work off-campus while enrolled, unless that work qualifies under the clearly articulated rubrics of Optional Practical Training (OPT) or Curricular Practical Training (CPT), participation places a student out of F-1 visa status which is a serious violation and means they can no longer remain enrolled and should leave the United States immediately. Both processes for legal work authorization are simple and straightforward for the student to follow.

Note: It is not permissible to compensate international students for casual jobs such as house cleaning, babysitting, yard work, tutoring, etc. These are specific examples of the sort of off-campus work that violates the conditions of enrollment for international students.

### *Curricular Practical Training (CPT)*

An F-1 student may be authorized by the Sterling College PDSO (SEVIS Primary Designated School Official) to participate in a curricular practical training program that is an integral part of an established curriculum. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. Students who have received one year or more of full-time curricular practical training are ineligible for post-completion academic training. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in curricular practical training. A request for authorization for curricular practical training must be made to the PDSO or DSP. A student may begin curricular practical training only after receiving their Form I-20 with the DSO endorsement.

### *Optional Practical Training (OPT)*

A student may apply for authorization for temporary employment for optional practical training directly related to the student's major area of study. The student may not begin optional practical training until the date indicated on their employment authorization document, Form I-766 or Form 688B. A student may submit an application for authorization to engage in optional practical training up to 90 days prior to being enrolled for one full academic year, provided that the period of employment will not begin until after the completion of the full academic year as indicated by the International Student Advisor. A student may be granted authorization to engage in temporary employment for optional practical training:

1. During the student's annual vacation and at other times when school is not in session, if the student is currently enrolled, and is eligible for registration and intends to register for the next term or session;
2. While school is in session, provided that practical training does not exceed 20 hours a week while school is in session; or
3. After completion of the course of study, or, for a student in a bachelor's, master's, or doctoral degree program, after completion of all course requirements for the degree (excluding thesis or equivalent). Continued enrollment, for the school's administrative purposes, after all requirements for the degree have been met does not preclude eligibility for optional practical training. However, optional practical training must be requested prior to the completion of all course requirements for the degree or prior to the completion of the course of study. A student must complete all practical training within a 14-month period plus 17-months extension which equals 29 months following the completion of study.

# COMMUNITY & STUDENT LIFE

## Introduction

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 ecological thinking and action 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.

## Student Activities Committee

There is a Student Activities Committee on both the Vermont and Kentucky campuses. The Student Activities Committees seek to provide a high standard of quality for student life at Sterling by supporting and sponsoring events, activities, and entertainment for the community.

The Dean of Student Life on both campuses advises Student Activities Coordinators. All students are encouraged to participate in the Student Activities Committee. The Student Activities Committee is a sub-committee of the Student Life Council and when functioning 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 \$100 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 or revoke a final decision, and will use Student Activities funds as voted on by the Committee. Requests in excess of \$500

must be announced at a Community Meeting prior to being voted on at a Student Activities meeting. Student activities funds not used by the end of the fiscal year will be returned to the college budget.

## **Health & Wellness**

The Office of Student Life works to ensure 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 Office of Student Life develops programs that improve the quality of life and learning in our community. Health and 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.

If you cannot attend class due to illness, contact your faculty as soon as possible. Talk to the instructor of any classes you miss to see about making up work.

## **Community & Student Life Policies**

This section includes details of policies concerning the following areas:

- **Community Behavioral Guidelines**
- **Community Accountability**
- **Problem Solving Procedures**
- **Campus Security**
- **Dangerous and Disruptive Behavior Policy**
- **Drug and Alcohol Policy**
- **Good Samaritan Statement**
- **Immunization Policy**
- **Appropriate Attire Standard**
- **Communication**
- **Computers**
- **Animal Policy**
- **College Vans**
- **Off Campus Conduct**
- **Retaliation Policy**
- **Parking**
- **Smoking**

## **Community Behavioral Guidelines**

Each student at Sterling deserves to have a positive learning and living experience while at Sterling. 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 or compromises the physical or mental health, security, privacy, property or learning experience of self or other members of the community will not be tolerated.
2. Students must abide by the Community Behavioral Guidelines and all College Policies.

## 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 support 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.

The Dean of Student Life Office will investigate accusations of violations of community behavior guidelines as reported through the College Incident Report, which may result in a variety of sanctions including a Community Review contract. These individualized plans may include mediation, counseling, a fine, or service, and are reflective of the nature and severity of the incident. A student may choose not to honor the conditions of the Community Review contract, and may be asked to withdraw from the College. Additionally, a student who chooses to consistently or frequently disregard Community Guidelines may be dismissed from 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 Justice Committee (JC) will convene at the Dean of Student Life request when it is determined that deeper conversations around violations of community behavior guidelines are necessary. The JC 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 JC to hold itself accountable for the well-being, safety, and integrity of our community. The Justice Committee will examine whether and how existing systems have caused or contributed to harm, and will identify paths toward restoration, reparation, and transformation.

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

While students are enrolled in the College, they must inform the College of any occasion on which they are charged with a felony by state or federal authorities. Failure to do so may itself result in disciplinary action.

## Problem-Solving Procedures

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. There is a different process in place for complaints of sexual harassment, discrimination or violence, which should be directed immediately to the Title IX Coordinator.

- 1) A student should bring any concerns or complaints directly to the attention of the person in conflict to try to 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 Faculty 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.

If the student's complaint is with a Dean, then the student should submit a complaint to the Director of Finance and Human Resources.

## **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 unattended and unlocked.

## **Dangerous and Disruptive Behavior**

As an institution of higher learning, Sterling College strives to balance concern for the health and safety of individual students with the interests of the broader campus community. The College believes that all students have responsibility for self-welfare, self-guardianship, and self-care. In addition, students are responsible for conducting themselves in a manner that is not violent or disruptive.

Any behavior that may threaten the well-being of Sterling College students, faculty or staff will be addressed in a sensitive and appropriate manner. Sterling College is concerned about the physical, mental and emotional welfare of its students. When a student's behavior constitutes a serious disruption or danger to the living, working, or learning environment that the College seeks to create, the College may respond in a number of ways, ranging from providing mental health support to separating the student from the institution, if necessary.

The term dangerous or disruptive behavior includes, but is not limited to, the following:

- Any behavior that points to the potential of imminent, foreseeable or existing danger to self, other students or other members of the College community
- Destructive, intimidating, violent or other inappropriate behavior
- Self-inflicted violence
- Abuse of alcohol or other substances that places the individual or others at risk
- Public suicide attempts, suicidal gestures or disruptive statements of suicidal ideation
- Lack of response to multiple attempts at communication to determine student health and safety
- Failure to comply with prescribed medication orders, resulting in dangerous behavior
- Bullying behavior: Any verbal, physical, written, or electronic communication which is intended to ridicule, humiliate, or intimidate, or interferes with access to educational or other College programs, or reasonably has that effect.

This policy does not apply to non-violent student protest and dissent, or to confidential interactions with a mental health counselor or medical staff (unless an exception to confidentiality applies). This policy will be administered in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and similar Vermont and Kentucky law.

## 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.

### *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.

### *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 8 students for a 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.

## **Off Campus Conduct**

The College reserves the right to take disciplinary action against Sterling College students who are involved in any off-campus incidents of criminal activity or otherwise inappropriate noncriminal behavior, particularly when such incidents have implications for campus safety or affect the reputation or operation of the College. Sterling College works in collaboration with the State Police and will share information regarding student violations of local, state and federal law.

## **Retaliation Policy**

Retaliation includes adverse action taken by any person over whom the College has some measure of control (e.g., faculty, staff, students, and covered third parties) against a person because they have made a good faith report of Prohibited Conduct and/or because they have participated in any proceeding under this Policy. Adverse action includes conduct that threatens, intimidates, harasses, coerces or in any other way seeks to discourage a reasonable person from engaging in activity protected under this Policy. Retaliation can be committed by or against any individual or group of individuals, not just a respondent or complainant. Retaliation does not include good faith actions lawfully pursued in response to a report indicating a violation of the Community Guidelines.

The College will take immediate and responsive action to address any report of covered retaliation and will pursue disciplinary action as appropriate. An individual whose good faith activities as described in this Handbook result in their being protected from retaliation under this policy is entitled to such protection even if the reported conduct is ultimately not found to be in violation.

## **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 and marijuana) which results in destructive behaviors will be addressed by the Dean of Student Life 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, the Commonwealth of Kentucky, and by Sterling College.

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. An incident report will be filled out by the faculty or staff and further discussion and potential disciplinary action may take place between the student and faculty/staff member and may involve the Dean of Student Life.

## *Employee Responsibilities*



If any employee is aware of an infraction of the drug and alcohol policy, the employee should confront the student and ask them to report the incident to the Dean of Student Life Office. If the student does not follow through, the employee should complete an incident report and submit it to the Dean of Student Life.

#### *Good Samaritan Statement*

Good Samaritan Statement: In the interest of protecting Sterling College students from serious injury due to impairment caused by alcohol or drugs, students should be aware that in all cases where safety is at risk, the proper agencies must be contacted for assistance. These agencies include: a Community Advisor (student CA), a member of the Student Life team, the person carrying the on call emergency pager (802-290-9931), emergency services (911), if on the Vermont campus the State Police in Derby, VT (802-334-8881), and if on the Kentucky campus the Kentucky State Police in Campbellsburg, KY (502-532-6363).

In cases where the proper calls are made for assistance, both the impaired student and the student assisting may not be subject to formal disciplinary action for being impaired or for providing alcohol or drugs. Students involved in these incidents will participate in a meeting with the Office of Student Life and may be referred for assessment/counseling. Families may be notified, but there will not be punitive sanctions. This resolution is available for isolated incidents and does not excuse or protect those who repeatedly violate College Policy or who are threatening the health or safety of self or others. It is our belief that we all have a responsibility to help those in need by seeking the proper medical assistance when necessary.

### **Immunization Policy**

Vermont state law requires that all full-time and part-time students born after 1956 who are enrolled in post-secondary schools are required to have all of the following immunizations. Proof of these immunizations must be kept on file at the College:

- Tdap or Td booster within the last 10 years
- MMR (2 doses with a minimum of four weeks between doses and the first dose given after the 1st birthday or positive titers)
- Meningococcal (1 dose for students living in campus-based housing after the 16<sup>th</sup> birthday, or a booster after the 16<sup>th</sup> birthday if the first dose(s) were received prior to age 16)
- Varicella (2 doses of varicella vaccine with a minimum of 4 weeks between doses if the vaccine was received at age 13 years or older or 12 weeks between doses if the vaccine was received under age 13 years or history of disease documented on a Vermont Health Department form and signed by student or parent or positive titer;)
- Hepatitis B (3 doses with a minimum of 4 weeks between doses 1 and 2 and a minimum of 8 weeks between doses 2 and 3; the 3rd dose must be at least 16 weeks from the 1st dose or positive titer;)

Failure to provide proof of these immunizations will result in students being unable to register for classes, and *residential students will not be assigned a residential room assignment.*

### **Appropriate Attire Standard**

Given the nature of the College curriculum safe and appropriate attire is expected of all members of the College community. This includes safe and appropriate attire while on and around the campus in the classroom, at a field experience, and throughout the campus during non academic hours. Supervisors

on-campus and off-campus, faculty members, and employers may require standards of dress and behavior relevant to classes, College-sponsored activities or places of employment.

## **Communication**

All students are given a Sterling College Gmail email address. Your Sterling College email is used for all official Sterling College correspondence. It is our expectation that students review their emails daily and respond to requested information within a 24 hour time frame of the email being sent. This is often the expectation of an employer and so it is at Sterling College. Again, your Sterling College Gmail account is the College's primary channel for communication. It is our expectation that students will receive and send information through their assigned account.

### *Craftsbury Campus Mail*

Students are assigned a box in the Dunbar Foyer for campus mail. These boxes should be checked daily for returned assignments, and notices. Any mail received here after student leaves will be returned to the sender. Sterling College's USPS physical address is categorized as a *business address*. Due to USPS policies, mail is unable to forward from a business address.

### *Outside Mail*

From 2020-2021, the Craftsbury Common Post Office will be closed due to renovations and upgrades. The closest Post Office will be located down the hill from campus in Craftsbury Village during this time. Until the Craftsbury Common Post Office reopens, students who wish to receive mail while living on campus are able to receive outside mail to their campus mailboxes. Your address during the school year is your name, Sterling College, 16 Sterling Drive, Craftsbury Common, VT 05827.

### *Forwarding Mail*

Sterling College's address is registered as a business address. USPS does not allow individuals to forward mail from business addresses. For students leaving campus, forwarding your mail is NOT an option. Students must update / change their address with all vendors, family, and friends. Any mail received after a student has left will be returned to the sender.

### *Wendell Berry Farming Program*

WBFP residents' address during the school year is: 8462 Maddox Ridge Road, Turners Station, KY 40075316 E. Cross Main Street, New Castle, KY 40050

## **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, upstairs in Dunbar Hall, 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 contact 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. 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 contact the Director of Technology, at x164.

## **Animal Policy**

### *Pets*

Students are not allowed to have pets on campus, including but not limited to: classrooms, residence halls, Dunbarn, any kitchens, in College vehicles, or at College-sponsored events. Exceptions to this policy are listed below.

### *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 Office of the Dean of Student Life.

### *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). The ADA and US Department of

Justice state that service animals in training are not considered service animals, however some state or local laws cover animals that are still in training.

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, service or physical space, 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 Office of the Dean of Student Life, *before* arriving on campus. Students intending to keep a Service Animal in a residence hall must submit a request to the Office of the Dean of Student Life at least 30 days in advance. The Office of the Dean of Student Life 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.

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, however identification is not required.

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 Student Life Office by submitting a request at least 30 days in advance of arriving on campus. The College requires the Dean of Student Life to ask for the following documentation:

- 1) a letter from a licensed medical provider certifying that you have been diagnosed with a disability, and that the symptoms of your disability will be mitigated by the use of an assistance animal.

- 2) documentation from a veterinarian that your animal is up-to-date on vaccinations and is in good health,
- 3) a budget, prepared by you, indicating how you will financially provide for the needs of your animal. The budget can be a statement included in the personal statement stating that the student's guardian will ensure the animal's financial needs (food, vet bills, grooming) will be met.
- 4) a personal statement written by you as to how this assistance animal will help you be successful at Sterling.

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

### *Animal Care*

Requirements for 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. Documentation must be submitted to the Dean of Student Life.
- Students are encouraged to provide identification that the animal is a service animal so that others are aware it is a working animal, but service animals are not required to wear a vest, identification tag, or specific harness.
- 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 their 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 immediately and permanently.
- 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.

### *Removal of an Animal*

Sterling College maintains the right to remove an animal under certain circumstances if:

- the animal is out of control of the handler,
- if it is not vaccinated or licensed,
- if it causes disturbances such as noise or excessive odors,
- if it poses a direct threat to any member of the Sterling community,
- if the service/assistance animal is left unattended without care,
- 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 immediately and permanently.

### *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 Student Life Office.*

## Parking

To keep a vehicle on campus (Craftsbury Common campus), all students (residential and commuter) must register the vehicle on Opening Day with the Business Office, pay an annual \$60 fee or a \$25 semester fee, and display a Sterling College parking sticker. This fee is non-refundable. 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. Student vehicles are to be parked only in their assigned student parking areas. Violating this parking policy will result in a fine of \$100.

### *Auld Lang Syne & Overflow Lot*

- Commuter students
- Guests of students
- Kestrel Residents Only
- Merlin Residents Only
- North House Residents Only
- 

### *Lower Dorms*

- Alder Residents Only
- Birch Residents Only
- 

### *Houston House Parking*

- Houston Residents Only

### *Employee Parking (Light Green Stickers)*

- Employees Only

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 \$100.00.** 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 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. Abandoned vehicles left on the Sterling College campus are subject to towing and off-campus storage at the owner's expense.

There is a limited number of parking spots available near the dorms. The number of available parking spots dramatically decreases in winter months. In the event the demand for spots is greater than the lots

can accommodate, parking privileges will be determined based on medical need, credits, and seniority. Overflow parking is in the Auld Lang Syne lot.

Students leaving campus for more than 24 hours without their car are expected to park their car in the Auld Lang Syne lot. Abandoned vehicles left on the Sterling College campus are subject to towing and off-campus storage at the owner's expense. Vehicles that interfere with the College's ability to maintain plowed and safe lots and roadways will be towed at the owner's expense.

Parking tickets are \$100, payable to the Business Office. A third offense will result in the car being towed at the owner's expense.

Parking is at one's own risk; Sterling is not responsible for providing a secure parking lot.

## **Smoking**

Indoor smoking is banned in all College buildings. There is a designated smoking area behind Kestrel and Merlin, and at the lower dorms' fire pit.

- There is no smoking within 25 feet of any door or window.
- There is no smoking in front of Kestrel, Dunbar, Kane, Mager, or the visitors' parking area.
- There is no smoking on any sidewalks or paths.
- Smokers are expected to dispose of waste properly and responsibly, and are responsible for emptying the butt receptacles.

Policy applies to all forms of smoking and use of any nicotine delivery device that has not been approved by the Federal Drug Administration (this includes E-cigarettes). Violation of this policy may result in disciplinary action including but not limited to a written warning, fine (\$25 or higher) or risking your status as a student.



# RESIDENTIAL LIFE

## Introduction

There are seven residences on campus. Apart from North House, Houston House, and South House, which house 12 students each, each residence hall is home to approximately 20 students. These residences are set up in classic dormitory style, with shared bathrooms on each floor. All houses are co-ed, and each student's self-identified gender is respected.

All students must be enrolled at least half time (6 credits) for the semester to be eligible to live on campus. Additionally, students must be enrolled in at least one credit to be eligible to live on campus during intensive. Students are responsible for room and board charges for the full semester, regardless of intensive enrollment.

There are one to two Community Advisors (CA) in each residence hall. Community Advisors represent the hall they reside in and are a source of information from the broader community to the residents. At the start of each semester, housemates establish their own community norms and culture. Residents share responsibility for the cleaning and care of their houses. This section describes the policies, guidelines, and procedures.

## Community Advisors

Community Advisors (CAs) are a direct link between the student residents and the Dean of Student Life. CAs represent the hall they reside in 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 crisis
- open, close and lead cleaning parties to help maintain the cleanliness of the hall
- 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), confidentiality as needed, 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.

At the start of every semester, Community Advisors lead a meeting to determine house agreements:

- Quiet hours
- Respectful hours
- Cleaning Party Schedule
- Communication expectations
- Personal commitment to living with and within a larger group
- Problem solving
- Substance Free Agreement (if applicable)
- Service and Wellness Animal Etiquette (if applicable)

All residents are expected to follow all house agreements at all times. Students who choose not to follow house agreements may face disciplinary action including but not limited to: being placed on Community Review, forfeiting their housing deposit, becoming ineligible for continued residential status.

All students must be enrolled at least half time (6 credits) for the semester to be eligible to live on campus. Additionally, students must be enrolled in at least one credit to be eligible to live on campus during intensive. Students are responsible for room and board charges for the full semester, regardless of intensive enrollment.

## **Residential Guidelines and Policies**

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

- **Balconies**
- **Bicycles**
- **Cleaning and Room Inspections**
- **Damages**
- **Fire Safety in Residence Halls**
- **Food**
- **Furniture**
- **Guest Privileges**
- **Housing Students Under the Age of 18**
- **Meal Plan**
- **Parties**
- **Recycling**
- **Roofs**
- **Room Assignments**
- **Room Change Requests**
- **Room Use Agreement**
- **Roommates**
- **Study and Quiet Hours**
- **Theft**
- **Vacations and Break Policies**
- **Windows**

### **Balconies**

All balconies must be kept neat, uncluttered, and safe. Items on balconies must be wholly contained within the balcony.

The following items are the only items permitted on balconies:

- · All-weather furniture
- · Plants
- · Outdoor string lights
- · College furniture may not be left unattended on balconies.

Students who share responsibility for a balcony are encouraged to communicate with one another about items placed on the balcony area. If violations are not corrected within 24 hours, fines or judicial action may occur.

Throwing, tossing, or lowering objects, humans or animals from balconies is strictly prohibited.

## **Bicycles**

Outdoor bike racks are available in multiple locations. Bicycles may not be stored in hallways, near fire escapes or in any manner that might obstruct access to or egress from any room. All bikes should be taken home at the end of the spring semester. Bicycles that are not removed from bike storage areas at the end of the spring semester will be considered abandoned property and will be disposed of per Sterling College's discretion. The College assumes no liability for the loss of or damage to students' personal property if property has been abandoned.

## **Cleaning and Room Inspections**

Students are responsible for cleaning their own rooms, bathrooms, and hall common spaces. To maintain standards of health and cleanliness, sheets and mattress protectors must be used on all College beds. Trash and recycling, including bottles and cans, must be removed from individual rooms and common spaces weekly.

The College reserves the right to inspect a room at any time, reserves the right to immediately remove all health or safety hazards, and reserves the right to take any actions determined at its discretion as are necessary to further the College's Mission, Community Guidelines, policies and/or student compliance with applicable law. The College staff conducts maintenance and safety inspections of students' rooms in an effort to discover and repair maintenance problems in their initial stages and to prevent hazards from developing. Potential Standard of Conduct or legal violations discovered in the course of maintenance and safety inspections will be referred to the Dean of Student Life.

## **Damages**

Students will be charged for damages to residence hall furnishings and buildings beyond what is considered normal wear and tear. When specific responsible parties cannot be identified, any assessment of damages to common areas, such as halls, bathrooms and living rooms, will be apportioned among all floor residents or all hall residents. Similarly, when damages occur within a room, the person responsible will be billed accordingly. In the event that responsibility cannot be placed on a particular individual, the cost of repair will be shared by all residents of the room, floor or building.

## **Fire Safety in Residence Halls**

The College reserves the right to inspect a room at any time, and reserves the right to immediately remove all health or safety hazards.

- Candles and incense are not permitted in any residence.
- Cooking is not permitted in the residence halls outside of designated kitchen areas. Cooking appliances in student's rooms constitute a fire hazard and, if found, will be removed by the staff. This includes all types of coffeemakers.
- Grills are not permitted at any residence hall except at College approved outdoor events.
- Students may decorate their rooms and residence halls. Lights may not be hung from fire safety equipment, and they may not be used anywhere near fabric or paper decorations. The College reserves the right to remove any decorations that present a fire hazard. Extra furniture that presents a safety hazard may be removed by the College.
- All exits are to be kept free of obstructions.

- All fire escapes, extinguishers, alarms and carbon monoxide detectors are for use in emergencies and in supervised fire drills only. Their use for other purposes is a serious violation of College regulations.
- No drapes, flags, tapestries or other flammable materials may be hung from walls or ceilings in such a way as to interfere with egress from the room or the operation of a light fixture, sprinkler head or smoke detector.
- Torches and all types of lighters that emit a continuous flame are prohibited.

Students will be fined \$100 if they fail to correct any violation of these regulations within 24 hours and/or for continual violations.

Students will be fined \$100 for any unnecessary discharge of a fire extinguisher or tampering with pull stations, smoke or heat detectors, emergency exits, carbon monoxide detectors or any life-safety device.

Violation of these regulations may also be a violation of the College's Community Guidelines and policies and will be handled under the College's disciplinary procedures.

Fire drills in residence halls must be conducted once per semester with most students participating. Community Advisors and the Office of Student Life will conduct a fall training session for all students in each residence hall. The procedure for running a fire drill is as follows:

- 1) Each semester, Community Advisors and the Office of Student Life will conduct one unannounced fire drill in every residence hall that will be timed by staff. The goal is for all students to exit the building within two minutes of the alarm sounding. Because students are not to know of the drill prior to its happening, the procedure is as follows: The Office of Student Life will notify the local fire department of the drill, then proceed to the dorm, notify the Community Advisors of the drill, and then immediately activate a pull station to start the alarm.
- 2) In the event of an unplanned alarm, please note the following:
- 3) Everyone must evacuate the building immediately. No one may reenter the building for any reason.
- 4) The Community Advisor(s) should account for all residents at the designated waiting area. The Office of Student Life and/or local fire department representative should be immediately notified if an occupant remains unaccounted for.
- 5) Only after the local fire department establishes the safety of the building may residents reenter the residence hall.

## **Food**

Any food kept in student rooms must be stored in tightly sealed containers. Food and beverages may be consumed in the lounge areas. Food and food containers left unattended will be disposed of at hall cleaning parties and at the end of each semester.

## **Furniture**

Furniture in common areas has been arranged by the College to provide the best setup both for the residents and for College functions. Furniture in common areas is not to be used in students' rooms or to be placed outside. If you have an idea to make common areas better gathering places you do so, provided that it does not create a safety or fire hazard. Any furniture brought into the common space or room **MUST** be removed at the end of the semester. Failure to remove the added furniture at the end of the

spring semester will result in the College removing and disposing of the furniture as the College deems fit. Students may not make structural changes to their rooms or any rooms in their halls.

## Guest Privileges

In all cases, students and their guests are expected to conduct themselves in a manner that does not intrude on the rights of privacy or significantly interfere with the normal residential lives of others. Students may be held responsible for the actions of their guests; to the extent such actions implicate students' responsibilities under the College's Community Guideline and policies.

Overnight guests are permitted for no more than three nights and only with the permission of roommates. Students are required to notify Community Advisors whenever overnight guests will be present in the building. Please remind your guests of the following:

- 1) Guests must be visiting a particular person in a residence hall. The person who is the host in the residence hall is responsible for the behavior of that guest, and must be present in the room for the duration of the guests visit. Guests are not allowed to stay anywhere on campus without their student host.
- 2) Sleeping in the common areas of residence halls is prohibited.
- 3) The College may refuse entry to nonresidents or require them to leave the premises, at the College's sole discretion.
- 4) No one may live in a residence hall unless they are registered to live there through Sterling College. At the discretion of the Community Advisor and support from the Dean of Student Life, guests staying more than three nights in any one semester may be barred from further visitation in College residence halls.
- 5) Reminder - a student is eligible to live in College housing if that student is enrolled in a minimum of 6 credits and is only eligible to live in College housing during the time the course is being taught. Students are not eligible to live in College housing over breaks or summers because they were enrolled during a previous semester or are enrolled in a future semester.

## Housing Students Under the Age of 18

We strongly encourage parents or legal guardians to have candid discussions with their students about understanding and following the policies and procedures of the College, local, state, and federal laws, and the need to make good decisions about being successful at college. Sterling College does not assume *in loco parentis* responsibility for students. Information about the Vermont age of consent laws can be found at <https://www.ageofconsent.net/states/vermont>. Information about the Vermont underage drinking laws can be found at <https://alcoholpolicy.niaaa.nih.gov/underage-drinking/state-profiles/vermont/97>. Information about the Kentucky age of consent laws can be found at <https://www.ageofconsent.net/states/kentucky>. Information about the Kentucky underage drinking laws can be found at <https://alcoholpolicy.niaaa.nih.gov/underage-drinking/state-profiles/kentucky/69>.

These discussions are even more important when minors are involved. Any minor needing emergency medical treatment will be transported to the nearest facility, and will not be released without their parent or legal guardian present. Any minor choosing to engage in any type of criminal activity, including underage alcohol violations, may be placed in police custody and their parent or legal guardian will need to be present for their release. The College does not assume custody for the release of a minor. Demonstrated awareness of such considerations by the minor student, parents and legal guardians may be relevant to the College's decision with regard to appropriate housing options for the student.

Sterling College residence halls provide an environment for resident students to live, work, and study. Each residence is supported by a team of Community Advisors, who are students trained in CPR & first aid, and basic conflict resolution. Additionally, an administrator is on call for emergencies 24/7.

While living in the residence halls, individual students have a limited level of supervision, regardless of age. Students are expected to use good judgment at all times by following all Community Guidelines and local, state, and federal laws. Students may come and go from their residence hall, visit students in other residence halls, and make decisions about which and when guests visit them in their rooms. All residence halls (including bathrooms and shower facilities) are co-ed, and may house students of all ages. Sterling College does not have a curfew; however, individual houses may agree on a shared understanding of quiet hours.

## **Meal Plan**

All residential students are required to purchase meals and are charged accordingly. Bringing the community together for meals is a fundamental and essential part of life at Sterling College. The College believes that breaking bread together fosters friendships, supports Sterling culture, and supports the academic curriculum.

## **Parties**

Large parties may not be held in the residences. Instead:

- on the Vermont campus the College makes the Dunbarn and Dunbar Hall available during evening hours for social functions. Dunbarn and Dunbar Hall are both substance free facilities. To coordinate events in these facilities please contact the Dean of Student Life and the student activities group.
- on the Kentucky campus, please contact WBFP staff.

## **Recycling**

There are recycling receptacles available in all residential halls. Residents are responsible for taking their own recycling to one of the designated receptacles located on campus. Items should be reasonably clean.

For full details on what can be recycled in Vermont on the Craftsbury Commons campus, go to <https://www.casella.com/services/recycling/> . For full details on what can be recycled in Kentucky on the Wendell Berry Farm campus, go to <https://www.henrycountyky.com/recycled.htm>

Recycling of these items is the responsibility of residents as well as the responsibility of all faculty and staff. Returnable bottles and cans may not be gathered in lounge areas or in the hallways.

## **Roofs**

Students are not permitted on roofs because of the danger of falling and because of the damage this can do to the roofs. Additionally, students are prohibited from climbing or rappelling from any College owned or operated buildings or structures other than the Bouldering Room and Climbing Tower.

## **Room Assignments**

Incoming students are encouraged to submit housing and/or roommate preferences via the Housing Survey form available to admitted students on the College website. All returning residential students should complete the Housing Survey by the posted deadlines to ensure consideration of preferences. Priority housing assignments are determined based on documented medical need, veteran status, seniority, age, and number of credits.

Single rooms are prioritized for students with documented medical needs that prescribe a single room. If you have a prescription for housing accommodation by a medical professional (primary care provider/mental health counselor), please provide your prescription to the Office of Student Life at least 30 days prior to the start of the semester.

Students may occupy housing assignments in accordance with the opening and closing dates of residence halls, which follow the academic calendar. Students are expected to remove all personal belongings from their assigned living area and associated common areas on the date their housing assignment ends, whether it is due to a room change, required relocation to another residential space, termination of student housing, or withdrawal from the College. All items remaining in student rooms and associated common areas at the end of their contract period or when the student leaves an assigned space will be considered abandoned property. It will be disposed of, the student will be issued a fine per Sterling College's discretion, and the fine will be deducted from the student's room deposit. The College assumes no liability for loss or damage to students' personal property if property has been abandoned.

The College reserves the right to reassign, restrict or terminate student housing where that decision will serve a compelling community interest or as deemed appropriate. The Dean Of Students is responsible for room reassignments.

### **Room Change Requests**

At Sterling College, we believe strongly in the educational benefits of learning to live with others, and practicing collaboration and compromise. All residential students will complete living agreements with their roommates in the first few weeks of the semester. Community Advisors will work with students to help mediate and resolve conflict. Steps towards resolution of conflict could include revisiting the living agreement or participation in discussion and mediation with support from a Community Advisor or from the Office of Student Life. If it is determined that the best resolution for all parties is a room reassignment, students will be reassigned. Students may request room changes by filling out a Room Change Request form.

The College reserves the right to reassign, restrict or terminate student housing where that decision will serve a compelling community interest or as deemed appropriate. The Dean of Student Life Office is responsible for room reassignments.

### **Room Use Agreement**

Students will be required to read and sign a room use agreement during Arrival Day which details their responsibilities as temporary residents in campus housing and documents the condition of the room upon move in. On move out day, students will review the agreement and damage deposits will either be refunded in full or damages will be deducted as determined by the Community Advisor and the Dean of Student Life Office.

#### *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 \$500 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 Student Life, Community Advisor and Director of Facilities will

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. \$100.00 will be deducted from the damage deposit for failure to return room key.

## **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 Student Life. If the conflict cannot be resolved through formal mediation a request to change rooms or swap roommates may be made with the Dean of Student Life Office 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.

## **Study and Quiet Hours**

When you are living in a community with other students, it is important to remain respectful of others at all hours of the day and night. It is expected that electronic devices will be operated at a reasonable, considerate volume at all times. Speakers or amplifiers may not be placed on windows or outside at any time. Quiet hours differ in each residential hall and is determined collectively by the residents during the first Hall Meeting at the beginning of the semester.

## **Theft**

Suspected thefts should be reported immediately to the Office of Student Life by completing an Incident Report. It is your responsibility to carry theft insurance on your property; the College does not assume responsibility for any personal possessions that are lost or stolen.

## **Vacations and Break Policies**

Students are notified prior to the beginning of each school year the dates that the College will close for breaks. Students are expected to adhere to these dates and vacate their residence hall rooms on time. Exceptions will only be made if requested more than five days prior to the closing time, and in cases of extenuating circumstances.

In order to remain on campus during any break over which campus is closed (November break, Winter break, and Spring break) a student must:

- Notify the Dean of Student Life and inform them of the dates and length of their stay at least five days before the break begins;
- Be free of Community Review;
- Sign a break agreement and EITHER:

a. Pay \$24 per night spend on campus, OR

b. Schedule two hours of break work per night on campus with an approved Work Program supervisor

All break work must be recorded and submitted via a white Work Program time card to the Work



Program office. All hours unaccounted for on a time card will be billed to the student's account. Availability of Work Study work cannot be guaranteed for any break. Work and Community Advisors are exempt from the work/pay requirement as indicated by their Work Program contract. Students failing to vacate on time will be subject to disciplinary action possibly resulting in sanctioning, fines, suspension or dismissal. All possessions must be removed from rooms and common spaces at the end of the academic year or when the student is no longer enrolled at the College.

All students are expected to leave campus during November Break, Winter Break, Spring Break, and Summer Vacation.

### Summers

All students are expected to leave campus when they are not enrolled in summer intensive courses. If a student needs to stay on campus between courses (up to two weeks), they will petition the Dean of Student Life seven days before their intensive course ends. Students on Work Review or Community Review are not eligible to stay on campus when not enrolled in courses. All students approved to stay on campus between courses will sign a break agreement with the Dean of Student Life and follow the guidelines outlined in this agreement. If a student chooses not to abide by the agreement for any reason, they will be required to leave campus. Additionally, they will be charged for the room for the extent of their stay, and will not be permitted to stay on campus during future breaks, or in between intensive courses.

All students on campus during a break will work 2 hours a day, in exchange for their room (does not include Community Advisors, Work 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.

## **Windows**

Windows may not be used for entry or non-emergency exits. Students are encouraged to keep windows closed and locked when not present in the room. Screens should not be removed from the windows.

# **SEXUAL MISCONDUCT, INTIMATE PARTNER VIOLENCE AND STALKING POLICY, RESOURCES, AND PROCEDURES**

## **Introduction and Notice of Non-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. It is the policy of Sterling College (“Sterling” or the “College”) to maintain an environment for students, faculty, administrators, staff, and visitors that is free of all forms of unlawful discrimination and harassment, including sexual misconduct. The College has enacted this Sexual Misconduct, Intimate Partner Violence and Stalking Policy (the “Policy”) to reflect and maintain its institutional values and community expectations, to provide for fair and equitable procedures for determining when this Policy has been violated, and to provide recourse for individuals and the community in response to violations of this Policy.

This Policy prohibits sexual or gender-based discrimination, harassment, and misconduct, including sexual assault, non-consensual sexual contact, and sexual exploitation, as defined in this document. It also prohibits intimate partner violence and stalking, as defined in this document. The Policy also prohibits retaliation against a person because they have reported, complained about, or participated in good faith in an investigation of conduct covered by this Policy. All of the foregoing conduct shall be referred to collectively as “Prohibited Conduct.”

Sterling does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sex discrimination is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Sexual harassment is also prohibited under Title IX, Title VII of the Civil Rights Act of 1964, and other applicable statutes. This Policy prohibits sexual harassment against Sterling community members of any sex, sexual orientation, or gender identity in the context of education or employment. This Policy also prohibits gender-based harassment that does not involve conduct of a sexual nature.

The College strongly encourages all members of our community to take action to maintain and facilitate a safe, welcoming, and respectful environment on campus. In particular, the College expects that all Sterling community members will take reasonable and prudent actions to prevent or stop Prohibited Conduct. The College strongly supports bystander intervention and supports individuals who choose to take such action and will protect such individuals from retaliation.

Upon receipt of a report, the College will take equitable action to eliminate the Prohibited Conduct (if any), prevent its recurrence, and remedy its effects. In addition, the College will fulfill its obligations under the Violence Against Women Reauthorization Act of 2013 (“VAWA”) amendments to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”) in response to reported Prohibited Conduct. The College’s process for investigating and responding to reported

Prohibited Conduct is outlined in the following sections. Students or employees who are found to have violated this Policy may face disciplinary action up to and including dismissal (students) or termination of employment (faculty or staff).

Sterling also prohibits other forms of discrimination and harassment, including discrimination and harassment on the basis of race, color, national origin, ancestry, age, religious belief, marital status, physical or mental disability, medical condition, veteran status, or any other characteristic protected by federal, state, or local law.

## **Scope of Policy**

In accordance with 2020 federal Title IX regulations and guidance, the College uses different policies and procedures to address alleged incidents of sexual misconduct, intimate partner violence and stalking, depending on when the incidents allegedly occurred.

For incidents that allegedly occurred before August 14, 2020, the College will use the policies and procedures provided in the SEXUAL MISCONDUCT, INTIMATE PARTNER VIOLENCE AND STALKING POLICY, RESOURCES, AND PROCEDURES as set forth in the College's August, 2020 Sterling College Student Handbook (available at: [https://sterlingcollege.edu/wp-content/uploads/2020/08/Student-Handbook-August-2020-Final\\_compressed.pdf](https://sterlingcollege.edu/wp-content/uploads/2020/08/Student-Handbook-August-2020-Final_compressed.pdf)), regardless of when the alleged incidents are reported.

For incidents that allegedly occurred on or after August 14, 2020 (that is, the date on which certain 2020 federal Title IX regulations became effective), the College will use the policies and procedures provided immediately below.

When used in this Policy, “complainant” refers to the individual who is identified as the subject of Prohibited Conduct. “Respondent” refers to the individual alleged to have engaged in Prohibited Conduct. A “Third-Party” refers to any other participant in the process, including a witness or an individual who makes a report on behalf of a complainant.

## Persons Covered

This Policy applies to all Sterling community members, including students, faculty, administrators, staff, volunteers, vendors, contractors, visitors, and individuals regularly or temporarily employed, conducting business, studying, living, visiting, or having any official capacity with the College or on its property.

The College strongly encourages reports of Prohibited Conduct regardless of who engaged in the conduct. Even if the College does not have jurisdiction over the respondent, the College will take action, to the extent that it is reasonably able to do so, to provide for the safety and well-being of the complainant and the broader campus community.

## Locations Covered

This Policy applies to Sterling College's campuses. This Policy also applies to all on-campus conduct, all field experiences and some off-campus conduct, as described below. The College strongly encourages reports of Prohibited Conduct regardless of location. Even if the Policy does not apply to the conduct because of its location, the College will take action, to the extent that it is reasonably able to do so, to provide for the safety and well-being of the complainant and the broader campus community. Students participating in Exchanges or third party study abroad or experiences will be subject to the guidelines

established by the host institution and may, if deemed appropriate by Sterling College, also be subject to investigation and/or sanction under this Policy and/or other Sterling College policies as well.

1. **On-Campus Conduct.** This Policy applies to conduct that occurs on-campus in all of Sterling College's campuses, including conduct which occurs on property owned or managed by the College.
2. **College Programs.** This Policy applies to conduct that occurs in the context of College employment or education programs or activities regardless of campus, site or field experience.
3. **Off-Campus Conduct.** This Policy also applies to conduct that occurs off campus and has continuing adverse effects on, or creates a hostile environment for, any member of the Sterling community on-campus or in any College employment or education program or activity.

## Days

Unless otherwise expressly stated, all references in this procedure to "days" are to business days, excluding holidays when the College is closed. Any deadline that falls on a weekend or other day when the College is closed, shall be extended to the next business day.

## Prohibited Conduct and Definitions

Some sexual misconduct falls within the scope of Title IX, the federal law that prohibits sex discrimination in education programs or activities that receive federal funds, and other sexual misconduct may violate College policy even if it does not fall within the scope of Title IX's definition of sexual harassment.

Title IX Sexual Harassment (i.e., *Quid Pro Quo* Sexual Harassment, Severe, Pervasive and Objectively Offensive Sexual Harassment, Sexual Assault, and Domestic Violence, Dating Violence and sex-based Stalking within the scope of Title IX) is defined below for purposes of this Policy.

Title IX Sexual Harassment is a subset of Prohibited Conduct. Under Department of Education regulations (see 34 C.F.R., Part 106) issued in May 2020 ("May 2020 Title IX regulations") to implement Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., the College is required to prohibit certain forms of sexual harassment as defined in those regulations. Title IX Sexual Harassment is Prohibited Conduct of the following types committed by or against students and/or employees in an education program or activity of the College, in the United States. Further, in order for the College to consider a Formal Complaint of such misconduct as falling within its Title IX Sexual Harassment policy and procedures, the complainant must be participating in or attempting to participate in a College program or activity at the time the complaint is filed.

Conduct takes place within the College's "programs and activities" when that conduct occurs: (1) in a location, at an event, or in a circumstance where the College exercises substantial control over both the respondent and the context in which the conduct occurs; or (2) in any building owned or controlled by a student organization recognized by the College. Conduct that occurs off campus in locations or at events with no connection to the College is unlikely to have occurred in a program or activity of the College.

Conduct that does not meet this strict definition for Title IX Sexual Harassment is still prohibited by this Policy if it otherwise constitutes Prohibited Conduct within the definition of Non-Title IX Misconduct as provided below.

The following Prohibited Conduct definitions apply for purposes of the definition of Title IX Sexual Harassment:

*a. Title IX Quid Pro Quo Sexual Harassment*

Quid pro quo sexual harassment for purposes of the Title IX Sexual Harassment definition is conduct on the basis of sex committed in an education program or activity of the College in the United States by which an employee of the College conditions the provision of an aid, benefit, or service of the College on a student's or employee's participation in unwelcome sexual conduct.

*b. Title IX Severe, Pervasive and Objectively Offensive Sexual Harassment*

Severe, pervasive and objectively offensive sexual harassment for purposes of the Title IX Sexual Harassment definition is conduct on the basis of sex committed in an education program or activity of the College in the United States that constitutes unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a student or employee equal access to a the College education program or activity.

*c. Title IX Sexual Assault*

Sexual assault is defined as participating in a sexual act with another person:

- By compelling the other person to participate in the sexual act without consent; or
- By threatening or coercing the other person; or
- By placing the other person in fear that any person will suffer imminent bodily injury; or
- By impairing substantially, the ability of the other person to appraise or control conduct by administering or employing drugs or intoxicants without the knowledge of or against the will of the other person; or
- When the respondent knows, or reasonably should know based on an objective standard, that the other person's ability to give or withhold consent is impaired:
  - by the consumption of drugs, alcohol or other intoxicants; or
  - because the other person is subject to a physical or mental incapacity such as sleep or unconsciousness.
- When the other person is physically incapable of resisting or of communicating an unwillingness to participate; or
- When the other participant is under the age of 16 or the acts in question constitute incest.

Sexual assault may be either rape, incest, statutory rape, or fondling as defined in the Clery Act and below.

*Rape* is the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

*Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law in the applicable jurisdiction.

*Statutory rape* is sexual intercourse with a person who is under the statutory age of consent in the applicable jurisdiction.

*Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity (for purposes of this definition, “private body parts” includes breasts, buttocks, or genitals, whether clothed or unclothed).

Sexual assault can be committed by any person against any other person, regardless of gender, gender identity, sexual orientation, or past or current relationship status. Sexual assault may occur with or without physical resistance or violence.

#### *d. Title IX Dating Violence*

Title IX Dating Violence for purposes of the Title IX Sexual Harassment definition is conduct on the basis of sex committed in an education program or activity of the College in the United States that constitutes violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

For the purposes of this definition— (A) Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. (B) Dating violence does not include acts covered under the definition of domestic violence.

#### *e. Title IX Domestic Violence*

Title IX Domestic Violence for purposes of the Title IX Sexual Harassment definition is conduct on the basis of sex committed in an education program or activity of the College in the United States that constitutes a felony or misdemeanor crime of violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabiting with, or has cohabited with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
- By any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

#### *f. Title IX Stalking*

Title IX Stalking for purposes of the Title IX Sexual Harassment definition is conduct on the basis of sex committed in an education program or activity of the College in the United States that constitutes engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- Fear for the person’s safety or the safety of others; or
- Suffer substantial emotional distress. For purposes of this definition:

Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.

Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Examples of stalking behaviors or activities include, but are not limited to the following, if they occur in the context of stalking as defined above (i.e., the behaviors or activities would cause a reasonable person to fear for their safety or the safety of others, or to suffer substantial emotional distress):

- non-consensual communication, including face-to-face communication, telephone calls, voice messages, e-mails, text messages, written letters, gifts, or any other communications that are unwelcome;
- use of online, electronic or digital technologies, such as posting pictures or text in chat rooms or on websites, sending unwanted or unsolicited e-mail or talk requests, posting private or public messages on Internet sites, social networks, and/or school bulletin boards, installing spyware on a person’s computer, or
- using Global Positioning Systems (GPS) or similar technology to monitor a person;
- pursuing, following, waiting for, or showing up uninvited at or near a residence, workplace, classroom, or other places frequented by the person;
- surveillance or other types of observation, including staring and voyeurism;
- trespassing;
- vandalism;
- non-consensual touching;
- direct verbal or physical threats against a person or a person’s family member, pet or personal property;
- gathering information about a person from friends, family, or co-workers;
- accessing private information through unauthorized means;
- threats to harm self or others;
- defamation and/or lying to others about the person; and
- using a third party or parties to accomplish any of the above.

## Non-Title IX Misconduct

### *g. Non-consensual sexual contact*

Non-consensual contact includes: (1) acts that would constitute “fondling” as defined in the Clery Act (that is, the touching of the private body parts of another person for the purpose of sexual gratification, without the consent (as defined below) of the other person, including instances where the victim is

incapable of giving consent because of his/her temporary or permanent mental incapacity), that does not fall within the definition of Title IX Sexual Harassment; (2) causing an individual to touch their own private body parts, touching another individual's body with a private body part, touching another individual's private body part with any object, or disrobing or exposure of another without permission, that does not fall within the definition of Title IX Sexual Harassment.

#### *h. Non-Title IX Sexual Harassment*

Non-Title IX Sexual Harassment is any unwelcome sexual advance, request for sexual favors, or other unwelcome conduct of a sexual nature, whether verbal, physical, graphic, or otherwise, that does not fall within the definition of Title IX Sexual Harassment.

“Harassment” is conduct that creates an intimidating, offensive, or hostile working or learning environment or that unreasonably interferes with work or academic performance based on a person's protected status, including sex, sexual orientation, or gender identity. All such conduct is unlawful.

“Sexual Harassment” is any unwelcome sexual advance, request for sexual favors, or other unwelcome conduct of a sexual nature, whether verbal, physical, graphic, or otherwise.

“Hostile Environment.” A hostile environment exists when the conduct is sufficiently severe, pervasive, or persistent that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the College's education or employment programs and/or activities. Whether conduct is sufficiently severe, pervasive, or persistent is determined both from a subjective and objective perspective.

Harassing conduct can take many forms. The determination of whether an environment is hostile is based on the totality of the circumstances, including but not limited to:

- the frequency of the conduct;
- the nature and severity of the conduct;
- whether the conduct was physically threatening;
- the effect of the conduct on the complainant's mental or emotional state, with consideration of whether the conduct unreasonably interfered with the complainant's educational or work performance and/or College programs or activities;
- whether the conduct was directed at more than one person; and
- whether the conduct arose in the context of other discriminatory conduct.

A single isolated incident may create a hostile environment if the incident is sufficiently severe, particularly if the conduct is physical. In contrast, the perceived offensiveness of a single verbal or written expression is typically not sufficient to constitute a hostile environment.

#### Sexual Harassment:

- May be blatant and intentional and involve an overt action, a threat or reprisal, or may be subtle and indirect, with a coercive aspect that is unstated.
- May be committed by anyone, regardless of gender, age, position or authority. While there is often a power differential between two persons, perhaps due to differences in age, social, educational or employment relationships, harassment can occur in any context.
- May be committed by a stranger, an acquaintance, or someone with whom the complainant has an intimate or sexual relationship.



- May be committed by or against an individual or may be a result of the actions of an organization or group.
- May occur by or against an individual of any sex, sexual orientation, or gender identity.
- May occur in the classroom, in the workplace, in residential settings, or in any other setting.
- May be a one-time event or can be part of a pattern of behavior.
- May be committed in the presence of others or when the Parties are alone.
- May affect the complainant and/or Third Parties who witness or observe harassment and are affected by it.

Examples of conduct that may constitute Sexual Harassment as defined above may include a severe, persistent or pervasive pattern of unwelcome conduct of a sexual nature that includes but is not limited to one or more of the following:

- Physical conduct, including unwelcome touching, sexual/physical assault, impeding, restraining, or blocking movements, or unwanted sexual advances;
- Verbal conduct, including making or using derogatory comments, epithets, slurs or humor; verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations; or objectively offensive comments of a sexual nature, including persistent or pervasive sexually explicit statements, questions, jokes, or anecdotes;
- Visual conduct, including leering, making sexual gestures, displaying suggestive objects or pictures, cartoons, or posters in a public space or forum; or severe, persistent, or pervasive visual displays of suggestive, erotic, or degrading sexually oriented images that are not pedagogically appropriate;
- Written conduct, including letters, notes or electronic communications containing comments, words, or images described above.

#### *i. Sexual Exploitation*

Sexual Exploitation occurs when a person takes sexual advantage of another person for the benefit of anyone other than that other person without that other person's consent. Examples of behavior that could constitute sexual exploitation include but are not limited to the following:

- A. intentional non-consensual contact with the private body parts of a person that does not meet the definition of behaviors prohibited under the definition of "sexual assault" found above;
- B. prostituting another person;
- C. recording or capturing through any means images (e.g., video and photographs) or audio of another person's sexual activity, intimate body parts, or nudity without that person's consent;
- D. distributing images (e.g., video or photographs) or audio of another person's sexual activity, intimate body parts or nudity if the individual distributing the images or audio knows or should have known that the person(s) depicted in the images or audio did not consent to such disclosure and object(s) or would object to such disclosure; and,
- E. viewing another person's sexual activity, intimate body parts or nudity in a place where that person had a reasonable expectation of privacy, without that person's consent, if the individual viewing the other person(s) sexual activity, intimate body parts, or nudity in such a place knows or should have known that the person(s) being viewed would object to that.
- F. Exception: Sterling College's prohibition of sexual exploitation is not intended to prohibit the use of sexually explicit materials that are reasonably related to Sterling College's academic mission. Specifically this section is not intended to proscribe or inhibit the use of sexually

explicit materials in or out of the classroom, when in the judgment of a “reasonable person” they arise appropriately to promote genuine discourse, free inquiry and learning.

*j. Non-Title IX Dating Violence, Domestic Violence and/or Stalking*

Non-Title IX Dating Violence, Domestic Violence and/or Stalking are defined as above, but are forms of misconduct that do not fall within the definitions of Title IX Dating Violence, Domestic Violence, or Stalking because while they fall within the scope of this policy, they do not involve allegations of conduct in a College program or activity in the United States.

## **Sexual Misconduct & Intimate Partner Violence: Definitions of Key Terms; Other Considerations**

To provide clarity to all individuals as to the kinds of behavior which constitute Sexual Misconduct, Intimate Partner Violence and/or Stalking, the College further defines key terms, which the College will use in evaluating whether Prohibited Conduct has occurred.

For the purpose of this policy “consent” is defined as follows:

*a. Consent*

Consent is a voluntary agreement to engage in sexual activity, demonstrated by words or actions freely and actively given by each party, which a reasonable person would interpret as a willingness to participate in agreed upon sexual conduct.

Someone who is incapacitated cannot effectively consent (such as when a person is incapacitated by the use of drugs or alcohol, when a person is asleep or unconscious, or when a person has an intellectual or other disability that prevents the person from having capacity to give consent).

- Past consent does not imply future consent.
- Being in an intimate relationship does not, in and of itself, imply consent.
- Silence or an absence of resistance does not imply consent.
- Consent to engage in one activity with one person does not imply consent to engage in sexual activity with another person.
- Consent to engage in one sexual activity with one person does not imply consent to engage in a different type of sexual activity.
- Consent can be withdrawn at any time.
- Consent obtained through coercion, force or threat of either, or intimidation, is not valid.

The College will use an objective standard when determining whether a complainant was incapacitated; that is, the College will determine whether from the standpoint of a reasonable (and not incapacitated or intoxicated) person, the respondent knew or should have known that the complainant could not effectively consent because they were incapacitated. It is the responsibility of those who initiate and/or engage in sexual activity to be clear that informed, voluntary consent is given before proceeding with further sexual activity. It should be noted that ignorance of the policy noted above, or the intoxication of the respondent, will not (particularly given the College’s objective standard) be considered an excuse for violating this policy.

### *b. Force*

“Force” is the use or threat of physical violence to overcome an individual’s freedom of will to choose whether or not to participate in sexual activity or provide consent. Consent obtained by force is not valid.

For the use of force to be demonstrated, there is no requirement that a complainant resist the sexual advance or request. However, evidence of resistance by the complainant will be viewed as a clear demonstration of a lack of consent.

### *c. Intimidation*

“Intimidation” is the use of implied threats to overcome an individual’s freedom of will to choose whether or not to participate in sexual activity or provide consent. Consent obtained by intimidation is not valid.

### *d. Coercion*

“Coercion” is the improper use of pressure to compel another individual to initiate or continue sexual activity against that individual’s will. Consent obtained through coercion is not valid.

Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail. A person’s words or conduct are sufficient to constitute coercion if they wrongfully impair another individual’s freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion include threatening to “out” someone based on sexual orientation or gender identity, and threatening to harm oneself if the other party does not engage in the sexual activity. When someone indicates, verbally or physically, that they do not want to engage in a particular sexual activity, that they want to stop a particular activity, or that they do not want to go past a certain point of sexual interaction, continued activity or pressure to continue beyond that point can be coercive. The College will evaluate the following in determining whether coercion was used: (a) the frequency of the application of pressure, (b) the intensity of the pressure, (c) the degree of isolation of the person being pressured, and (d) the duration of the pressure. All four do not need to be present to determine if coercion was used.

### *e. Incapacitation*

“Incapacitation” is a state where an individual cannot make an informed and rational decision to engage in sexual activity because of a lack of conscious understanding of the fact, nature, or extent of the act (e.g., to understand the who, what, when, where, why, or how of the sexual interaction) and/or is physically unable to do so. For example, an individual is incapacitated, and therefore unable to give consent, if the individual is asleep, unconscious, or otherwise unaware that sexual activity is occurring. An individual will also be considered incapacitated if the person cannot understand the nature of the activity or communicate due to a mental or physical condition.

Incapacitation may result from the use of alcohol, drugs, or other medication.

The impact of alcohol and drugs varies from person to person, and evaluating incapacitation requires an assessment of how the consumption of alcohol and/or drugs impacts an individual’s: (1) decision-making ability; (2) awareness of consequences; (3) ability to make informed judgments; or (4) capacity to recognize/assess the nature and the scope of the act.

It shall not be a valid excuse that the respondent believed that the complainant affirmatively consented to the sexual activity if the respondent knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances: (a) the complainant was asleep or unconscious; (b) the complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity; (c) the complainant was unable to communicate due to a mental or physical condition.

Whether the respondent reasonably should have known that the complainant was incapacitated will be evaluated using an objective reasonable person standard. The fact that the respondent was actually unaware of the Complainant complainant's incapacity is irrelevant to this analysis, particularly where the respondent's failure to appreciate the Complainant complainant's incapacitation resulted from the respondent's failure to take reasonable steps to determine the Complainant complainant's incapacitation or where the respondent's own incapacitation (from alcohol or drugs) caused the respondent to misjudge the Complainant complainant's incapacity.

It is the responsibility of each party to be aware of the intoxication level of the other party before engaging in sexual activity. In general, sexual activity while under the influence of alcohol or other drugs poses a risk to all parties. If there is any doubt as to the level or extent of the other individual's intoxication, it is safest to forgo or cease any sexual contact or activity.

Being intoxicated by drugs or alcohol is no defense to any violation of this Policy and does not diminish one's responsibility to obtain consent.

## Retaliation

Retaliation is Prohibited Conduct under this Policy, and will be investigated and addressed through the procedures for Non-Title IX Misconduct referenced below. Retaliation means intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations or this Policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing regarding Prohibited Conduct (including both Title IX Sexual Harassment and Non-Title IX misconduct). Retaliation is strictly prohibited. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, constitute retaliation, as do any adverse action taken against a person because they have made a good faith report of Prohibited Conduct or participated in any proceeding under this Policy. Retaliation may include intimidation, threats, coercion, harassment, or adverse employment or educational actions that would discourage a reasonable person from engaging in activity protected under this policy. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance process under this Policy does not constitute prohibited retaliation, provided, however, that a determination regarding responsibility is not alone sufficient to establish that any party made a materially false statement in bad faith.

The College will not engage in and will take immediate and responsive action to address any report of covered retaliation and will pursue disciplinary action as appropriate. An individual whose good faith activity as described above will be protected from retaliation under this policy, even if the reported conduct is ultimately not found to be a violation of this Policy.

## Privacy and Confidentiality

Privacy and Confidentiality: Understanding the Differences

The College is committed to protecting the privacy of all individuals involved in the investigation and resolution of reports under this Policy. The College also is committed to assisting students, employees, and third parties in making informed choices. With respect to any report under this Policy, the College will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. Privacy and confidentiality have distinct meanings under this Policy.

### *I. Privacy*

“Privacy” generally means that information related to a report of Prohibited Conduct will only be shared with a limited circle of individuals who “need to know” in order to assist in the assessment, investigation, or resolution of the report. While not bound by confidentiality, these individuals will be discreet and respect the privacy of all individuals involved in the process.

## 2. Confidentiality

“Confidentiality” generally means that information shared by an individual with designated campus or community professionals cannot be revealed to any other individual without the express permission of the individual.

The confidentiality of information shared by an individual with designated campus or community professionals generally is governed by Vermont law, including Vermont evidence rules and restrictions on the disclosure of privileged information by mental health providers, health care providers, ordained clergy, rape crisis counselors, and attorneys, all of whom have legally protected confidentiality. These individuals are generally prohibited from breaking confidentiality unless there is an imminent threat of harm to self or others.

An individual who seeks confidential assistance may do so by speaking with professionals who have legally protected confidentiality.

### **Responsible Employees and Requests for Confidentiality**

A “Responsible Employee” includes any employee who: (1) has the authority to take action to redress the harassment or any other misconduct by students or employees; (2) has the duty to report to appropriate school officials sexual harassment or any other misconduct by students or employees; or (3) a student could reasonably believe has the authority or responsibility to take action. All College employees who do not have legally protected confidentiality are considered Responsible Employees. This includes all employees with supervisory or leadership responsibilities on campus, including, but not limited to, faculty, administrators, staff members and Community Advisors. The College requires that all Responsible Employees share a report of misconduct with the Title IX Coordinator or the Deputy Title IX Coordinator. The purpose of this requirement is to permit the College to take immediate and corrective action to respond to allegations of Prohibited Conduct.

A student may desire to report Prohibited Conduct to the College but to maintain confidentiality; if so, the Title IX Coordinator will evaluate such requests. Where a complainant requests that the complainant’s name or other identifiable information not be shared with the respondent or that no formal action be taken, the Title IX Coordinator will balance the complainant’s request with its obligation to provide a safe and non-discriminatory environment for all College community members. In making this determination, the College may consider, among other things, the seriousness of the conduct, the respective ages and roles of the complainant and respondent, whether there have been other complaints or reports of harassment or misconduct against the respondent, and the rights of the respondent to receive notice and relevant information before disciplinary action is sought.

The College will take all reasonable steps to investigate and respond to a complaint consistent with the request for confidentiality or request not to pursue an investigation, but its ability to do so may be limited based on the nature of the request by the complainant. Where the College is unable to take action consistent with the request of the complainant, the Title IX Coordinator will inform the complainant about the chosen course of action, which may include the College seeking disciplinary action against a respondent. Alternatively, the course of action may also include steps to limit the effects of the alleged harassment or other misconduct by students or employees and prevent its recurrence that do not involve formal disciplinary action against a respondent or revealing the identity of the complainant.

# STERLING COLLEGE'S TITLE IX COORDINATOR AND DEPUTY COORDINATOR

## *Notice of Designated Title IX Coordinator and Deputy Coordinator*

The College designates a Title IX Coordinator each year. The Title IX Coordinator and Deputy Coordinator can be contacted by email, or in person during regular office hours:

Maxine Kelly  
Dean of Operations and Finances  
Title IX Coordinator  
mkelly@sterlingcollege.edu  
802-586-7711 ext. 104

Megan Banner Sutherland  
Associate Dean of Student Life  
Deputy Title IX Coordinator  
msutherland@sterlingcollege.edu  
802-586-7711 ext. 149

## **Role of the Title IX Coordinator and Deputy Coordinator**

The Title IX Coordinator monitors the College's overall compliance with Title IX, ensures appropriate training and education, and oversees the College's investigation, response, and resolution of reports made under this Policy. Upon receiving reports of Prohibited Conduct, the Title IX Coordinator ensures that appropriate action is taken to eliminate that conduct, prevent its recurrence, and remedy its effects. The Title IX Coordinator is available to advise all individuals - including individuals who have experienced misconduct, individuals who are alleged to be responsible for misconduct, and third parties - on this Policy and the related Investigation Processes. Title IX coordination functions may also be carried out by the Deputy Title IX Coordinator and other designated individuals as necessary and appropriate.

## **Reporting**

The College strongly encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual or other violence. This is the best option to ensure preservation of evidence and to begin a timely investigative and helpful response.

The College also strongly encourages all individuals to make a report to the College and to law enforcement, although neither is required. These reporting options are not mutually exclusive. Both internal and criminal reports may be made simultaneously.

The College has a strong interest in investigating and responding as appropriate to sexual harassment, sexual assault, stalking, and intimate partner violence and strongly encourages all individuals or third party witnesses to report any incident to the College.

Making a report means telling a Responsible Employee what happened-in person, by telephone, in writing, or by email. At the time a report is made, a complainant does not have to request any particular course of action, nor does a complainant need to know how to label what happened. Choosing to make a report, and deciding how to proceed after making the report, can be a process that unfolds over time.

The College provides support that can assist each individual in making these important decisions, and will respect an individual's autonomy in deciding how to proceed to the extent possible. In this process, the College will balance the individual's interest with its obligation to provide a safe and non-discriminatory environment for all members of the College community.

In response to all reports of Prohibited Conduct, the College will make an immediate assessment of any risk of harm to the complainant, respondent, or to the broader campus community and will take steps necessary to address those risks. These steps may include interim measures to provide for the safety of the individual and the campus community.

### *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 of the following people:
  - Maxine Kelly, Dean of Finance & Operation: (802)-586-7711 ext 104
  - Megan Banner Sutherland, Associate Dean of Student Life: (802)586-7711 ext 127
  - Leah Bayens, Dean of the Wendell Berry Farming Program: 859-583-7796
  - Emergency Pager: (802) 290-9931

A member(s) of this team or designee will coordinate 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 coordinate 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.

## **Emergency and External Reporting Options**

Complainants have the right to notify or decline to notify law enforcement. The College strongly encourages all individuals to seek assistance from law enforcement immediately after an incident of Sexual Misconduct, Intimate Partner Violence, or any other Prohibited Conduct. This is the best option to ensure preservation of evidence and to begin a timely investigative and helpful response. Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking emergency protective orders. The College will help any Sterling community member to get to a safe place and will provide transportation to the hospital, coordination with law enforcement, and information about on- and off-campus resources and options for resolution.

Vermont State Police Headquarters  
45 State Drive  
Waterbury, VT 05671-1300  
M - F / 8am - 4pm  
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Telephone - 802-244-8727

Unit for Special Investigations (CUSI)

50 Cherry Street, Suite 102

Burlington, VT 05401

Phone: (802) 652-6800

Fax: (802) 652-4167

Copley Hospital Emergency Services

528 Washington Highway

Morrisville, VT 05661

Call 9-1-1 in an emergency

Hours: 24 hours, 7 days a week

Hospital's Main Entrance; the Emergency Room is to your left immediately after the main entrance

AWARE 802-472-6463 (Hardwick)

Confidential Domestic & Sexual Violence Services

Clarina Howard Nichols Center 802-888-5256 (Morrisville)

24hr Domestic violence & sexual assault hotline and advocacy

Woven Collective [www.wovenvt.org](http://www.wovenvt.org) (Burlington)

POC & LGBTQ-informed Therapeutic Support for Violence Survivors

Students enrolled in the Wendell Berry Farming Program should contact:

Henry County EMS

502-845-5400,

716 S Property Rd, New Castle, KY

Henry County Sheriff Danny Cravens,

502-845-2909,

[henrycosheriff@gmail.com](mailto:henrycosheriff@gmail.com)

123 N Property Rd, New Castle, KY 40050, [henrycosheriff@gmail.com](mailto:henrycosheriff@gmail.com)

Kentucky Associations of Sexual Assault Programs

24-hour Rape Crisis Line.

Call 1-800-656-HOPE (4673) to be connected to a local sexual assault program

## Campus Reporting Options

The College strongly encourages all individuals to report misconduct to any College employee. The College recommends that individuals report Prohibited Conduct to any of the following offices or individuals:

1. The Title IX Coordinator, Deputy Title IX Coordinator and/or other designees handle(s) complaints of Prohibited Conduct against any individual, and works with other offices on campus to provide reasonable accommodations for housing, academic flexibility, and No Contact letters. Their contact information is:

Maxine Kelly

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Dean of Finance and Operations  
Title IX Coordinator  
[mkelly@sterlingcollege.edu](mailto:mkelly@sterlingcollege.edu)  
802-586-7711 x 104

Megan Banner Sutherland  
Associate Dean of Student Life  
Deputy Title IX Coordinator  
[msutherland@sterlingcollege.edu](mailto:msutherland@sterlingcollege.edu)  
802-586-7711 x 149

Favor Ellis  
Interim Dean of Student Life  
[fellis@sterlingcollege.edu](mailto:fellis@sterlingcollege.edu)  
802-586-7711 x127

## Reporting To External Agencies

In addition to reporting to law enforcement or the College, students, faculty, and staff should be aware of the following external governmental agencies that investigate and prosecute complaints of prohibited discrimination and harassment:

Employees may contact:

Equal Employment Opportunity Commission  
John F. Kennedy Federal Office Building  
475 Government Center,  
Boston, MA 02203  
(1-800-669-4000/VOICE or 1-800-669-6820/TDD)  
[www.eeoc.gov](http://www.eeoc.gov)

Vermont Attorney General's Office, Civil Rights Unit,  
109 State Street, Montpelier, VT 05609-1001  
(802-828-3171/VOICE/TDD)

If you work for the Wendell Berry Farm Program in Kentucky:

Kentucky Commission on Human Rights  
332 W. Broadway, Suite 1400  
Louisville, KY 40202  
Phone: (502) 595-4024  
Toll-free: (800) 292-5566  
Fax: (502) 595-4801  
Email: [kchr.mail@ky.gov](mailto:kchr.mail@ky.gov)  
Website: [kchr.ky.gov](http://kchr.ky.gov)

Students may contact:

United States Department of Education, Office for Civil Rights  
J.W. McCormack, Post Office Court House Building, Room 701  
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Boston, MA 02109-4557  
617-289-0111OCR.Boston@ed.gov

Vermont Human Rights Commission  
135 State Street, 2nd Floor, Drawer 33  
Montpelier, VT 05633-6301  
(802-828-2480/VOICE/TDD or 800-416-2010/VOICE)

If you are enrolled in the Wendell Berry Farm Program in Kentucky:

Kentucky Human Rights Commission  
332 West Broadway, Fl. 14th  
Louisville, KY 40202

Phone: 800-292-5566  
Phone: (502) 595-4024  
Fax: (502) 595-4801  
Email: kchr.mail@ky.gov  
Website: kchr.ky.gov

## **Other Reporting Considerations**

### *Timeliness and Location of Incident*

Complainants and third-party witnesses are encouraged to report Prohibited Conduct as soon as possible in order to maximize the College's ability to respond promptly and effectively. The College does not, however, limit the time frame for reporting. If the respondent is not a member of the Sterling community, the College will still seek to meet its responsibilities by taking steps to end the harassment, prevent its recurrence, and address its effects, but its ability to take disciplinary action against the respondent will, of course, be limited.

An incident does not have to occur on campus to be reported to the College. Off-campus conduct that is likely to have a substantial effect on the complainant's on-campus life and activities or that may pose a threat or danger to members of the Sterling community may also be addressed under this Policy.

### *Amnesty for Alcohol or Other Drug Use or Other Conduct Violations*

The College strongly encourages the reporting of Prohibited Conduct under this Policy. It is in the best interest of this community that as many individuals as possible choose to report to college officials and that participants in the Investigation process are forthright in sharing information. To guard against discouraging reporting or participation, a student who reports Prohibited Conduct or participates in the Investigation process, either as a complainant, respondent, or a third-party witness, will not be subject to disciplinary action by the College for personal consumption of alcohol or drugs or other violations of the conduct policy (not including this Policy) at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk and do not involve plagiarism, cheating, or academic dishonesty. The College may, however, initiate an educational discussion or pursue other educational remedies with the student regarding alcohol or other drugs. Being intoxicated by drugs or alcohol is no defense to any violation of this Policy and does not diminish one's responsibility to obtain consent.

### *Coordination with Law Enforcement*

The College strongly encourages complainants to pursue criminal action for incidents of Prohibited Conduct that may also be crimes under Vermont law or Kentucky law (if on the Kentucky campus). The College will assist a complainant in making a criminal report and cooperate with law enforcement agencies if a complainant decides to pursue the criminal process to the extent permitted by law.

The College's Policy, definitions, and standard of proof differ from state criminal law. A complainant may seek recourse under this Policy and/or pursue criminal action. Neither law enforcement's determination whether or not to prosecute a respondent, nor the outcome of any criminal prosecution, are determinative of whether a violation of this Policy has occurred. Proceedings under this Policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.

The College will not delay conducting its own investigation unless that is specifically requested by law enforcement (e.g., State Police, ). In the event of such a specific request, the College will defer its investigation only during the time that the law enforcement agency is gathering evidence. The College will nevertheless communicate with the complainant and respondent (if appropriate) regarding Title IX rights, procedural options, and the implementation of interim measures to provide safety and well-being. The College will promptly initiate or resume its investigation as soon as it is informed that law enforcement has completed its initial investigation.

### *False Reports*

The College takes the accuracy of information very seriously, as a report of Prohibited Conduct may have severe consequences. A good faith complaint that results in a finding of not responsible is not considered a false or fabricated report of Prohibited Conduct. However, when a complainant or third party witness is found to have fabricated allegations or given false information with malicious intent or in bad faith, the complainant or individual may be subject to disciplinary action. It is a violation of Sterling's Community Guidelines to make an intentionally false report of any Policy violation, and it may also violate state criminal statutes and civil defamation laws.

### *Take Back the Night and Other Public Awareness Events*

Public awareness events such as "Take Back the Night," the Clothesline Project, candlelight vigils, protests, or other forums in which community members disclose incidents of Prohibited Conduct do not initiate the College's Title IX obligations, including its obligation to investigate reports of sexual harassment or sexual assault. Such events may, however, inform the need for campus-wide educational and prevention efforts, and the College may implement broad community initiatives in response to such events where appropriate.

### *Reports Involving Minors or Suspected Child Abuse*

Under Vermont law, certain covered individuals must make a mandatory report of suspected child abuse and neglect, including sexual assault, when such individuals, in their professional capacity or within the scope of their employment, have knowledge of, or observe a minor (as defined by the relevant state authority) whom the individuals know or reasonably suspect has been subject to child abuse or neglect.

All College employees are required to immediately report any suspected child abuse and neglect to the Title IX Coordinator and/or a Deputy Title IX Coordinator. The source of abuse does not need to be known in order to file a report.

The College will report suspected child abuse and neglect as required by Vermont law. The College must act quickly regarding all reasonable suspicions of sexual or physical abuse. It is not the responsibility of any employee, student, or volunteer to investigate suspected child abuse. This is the role of appropriate authorities.

In addition to notifying the Title IX Coordinator or Deputy Coordinator, any individual may make a direct report as follows:

- If a child is in immediate danger, call 911.
- If there is no immediate danger, contact the Child Protection Hotline 24 hours a day, 7 days a week, at (800) 540-4000.

## Supportive Measures

### Overview

Upon receipt of a report, the College will provide reasonable and appropriate supportive measures designed to eliminate the alleged hostile environment and protect the parties involved. The College will make reasonable efforts to communicate with the parties to ensure that all safety, emotional and physical well-being concerns are being addressed. Supportive measures may be imposed regardless of whether formal disciplinary action is sought by the complainant or the College, and regardless of whether a crime is reported to the Title IX Coordinator, Deputy Coordinator or law enforcement.

A complainant or respondent may request a No Contact Order or other protection, or the College may choose to provide supportive measures at its discretion to promote the safety of all parties, the broader College community, and/or the integrity of the process.

The College will maintain the privacy of any remedial and protective measures provided under this Policy to the extent practicable and will promptly address any violation of the protective measures. All individuals are encouraged to report concerns about failure of another individual to abide by any restrictions imposed by an interim measure. The College will take immediate and responsive action to enforce a previously implemented restriction if such restriction was violated.

### Range of Measures

Supportive measures will be implemented at the discretion of the College, when requested and reasonably available. Supportive measures may include but are not limited to:

- Access to counseling services and assistance in setting up initial appointment, both on and off campus;
- Implementation of campus “No Contact Orders”. These can be administered to meet the individual needs of students involved;
- Rescheduling of exams and assignments (in consultation with appropriate faculty and deans as necessary);
- Providing alternative course completion options (with the agreement of the appropriate faculty and dean);
- Change in class schedule, including the ability to take an “incomplete,” drop a course without penalty or transfer sections (with the agreement of the appropriate faculty and dean);
- Change in work schedule or job assignment;
- Change in on-campus housing;

- Arranging to dissolve a housing contract and pro-rating a refund in accordance with campus housing policies;
- Assistance from College support staff in completing housing relocation;
- Limiting an individual or organization's access to certain College facilities or activities pending resolution of the matter;
- Voluntary leave of absence;
- Providing an escort to ensure safe movement between classes and activities;
- Providing medical services;
- Providing academic support services, such as tutoring;
- Interim suspension or College-imposed leave:
- Medical leave;
- Any other remedy that can be tailored to the involved individuals to reasonably achieve the goals of this Policy.

## **Interim Suspension or Administrative Leave**

### Emergency Removal of Students or Employees in Title IX Sexual Harassment Cases

When the College determines that there is an immediate threat to the physical health or safety of any student or other individual arising from reported conduct that falls within the definition of Title IX Sexual Harassment in this policy, the College can remove a respondent from its education program or activity (which may include removing an employee respondent from their employment at College) and issue any necessary related no-trespass and no-contact orders. The College will make the decision to remove a respondent from its education program or activity based on an individualized assessment and risk analysis.

If the College makes such a decision, the respondent will be provided with notice and an opportunity to challenge the decision immediately following the removal. Specifically, the respondent shall have forty-eight hours in which to submit a letter to or appear personally or virtually before the Director of Campus Public Safety or designee to contest the emergency removal (though a meeting could be scheduled sooner if requested by the respondent, if practicable).

### Administrative Leave in Title IX Sexual Harassment Cases

The College always maintains the discretion to place non-student employee respondents on paid administrative leave during the pendency of an investigation and resolution process as outlined below. The College may also place a non-student employee respondent on unpaid administrative leave during the pendency of an investigation and resolution process.

The College may place student-employee respondents on administrative leave from their employment during the pendency of an investigation and resolution process where deemed appropriate as a supportive measure, under circumstances where it can do so without unreasonably burdening the student-employee respondent.

## *Emergency or Interim Suspension, Administrative Leaves and Other Actions in*

### *Non-Title IX Sexual Misconduct Cases*

In cases that involve allegations of Non-Title IX Sexual Misconduct (that is, Prohibited Conduct as defined by this Policy that does not fall within the definition of Title IX Sexual Harassment), the College may at its discretion initiate emergency and/or interim suspensions of students and suspension or dismissal of employees in accordance with the College's other policies, procedures and practices, which include but are not limited to the College's employment at will policy.

### *Care and Support Resources*

The College is committed to treating all members of the community with dignity, care, and respect. Any student who experiences or is affected by conduct prohibited under this Policy, whether as a complainant, a respondent, or a Third Party, will have equal access to support through the College.

The College strongly encourages individuals to report Prohibited Conduct. The College recognizes, however, that the decision to report Prohibited Conduct (to the College and/or law enforcement) can be difficult. The College strongly encourages individuals who are considering whether to report Prohibited Conduct to seek the support from campus and community resources. The Title IX Coordinator or designee can provide guidance in making decisions, information about available resources and procedural options, and assistance to either party in the event that a report and/or resolution under this Policy is pursued. These resources are available regardless of when or where the incident occurred.

There are many resources available on campus and in the surrounding community. As detailed below, there are Confidential Resources which by law cannot share information without the consent of the individual seeking assistance (in most circumstances). There are also a variety of College resources that will be discreet and private but are not considered confidential. These resources will maintain the privacy of an individual's information within the limited circle of those involved in the resolution of a complaint under this Policy.

### *Confidential Resources*

The College strongly encourages all community members to make a report of any incident of Prohibited Conduct to the College and law enforcement. For individuals who are not prepared to make a report, or who may be unsure how to proceed, but are still seeking information and support, there are several legally-protected confidential resources available as designated below. These confidential resources will not share information with the College or anyone else without the individual's permission.

#### **Copley Hospital**

528 Washington Highway  
Morrisville, VT 05661  
802-888-8888  
<https://www.copleyvt.org/>

#### **Behavioral Health & Wellness Center**

607 Washington Highway

Morrisville VT 05661  
802-888-8320  
<https://chslv.org/our-services/behavioral/>

### **National Domestic Violence Hotline**

1-800-799-7233  
1-800-787-3224 (TTY)  
[www.thehotline.org](http://www.thehotline.org)

### **Vermont Network Against Domestic and Sexual Abuse**

1-800-228-7395

### **Rape, Abuse and Incest National Network (RAINN)**

1-800-656-HOPE (4673)  
[www.rainn.org](http://www.rainn.org)

Students, faculty and staff may also access resources located in the local community in addition to those confidential resources above. These organizations can provide crisis intervention services, counseling, medical attention and assistance in dealing with the criminal justice system. It may be helpful for survivors to have someone who can help them explore their off-campus options and guide them through legal processes; an advocate can provide assistance in this area.

### **Confidential Medical Resources**

A medical provider can provide emergency and/or follow-up medical services. The medical exam has two goals: first, to diagnose and treat the full extent of any injury or physical effect (including prevention of sexually transmitted illnesses and pregnancy) and second, to properly collect and preserve evidence. There is a limited window of time following an incident of sexual assault to preserve physical and other forms of evidence, although it may be possible to obtain evidence from towels, sheets, clothes, and other items for longer periods of time. It is best to gather evidence prior to washing a person's body or changing clothing. If clothes have been changed, the clothes worn at the time of the incident should be brought to the examination in a clean, sanitary container such as a paper grocery bag or wrapped in a clean sheet (plastic containers do not breathe and may render evidence useless). A change of clothing should also be brought to the hospital, as the clothes worn at the time of the incident will likely be kept as evidence. The Sexual Assault Nurse Examiner (SANE) is available at a hospital's Emergency Room. If you are seeking follow up medical services, you may request a SANE nurse.

Taking the steps to gather evidence immediately does not commit an individual to any particular course of action. The decision to seek timely medical attention and gather any evidence, however, will preserve the full range of options to seek resolution under this Policy or through the pursuit of criminal prosecution, and may be helpful in obtaining protective orders.

### **Investigation Process**

This section outlines the procedures the College will follow in resolving allegations that a person has been subjected to Prohibited Conduct ("complainant") by a student, employee or other College community member who reportedly engaged in Prohibited Conduct ("respondent") in violation of the College's Sexual Misconduct, Intimate Partner Violence and Stalking Policy. Complainant and respondent will be referred to collectively as the "Parties."



## Overview of Steps:

1. Initial Report
2. Initial Assessment and Intake Meeting
3. Filing a Formal Complaint
4. Determinations of Applicable Procedures, Dismissals, Transfers, and Appeals of Such Determinations
5. Notice
6. Consolidation of Formal Complaints
7. Initial Meeting with Respondent
8. Investigation
9. Preliminary Investigative Report
10. Review and Response to Preliminary Investigative Report
11. Final Investigative Report
12. Decision-Making Processes

## Detailed Description of each Step:

### *I. Initial Report*

An individual who wishes to report an act of Prohibited Conduct (including, but not limited to discrimination, harassment, or retaliation) is encouraged to report directly to the Title IX Coordinator or Deputy Title IX Coordinator. A report can be made in-person or by video meeting, telephone, in writing, by email, or by submitting an electronic [Title IX and Sexual Misconduct Report Form](#).

The Title IX Coordinator or Deputy Title IX Coordinator will coordinate the investigation of all reports of Prohibited Conduct defined in this Sexual Misconduct, Intimate Partner Violence and Stalking Policy. The Title IX Coordinator or Deputy Title IX Coordinator (or designee) will conduct an initial intake assessment in all instances where a Complainant reports Prohibited Conduct, as described below.

Both Parties will have the opportunity to object to the designee appointed to the intake meeting on the grounds of bias or conflict of interest. If either of the Parties objects, the Title IX Coordinator, Deputy Title IX Coordinator, or other appropriate College administrator who is not the subject of the objection, will evaluate whether or not to accept the objection. The Parties will be notified in writing of that determination. If the Intake meeting designee is found to have a bias or conflict of interest as to either Party, that person will be removed and replaced by another designee. The parties will be provided with an opportunity to object to the replacement as well. The College may decide to appoint other designees from within or outside of the College community to serve in the role if that is deemed advisable or necessary in a particular case. The Investigation Process will resume upon the final appointment of an Intake meeting designee.

In cases where the named respondent is not another Sterling student, but is a faculty member, or an employee or affiliate of the College, the Title IX Coordinator will consult with the appropriate departments.

## *2. Initial Assessment & Intake Meeting*

Upon receipt of a report, the Title IX Coordinator or Deputy Title IX Coordinator (or designee) will conduct the Intake Meeting with a complainant as soon as possible after receiving a complaint. At that meeting, the following topics will be addressed, as appropriate:

1. Address immediate physical safety and emotional well-being needs;
2. Notify the complainant of the right to contact law enforcement and seek medical treatment (and the right to decline to do so), and the importance of preservation of evidence;
3. Notify the complainant of the right to be assisted by individuals at the College in contacting law enforcement;
4. Notify the complainant of confidential and non-confidential reporting options on and off campus;
5. Provide the complainant with information about:
  - a. On and off campus resources that may be available to the extent applicable, including counseling, health, mental health, victim advocacy, legal assistance (including visa and immigration assistance), student financial aid, and other available services;
  - b. The range of supportive measures and remedies that may be available to the extent applicable, including changes to academic, living, transportation, and/or working situations, or other protective measures, which are available to the complainant regardless of whether the complainant files a formal complaint with the College, or local law enforcement;
6. Provide an overview of the procedural options and process;
7. Explain the right to object to the assignment of an investigator or investigators based on bias or conflict of interest;
8. Explain that the complainant has a right to an advisor of their choice during the process and the role of the advisor;
9. Assess for pattern evidence or other similar conduct if possible;
  - a. Explain the Good Samaritan Statement
  - b. Explain the College's policy prohibiting retaliation;
10. Explain that if the complaint involves a Clery crime, the need to notify The Dean of Student Life to assess the need to:
  - a. enter the report into the College's daily crime log; and
  - b. issue a timely warning as defined by the Clery Act, and assure the complainant that any such reports will not include the complainant's personally identifying information.

Following or at the intake meeting, the Title IX Coordinator, Deputy Title IX Coordinator or designee will provide the complainant with the above-listed information.

The complainant has the right to request that the College share or not share the complainant's name (or other identifiable information) with the respondent, or that the College take no formal action in response to the report. If the complainant makes such a request, the Title IX Coordinator will balance the request with its obligation to provide a safe and nondiscriminatory environment for all College community members.

The Title IX Coordinator will consider factors that may include but are not limited to whether there are circumstances suggesting there is a risk of the alleged respondent committing additional acts of Prohibited Conduct involving the complainant or others in the campus community, whether the College has received similar complaints regarding the alleged respondent, whether the alleged respondent has a history of arrests or records from a prior school indicating a history of violence, whether the alleged

respondent threatened or appears to pose a risk of further Prohibited Conduct against the complainant or others, whether Prohibited Conduct was allegedly committed by multiple respondents, whether a pattern of perpetration (e.g. more than one report involving a particular location or group) appears to be present, whether violence was perpetrated with or without a weapon, and whether the College possesses other means to obtain relevant evidence.

Absent a request for confidentiality as described above, the Title IX Coordinator, Deputy Title IX Coordinator or designee will ask the complainant general questions to get a basic understanding of the reported Prohibited Conduct. The interview will include questions to understand the key facts upon which the complainant bases the report to appropriately assess how to proceed.

### *3. Filing a Formal Complaint*

A complainant who would like the College to pursue the formal investigation and resolution process must submit a formal complaint, signed physically or electronically by the complainant, to the Title IX Coordinator or Title IX Deputy Coordinator. The formal complaint must state the allegations and request that the College initiate an investigation. A formal complaint may be submitted prior to or at any point after the intake meeting.

### *4. Determinations of Applicable Procedures, Dismissals, Transfers, and Appeals of Such Determinations*

When a complainant requests an investigation, the Title IX Coordinator or designee will promptly upon receipt of a formal complaint:

1. Determine whether the conduct alleged would, if proved, constitute Title IX Sexual Harassment (i.e., Quid Pro Quo Sexual Harassment, Severe, Pervasive and Objectively Offensive Sexual Harassment, Sexual Assault, or Domestic Violence, Dating Violence or sex-based Stalking) as defined in the Title IX Sexual Harassment definition stated above;
2. Determine whether the conduct allegedly occurred in the College's education program or activity;
3. Determine whether the conduct allegedly occurred in the United States; and
4. Determine whether at the time the formal complaint was made, the complainant was participating or attempting to participate in a College program or activity.

If a formal complaint of conduct that would, if proved, satisfy all four of these elements and constitute Title IX Sexual Harassment as defined in this policy is filed by a complainant or signed by the Title IX Coordinator, it will be investigated and resolved through the procedures applicable to Title IX Sexual Harassment matters as outlined below. The College will, as noted above, investigate alleged Title IX Sexual Harassment when a complainant submits a formal complaint to the Title IX Coordinator and requests an investigation. The Title IX Coordinator may also choose at their discretion to sign a formal complaint and initiate an investigation, even if the complainant chooses not to do so. In cases where the complainant does not wish to submit a formal complaint but the Title IX Coordinator decides in their discretion to sign a complaint and initiate an investigation and resolution process, the Title IX Coordinator will not be a complainant or otherwise a party to the matter.

If some but not all of the allegations in the complaint satisfy all four of these elements and a formal complaint is received from a complainant or signed by the Title IX Coordinator, the College will address the entire matter through the procedures applicable to Title IX Sexual Harassment matters as outlined below, including a live hearing (that is, the College will as required by the May 2020 Title IX regulations follow Title IX Sexual Harassment procedures to address the alleged Title IX Sexual Harassment, and it will, to promote efficiency, choose to follow Title IX Sexual Harassment procedures to address Non-Title

IX Prohibited Conduct and other non-Title IX alleged misconduct in such mixed cases, so that all related misconduct may be addressed through one investigation and resolution process).

If it appears based upon initial review or upon information gathered during an investigation that the matter does not satisfy and/or no longer satisfies all four of these elements, the College will, as required by the May 2020 Title IX regulations, dismiss the matter for purposes of the Title IX Sexual Harassment process, but will transfer it for investigation under the procedures outlined in this section, and/or for resolution under resolution processes as referenced below or otherwise in College procedures, as deemed appropriate by the College. Investigation and resolution of a matter that does not fall within the definition of Title IX Sexual Harassment may be pursued, dismissed altogether, or transferred to another College process, as deemed appropriate in the College's discretion and/or as appropriate under applicable law.

- Even if the initial allegations of a matter fall within the definition of Title IX Sexual Harassment, the College may (but is not required to) dismiss a formal complaint or any allegations therein if at any time during the investigation or resolution process:
  - A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  - The respondent is no longer enrolled at or employed by the College; or
  - Specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If a formal complaint is dismissed by the College under the circumstances described above, the College will simultaneously provide to the parties written notice (by electronic or other means) of the dismissal and the reasons for the dismissal, and notice of the parties' opportunity to appeal such dismissal through the Title IX Sexual Harassment appeal procedures outlined below.

If the respondent is a student and an employee, the Title IX Coordinator will determine which procedures will apply based upon the facts and circumstances, such as whether the respondent's status as a student or an employee predominates in the context of the Prohibited Conduct. If a student-employee is found to have engaged in alleged Prohibited Conduct, the student-employee may be subject to sanctions both in connection with their employment, and in connection with their student status, as appropriate.

### *5. Notice*

If the College initiates an investigation of Prohibited Conduct it will provide to the parties a written notice (by electronic or other means) that includes:

- Information about the College's formal and informal resolution processes;
- A statement of the allegations of behavior potentially constituting Prohibited Conduct, including sufficient details known at the time and with sufficient time to prepare a response before any initial post-intake interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Prohibited Conduct, and the date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- Information regarding the College's presumption of good faith reporting and a summary of the College's false information policy;
- Notification that parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

- Notification of existing counseling, health and mental health services available on campus and/or in the community;
- Notification that taking any retaliatory action (directly or through others) against any person because they are involved in the investigation is prohibited and will be considered a separate violation of College policy;
- Notification that the parties may inspect and review evidence during the investigation and resolution process, as provided below;
- The name of the investigator(s), as well as the right to file a written objection within two business days to the investigator(s) based on the grounds of actual bias for or against complainants or respondents generally, actual bias for or against a particular complainant or respondent, or conflict of interest;
- The right to file a written objection within two business days to the Title IX Coordinator, Deputy Coordinator, or designee based on the grounds of actual bias for or against complainants or respondents generally or for or against a particular complainant or respondent, or conflict of interest;
- The right to suggest witnesses and provide evidence to the investigator(s); and
- The right to request accommodations related to the Investigation Process through the Office of Accessibility.

If in the course of an investigation the College decides to investigate allegations about any party that are not included in the notice described above, it will provide notice of the additional allegations to the parties whose identities are known.

#### *6. Consolidation of Formal Complaints*

The College may consolidate formal complaints as to allegations of Prohibited Conduct against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of such Prohibited Conduct arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

#### *7. Initial Meeting with Respondent*

The respondent will also receive an invitation to meet with the Title IX Coordinator or designee to review the process, resources and the role of the advisor. If the respondent does not respond to the meeting request or is unable to meet within three (3) days, the Title IX Coordinator, Deputy Title IX Coordinator or designee will provide the following information in writing:

- On and off campus resources that may be available to the extent applicable, including counseling, health, mental health, victim advocacy, legal assistance (including visa and immigration assistance), student financial aid, and other available services;
- The range of Supportive Measures that may be available to the extent applicable, including changes to academic, living, transportation, and/or working situations, and other Supportive Measures described in this policy;
- An overview of the procedural options and processes; and
- The College’s policy prohibiting retaliation.
- The right to request accommodations related to the Investigation Process through the Office of Accessibility.

## *8. Investigation*

The Title IX Coordinator or designee will select an investigator or investigators (referred to here as “investigator” for ease of reference), who will conduct the investigation. The parties will be given notice of the identity of the investigator and an opportunity to object to their appointment, as noted above.

The investigator will conduct an appropriate investigation which may include interviews with the complainant, the respondent, and other persons with information. These interviews may be recorded. As required by the Clery Act, individuals conducting investigations and determination proceedings will receive training annually on the issues related to sexual assault, harassment, sexual misconduct, domestic violence, dating violence, and stalking, and how to conduct an investigation and/or determination process that protects the safety of complainants and promotes accountability.

The complainant and respondent will be afforded the same rights and opportunities throughout the investigation and adjudication process, including the opportunity to recommend witnesses and submit evidence. However, investigation logistics, including but not limited to the sequence of interviews, the decision to interview particular witnesses, and the decision to allow or consider evidence offered by the parties, are within the discretion of the investigator.

The complainant and respondent will be asked to identify, preserve and submit all evidence pertaining to the matter under investigation, and to identify witnesses they believe may have relevant information to share. The investigator is not required to consider the evidence submitted or interview any particular witness, even if identified by one of the parties. However, in determining whether to interview witnesses or review evidence, the investigator should consider such factors as equity, fairness, thoroughness, and impartial treatment of both parties.

Complainants and respondents are entitled to the same opportunities to have an advisor of their choice present at any interviews, meetings, or proceedings that they are attending related to the investigation process under this policy. The advisor may advise the complainant or respondent privately, but cannot act as a speaking advocate at a meeting. An investigator or other College representative may terminate meetings, and/or proceed with the investigation based on otherwise-available information, if an advisor is disruptive or otherwise refuses to comply with the requirements of this policy.

While each party may have an advisor of choice, they may not compel any specific person to serve as their advisor. The College’s faculty and/or staff may be available to serve as advisors, but none are required to do so.

The parties’ equal opportunity to present witnesses may include evidence from fact and expert witnesses. Parties are not restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence. Parties whose participation is invited or expected will receive written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

## *9. Preliminary Investigative Report*

Once the investigator has gathered all of the information that they determine should be gathered as an initial matter, they will prepare a preliminary investigative report. The preliminary investigative report will summarize relevant evidence but will not contain any recommendations regarding whether the respondent violated this policy or any other College policy at issue.

The College will provide each party with an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised, including the evidence upon which College does not intend to rely in reaching a determination regarding responsibility and/or which the investigator does not deem relevant, and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Such evidence will not include un-redacted privileged records or information that may have been gathered or received during the investigation, absent written consent from the party holding the privilege.

Given the sensitive nature of the information provided, the Title IX Coordinator or designee will provide the information for review in a secure manner (e.g., by providing digital copies of the materials through a protected, “read-only” web portal). Neither the Parties nor their advisors may copy, remove, photograph, print, image, videotape, record, or in any manner otherwise duplicate, share, or remove the information provided, and they will be required to execute an agreement confirming that they will not do so. This agreement will cover the final investigative report and final compilation of evidence described below, which will be covered by the same restrictions. An advisor who fails to abide by this policy may be subject to discipline to the extent applicable and/or may be excluded from further participation in the process

#### *10. Review and Response to Preliminary Investigative Report*

The parties may respond to the Preliminary Report; the Parties must submit any response within ten (10) business days of being notified of their opportunity to review the report. The parties may respond in one or both of the following ways:

- The parties may provide a written response to the Preliminary Investigative Report, or any portion of it. The investigator will consider any written response provided by the parties in preparing the Final Investigative Report.
- The parties may submit a written request for additional investigation. Such requests may include, but are not limited to, the following: (1) request(s) for follow-up interview(s) with existing witnesses or the other party to clarify or provide additional information, including suggesting questions to the investigator(s) to pose to witnesses or the other party; (2) request(s) for interviews with new witnesses; or (3) request(s) to consider new evidence. Any request for additional investigation shall explain the reason for the request.
- If neither of the parties requests additional investigation, the investigator will prepare the Final Investigative Report. If either (or both) parties request additional investigation, the investigator will review the request(s) in consultation with the Title IX Coordinator or designee. The investigator will conduct the requested additional investigation if the investigator, in consultation with the Title IX Coordinator or designee, determines that the request(s) will assist the investigator in completing the investigation. The investigator and Title IX Coordinator or designee will assess whether investigation of the additional information requires a substantial deviation from the recommended timeframe for completion of the investigation; if so, the Title IX Coordinator or designee will notify the parties in writing with an anticipated revised time frame.

If the investigator conducts additional investigation, the investigator will prepare an Addendum to the Preliminary Report (“Addendum”). The Addendum will include: (1) a summary of the additional investigation; (2) a statement as to whether the additional investigation changed any finding in the Preliminary Report (and, if it did, the investigator will identify which finding(s) changed); and (3) additional exhibits, to the extent the additional investigation resulted in additional documentary evidence. The investigator will submit the Addendum to the Title IX Coordinator or designee. The Title IX Coordinator or designee may require the investigator to conduct additional investigation before the Addendum is deemed complete.

Once the Title IX Coordinator or designee has agreed that the Addendum is complete, the Title IX Coordinator or designee will provide the Preliminary Investigative Report, any Addendum, and any exhibits to the parties and their advisors for review, through a secure information-sharing process, and subject to the same restrictions on duplication, re-distribution, etc., as are outlined above. The investigator will then work to prepare the Final Investigative Report, as described below.

## *II. Final Investigative Report*

- I. After considering and addressing as deemed appropriate any written response submitted by either party and/or any additional information addressed in an Addendum, if applicable, or after the 10 business day comment period has lapsed without receiving a written response or responses to the Preliminary Investigative Report, the investigator will prepare a Final Investigative Report. The Final Investigative Report will include the investigator's non-binding recommendation as to whether the respondent should be found responsible for violating the policy provisions at issue. The investigator's recommendation will be reached by applying the preponderance of evidence standard, i.e., whether it is more likely than not that the policy was violated. The Final Investigative Report will be reviewed by the Title IX Coordinator before it is issued.
- II. The Final Investigative Report will be made available to each party and their advisor. Each party will have a period of 10 days from when the Final Investigative Report is made available to prepare and submit to the Title IX Coordinator a written response to the Final Investigative Report, if they choose to do so. The Title IX Coordinator will make any such comments available to the appropriate decision-maker under the applicable Formal Post-Investigation Process as provided below for consideration by such decision-maker, and to the other party.

## **FORMAL POST-INVESTIGATION PROCESS ALTERNATIVES**

Once the investigation has been completed, the matter will move to resolution through one of three formal alternative resolution processes, as follows:

1. If any allegations of Prohibited Conduct raised in the matter fall within the definition of Title IX Sexual Harassment, the resolution process will be overseen by the Title IX Coordinator or designee and will proceed to a live hearing and, if applicable, sanctioning and appeal process as described immediately below.
  - a. As noted above, if some but not all of the allegations in a complaint satisfy all four of the elements of a Title IX Sexual Harassment matter and a formal complaint is received from a complainant or signed by the Title IX Coordinator, the College will address the entire matter through the procedures applicable to Title IX Sexual Harassment matters as outlined immediately below, including a live hearing (that is, the College will as required by the May 2020 Title IX regulations follow Title IX Sexual Harassment procedures to address the alleged Title IX Sexual Harassment, and it will, to promote efficiency, choose to follow Title IX Sexual Harassment procedures to address non-Title IX Prohibited Conduct and other non-Title IX alleged misconduct in such mixed cases, so that all related misconduct may be addressed through one investigation and resolution process).
2. If all of the allegations of Prohibited Conduct fall outside of the definition of Title IX Sexual Harassment and the respondent is a student, the post-investigation resolution process will be overseen by Favor Ellis, Interim Dean of Student Life. Favor Ellis or their designee will review the Final Investigative Report and all related evidence and issue a written determination. If appropriate, Favor Ellis or their designee will issue written sanctions. In such cases, these post-investigation procedures will apply exclusively, and the Title IX Sexual Harassment



post-investigation hearing, sanction and appeal process described immediately below will not apply.

3. If all of the allegations of Prohibited Conduct fall outside of the definition of Title IX Sexual Harassment and the respondent is an employee, the post-investigation resolution process will be overseen by Favor Ellis, Interim Dean of Student Life, or their designee(s), who will review the Final Investigative Report and all related evidence, and issue a written determination. If appropriate, sanctions will be written. In such cases, these post-investigation procedures will apply exclusively, and the Title IX Sexual Harassment post-investigation hearing, sanction, and appeal process described immediately below will not apply.
  - a. As noted above, if the respondent is a student and an employee, the Title IX Coordinator will determine which procedures will apply based upon the facts and circumstances, such as whether the respondent's status as a student or an employee predominates in the context of the alleged Prohibited Conduct. If a student-employee is found to have engaged in Prohibited Conduct, the student-employee may be subject to sanctions both in connection with their employment, and in connection with their student status, as appropriate.

## **HEARING PROCESS IN CASES INVOLVING TITLE IX SEXUAL HARASSMENT ALLEGATIONS**

The following hearing procedures will apply only in cases that fall within the definition of Title IX Sexual Harassment (i.e., Title IX misconduct as defined above, that allegedly occurred in a College education program or activity in the United States, and about which the College receives a formal complaint).

### *1. Hearing Officers*

Hearings will be presided over by a hearing officer, who will make the decision as to whether or not the respondent violated the Policy provisions at issue. This decision will be made using the preponderance of the evidence standard, which means that a Policy violation will only be found if the evidence establishes that it is more likely than not that the violation occurred. The hearing officer has broad authority to determine the process, timing and conduct of a hearing. For example, the hearing officer will determine the order of presentation, timing and overall duration of the hearing, what information and evidence will be heard, what information and questions are relevant to the determination of the matter, and what cross-examination questions will or will not be permitted.

Hearing officers will be appointed by the Title IX Coordinator. Hearing officers may be College employees or may be retained by the College to serve in the hearing officer role in particular cases, as deemed appropriate by the College. In selecting a hearing officer for a particular matter, the Title IX Coordinator will take care to select an individual who does not have a conflict of interest or actual bias against complainants or respondents generally or an individual complainant or respondent. The College will notify the parties of the identity of the hearing officer in advance of the hearing, and parties may, within 3 business days of such notice, object to the service of the hearing officer by providing a written statement (which may be transmitted electronically) as to why the party believes that the hearing officer has a conflict of interest or bias. The Title IX Coordinator or designee will make decisions regarding such objections and the appointment of an alternate hearing officer, as necessary.

### *2. Advisors*

Each party may have an advisor of their choice present at a hearing for the limited purpose of conducting cross-examination on behalf of that party. Advisors may be, but are not required to be, attorneys. If a

party does not have an advisor of their choice present at a hearing, the College will without fee or charge to the party provide an advisor of the College's choice, again for the limited purpose of conducting cross-examination on behalf of that party. No later than 10 business days before the hearing, parties should inform the Title IX Coordinator of the identity of any advisor of choice who will accompany them to the hearing, so that the College will know whether or not it needs to arrange for the presence of a College-provided advisor.

At a time and manner deemed appropriate by the hearing officer, the advisor for each party will be permitted to ask the other party and any witnesses all relevant cross-examination questions and follow-up questions, including those challenging credibility. Except for that limited role, advisors may not participate actively in the hearing and may not speak or otherwise communicate on the part of the party that the advisor is advising. However, the advisor may consult privately in a non-disruptive manner with their advisee during and/or at a recess in the hearing. Scheduling accommodations generally will not be made for advisors if they unduly delay the process. The College reserves the right to take appropriate action regarding any advisor who disrupts the process, or who does not abide by the restrictions on their participation as determined in the sole discretion of the hearing officer, which may include exclusion of the advisor from the hearing and the appointment of an alternate College-provided advisor.

### *3. Requests for Appearance of Witnesses*

If a party wishes to have an individual appear at the hearing as a witness, they must provide notice of the identity of the proposed witness and a brief description of the subject matter of the witnesses' testimony to the Title IX Coordinator or designee at least ten (10) business days before the date of the hearing. The Title IX Coordinator or designee, in consultation with the hearing officer as necessary, will determine whether the witness is likely to have information that is relevant to the hearing, and if it is determined that the witness is likely to have relevant information, the Title IX Coordinator or designee will inform the witness that their presence at the hearing is requested. Witnesses are not required to attend the hearing.

### *4. Conduct of Hearings and Relevance*

At or before the hearing, the hearing officer will receive a copy of the Final Investigative Report, any attachments thereto, and copies of the parties' written responses to the Final Investigative Report, if any, which will be part of the information of record to be considered by the hearing officer. The recommendation regarding responsibility made by the investigator in the Final Investigative Report is only advisory and is not binding on the hearing officer; the hearing officer will make an independent determination regarding responsibility based upon the investigative report, evidence admitted at the hearing, and the testimony and cross-examination of parties and witnesses at the hearing, as applicable.

New evidence may not be introduced during the hearing. If there is a request to introduce new evidence, the hearing officer will determine in their discretion (considering factors such as, but not limited to, whether the evidence was reasonably available to the party during the investigation, the apparent materiality and relevance of the evidence, and prejudice to the other party and delay that could follow from introduction of the new evidence), and will determine whether to allow the evidence to be introduced, to exclude the new evidence, or to suspend the hearing and require further investigation regarding the new evidence.

Subject to the discretion of the hearing officer, hearings will ordinarily begin with introductory remarks by the hearing officer, followed by opening statements from any party who wishes to provide one, followed by the hearing officers asking relevant initial questions of the parties as deemed appropriate by

the hearing officer. During this portion of the hearing, advisors may confer privately and in a non-disruptive manner with their advisee, but they are not allowed to make opening statements or otherwise address the hearing officer or anyone else present at the hearing.

After the hearing officer has asked their initial questions of the parties, the hearing officer will permit each party's advisor to ask the other party all relevant questions and follow-up questions, including those challenging credibility.

Subject to the discretion of the hearing officer, questioning of witnesses will generally follow a similar process, whereby the hearing officer will pose relevant questions to each witness, then the parties' advisors will be permitted to ask relevant questions of witnesses.

In accordance with May 2020 Title IX regulations, such cross-examination by advisors will be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.

Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the hearing officer will first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Advisors are not permitted to object to hearing officer decisions regarding relevance during a hearing.

Regarding the evidence subject to inspection and review that was provided to the parties and their advisors under the investigation procedures outlined above, a copy of such evidence will be made available at the hearing, and each party and/or their advisor(as applicable) will have an equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Information protected under a legally recognized privilege (such as, for example, privileged communications between a party and their physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a treatment capacity, or privileged communications between a party and their attorney), is not relevant unless the person holding the privilege has waived the privilege.

At the request of either party, the College will provide for the hearing to occur with the parties located in separate rooms with technology enabling the hearing officer and parties to simultaneously see and hear the party or the witness answering questions. Live hearings may be conducted with all parties physically present in the same geographic location or, at the College's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.

If a party or witness does not submit to cross-examination at the live hearing, the hearing officer will not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the hearing officer will not draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

## 5. Record of Hearings

The College will create an audio or audiovisual recording and/or transcript, of any live hearing, and will make it available to the parties for inspection and review.

## 6. Determinations Regarding Responsibility

Within ten (10) business days after the hearing, the hearing officer (and if necessary the sanctioning officer, as provided below) will prepare and issue a written determination regarding responsibility and sanctions. In determining responsibility, the hearing officer will apply the preponderance of the evidence standard. The written determination will include:

- Identification of the section(s) of the College's Title IX Sexual Harassment policy alleged to have been violated;
- A description of the procedural steps taken from the receipt of the complaint through the determination, including but not limited to, as applicable, any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of definitions of sexual harassment in the College's Title IX Sexual Harassment Policy to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility and, where necessary and in collaboration with the sanctioning officer, a statement regarding any sanctions and the rationale therefor; and
- Identification of the College's procedures and permissible bases for the complainant and respondent to appeal (as outlined below).

The determination regarding responsibility becomes final either on the date that the College provides the parties with the written determination of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

The determination will also notify the parties whether remedies designed to restore or preserve equal access to the College's education program or activity will be provided by the College to the complainant, but will not provide details about any such remedies.

If sanctions are necessary, they will be assigned in accordance with the Sanctions section below. The parties will receive notice simultaneously of the written determination regarding responsibility and, if necessary, any sanctions as determined through the procedures outlined below.

## **SANCTIONS**

If the respondent is found responsible for one or more violations of this Policy (and/or other College policies, in mixed Title IX Sexual Harassment/other policy violation cases), the College will issue sanctions commensurate with the violation(s).

In cases where the respondent is a student, Favor Ellis, Interim Dean of Student Life, will issue final sanctions. In cases where the respondent is a faculty member, Laura Spence, Dean of Academics, will issue final sanctions. In cases where the respondent is an employee, Favor Ellis, Interim Dean of Students, will issue final sanctions.

Remedies or sanctions for violations of the College's Sexual Misconduct Policy may include but are not limited to:

- Verbal or written warning;
- training;
- counseling;
- probation;
- No Contact Order;
- No Trespass Order;
- suspension of a student’s enrollment (with or without case-specific conditions on re-enrollment), or suspension of an employee without pay;
- dismissal from employment;
- dismissal from the College;
- temporary or permanent transfer to a different position;
- class or academic re-assignment;
- reassignment of work or academic work;
- referral to another College process as necessary to determine employment status-related issues; or
- alteration of living or work environment.

The responsible office may consider the cumulative disciplinary history of the respondent, if any, when making sanctioning decisions.

As noted above, the College’s decision on any sanctions and an explanation of the rationale therefore will be documented in the written determination. Thus, in cases where the hearing officer determines that the respondent is responsible for a policy violation, the hearing officer and the sanctioning officer will work together to prepare a single written determination document that will contain all of the information listed above, as applicable. Such written determination will be provided simultaneously to both parties.

### *Supportive Measures*

Non-disciplinary supportive measures such as no-contact orders may be enacted or continued even in cases in which the respondent is not found responsible for a policy violation.

## **APPEALS IN CASES INVOLVING ALLEGATIONS OF SEXUAL MISCONDUCT**

Both parties have the right to appeal decisions made through the process outlined above. All appeals must be made in writing and sent to the Title IX Coordinator. An appeal of any decision must be received within ten (10) business days after the parties have been informed of the decision. Appeals are heard by an appeal officer.

Parties may appeal either:

1. The Title IX Coordinator’s dismissal of a formal complaint for Title IX purposes, or
2. A determination regarding responsibility and/or sanctions, if applicable, on the grounds that:
  - a. there was a procedural error that unfairly affected the outcome;
  - b. there is new information that was not reasonably available during the investigation and resolution process that would have affected the outcome;
  - c. The Title IX Coordinator, investigator, or decision-maker(s) had a conflict of interest or actual bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
  - d. the sanctions imposed are disproportionate to the nature and severity of the offense.

The role of the appeal officer is limited. Appeals are not intended to be a full rehearing of the reported conduct. Appeals are confined to a review of the record on the grounds stated above. The individual appealing carries the burden to demonstrate that either the alleged procedural error, the proposed new evidence, or the alleged bias/conflict of interest affected the outcome of the proceeding, or that the sanctions imposed are disproportionate to the nature and severity of the offense.

The party who submits the written appeal will be the “appellant,” and the other party will be the “appellee.” The appellee will have five (5) business days to submit a response to the written appeal. At the conclusion of these time periods, the Title IX Coordinator will refer the written appeal, the Final Investigative Report, any exhibits admitted at the hearing, a recording of the live hearing, and the written determination (the “Appeal Record”), to an appeal officer.

The Title IX Coordinator or designee will appoint the appeal officer and will notify both parties of that appointment. Both parties will have two (2) business days to object to the appeal officer’s selection on the basis of actual bias for or against complainants correspondents generally or a particular complainant or respondent, or conflict of interest. If the Title IX Coordinator determines that an appeal officer may have actual bias or conflict of interest, the Title IX Coordinator will remove the appeal officer and designate a new appeal officer. This process can be repeated as necessary.

The appeal officer will determine whether any grounds for the appeal are substantiated. If the appeal officer determines that none of the grounds are substantiated, the appeal officer will share that determination with the Title IX Coordinator. The Title IX Coordinator or designee will notify both parties of that outcome. If the appeal officer determines that one or more grounds for the appeal is/are substantiated, the appeal officer will take appropriate action as indicated below.

*Procedural Error:* If it is determined that a procedural error affected the outcome, the appeal officer may return the matter to the investigator or the hearing officer with instructions to correct the error, and to reconsider the findings as appropriate, or to take other action as deemed appropriate.

*New Information:* If the appeal officer determines that new information should be considered, the matter will be returned to the investigator if additional investigation is needed. The investigator(s) will prepare an Addendum to the Final Investigative Report, and provide the parties with an opportunity to respond to the Addendum consistent with the opportunity to do so in accordance with the procedures outlined above. An additional hearing will be conducted as deemed necessary, focused on the new information only.

*Bias or Conflict of Interest:* If the appeal officer determines that there was actual bias or conflict of interest on the part of the investigator that affected the outcome, the appeal officer may order a new investigation with a new investigator, and a new resolution process or live hearing as appropriate. If the Appeal Officer determines that there was actual bias or conflict of interest on the part of the hearing officer that affected the outcome, the appeal officer may order a new resolution process or live hearing as appropriate.

*Sanctions:* If the appeal officer determines the sanctions imposed are disproportionate to the nature and severity of the offense, the appeal officer in conjunction with the appropriate Officer may modify the sanctions.

#### *Notification of Appeal Outcome*

The appellant and the appellee will be notified simultaneously in writing of the outcome of the appeal. The appeal officer’s decisions are final and are not subject to appeal.

## **ADDITIONAL PROVISIONS REGARDING FORMAL RESOLUTION OF ALLEGATIONS OF PROHIBITED CONDUCT**

### *Additional Charges*

The College reserves the right to charge parties with additional violations of the Sexual Misconduct Policy as appropriate based on new information that is provided during the course of the investigation.

### *Training*

The College provides training to all individuals within the community who are involved in responding to, investigating, or resolving reports of Prohibited Conduct. Applicable Training materials will be posted on the College's web site as required by May 2020 TitleIX regulations. If the College retains an individual outside the community to respond to, investigate, or resolve reports of Prohibited Conduct, the College requires that the retained individual has received adequate training consistent with the College's Standards.

### *Notifications*

The Title IX Coordinator, Deputy Title IX Coordinator, or designee will make reasonable efforts to ensure that the complainant and the respondent simultaneously are notified of the status of the investigation and resolution process, consistent with the processes described herein. Both Parties may, at any time, request a status update from the Title IX Coordinator, Deputy Title IX Coordinator or designee.

### *Modification of Investigation and Resolution Process*

The College will follow the investigation Process described herein barring exceptional circumstances. In exceptional circumstances, however, the College may be required to adapt or modify the investigation and resolution process (including timelines) to ensure an equitable resolution of a report of Prohibited Conduct. The College reserves this right. In such instances, the College will notify both Parties of the modification of the process and, if appropriate, the exceptional circumstances requiring the College to adapt or modify the process.

### *Alcohol and Substance Use*

As noted above, the purpose of this investigation and resolution process is to resolve reports of Prohibited Conduct. It is not the purpose of this investigation and resolution process to subject individuals to disciplinary action for their own personal consumption of alcohol or drugs. Consistent with the purpose of this process, the College will not subject individuals who participate in the process to disciplinary action for information revealed in the course of the process, provided that the individual's behavior did not, and does not, place the health and safety of others at risk. In all instances, the College may pursue educational initiatives or remedies related to an individual's consumption of alcohol or drugs. The use of alcohol or other drugs will never function as a defense for engaging in Prohibited Conduct.

### *Past Sexual History*

In general, a complainant's prior sexual history is not relevant and will not be provided to the Investigator(s) by the College. Where there is a current or ongoing relationship between the complainant and the respondent, and the respondent alleges consent, the prior sexual history between the Parties may be relevant to assess the manner and nature of communications between the Parties. However, the mere fact of a current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent.

### *Respondent's Prior Conduct History*

Where there is evidence of pattern of conduct similar in nature by the respondent, either prior to or subsequent to the conduct in question, regardless of whether there has been a finding of responsibility, this information may be deemed relevant and probative to the Investigator(s)'s determination of responsibility, and/or the sanctioning official's determination of sanction. The Title IX Coordinator, Deputy Title IX Coordinator or designee will make a determination of relevance based on an assessment of whether the previous incident was substantially similar to the conduct cited in the report and indicates a pattern of behavior and substantial conformity with that pattern by the respondent.

The College, in consultation with the Title IX Coordinator, may choose to provide this information to the Investigator(s), with appropriate notice to the Parties. Alternatively, a party may request in writing that information under this section be admitted. A request to admit such information must be submitted to the Deputy Title IX Coordinator. The Deputy Title IX Coordinator in consultation with the Title IX Coordinator will assess the relevance of this information and determine if it is appropriate for inclusion in the investigation report and or shared with investigators as appropriate.

### *Consolidation of Investigations*

The Deputy Title IX Coordinator or designee, in consultation with the Title IX Coordinator has the discretion to consolidate into one investigation and resolution process multiple reports against a respondent, cross-complaints between a complainant and a respondent, and/or reports that the respondent may have violated College conduct standards that fall outside the scope of the Sexual Misconduct, Intimate Partner Violence and Stalking Policy, if the evidence related to each incident would be relevant and probative in reaching a determination on the other incident, or doing so is otherwise deemed appropriate under the circumstances. Matters may be consolidated where they involve multiple complainants, multiple respondents, or related conduct that violates the College Behavior Guidelines.

### *Failure of Advisor to Comply with Investigation and Disciplinary Process*

If an Advisor fails to comply with the procedures set forth here, including through a material breach of confidentiality about the investigation and resolution process, the College reserves the right to exclude the Advisor from further participation in the process. Advisors may not speak for, or on behalf of, Parties.

### *Integrity of Proceeding*

These procedures are entirely administrative in nature and are not considered legal proceedings, but rather procedures designed to address College policy violations. Neither party may audio or video record the proceedings.



### *Withdrawal from the Institution with Charge Pending*

If a student makes the decision to withdraw from Sterling College after a notice of investigation is communicated to the student but before findings and a determination of responsibility are made, the College will suspend the disciplinary process at the time of withdrawal. The College will however gather information as it deems appropriate in order to facilitate the College's consideration of the matter if the student seeks readmission at a later time. The student's conduct file will reflect that the charge(s) is/are pending and were suspended because of the withdrawal. The investigation and resolution process will resume if and when the student seeks readmission or re-enrollment.

### *Records*

The Title IX Coordinator or a member of the Title IX Team will retain records of all reports and complaints, regardless of whether the matter is resolved by means of Initial Assessment or the investigation and resolution process. Complaints resolved by means of an Initial Assessment are not part of a student's conduct file or academic record.

Findings of responsibility in matters resolved through the investigation and resolution process are part of a student's and employee's conduct record. Such records shall be used in reviewing any further conduct, or developing sanctions, and shall remain a part of a student's conduct record.

In addition to records kept by the Title IX team, the conduct files of students who have been suspended or dismissed from the College are maintained by the College indefinitely. Conduct files of students who have not been suspended or dismissed are maintained in the Office of the Dean of Students for no fewer than seven years from the date of the incident. Records pertaining to cases involving faculty respondents will be maintained by the Office for the Dean of Academics and the Dean of Student Life Office, and records pertaining to cases involving non-faculty employees and contractors will be maintained by the Office of Personnel and the Dean of Student Life Office.

## **INFORMAL RESOLUTION PROCEDURES**

### **I. Informal Resolution of Matters That Involve Allegations of Title IX Sexual Harassment**

Informal resolution is a voluntary resolution option that does not involve formal hearing-based resolution procedures. Informal resolution may be used in Title IX Sexual Harassment matters in which a formal complaint has been filed by a complainant or signed by the Title IX Coordinator, or other matters that fall within the scope of this Policy.

At any time prior to reaching a determination regarding responsibility, the College may facilitate an informal resolution process (e.g., mediation or restorative justice) where requested by a party and agreed to by both parties. If a party requests the initiation of an informal resolution process and the Title IX Coordinator agrees that the matter is appropriate for informal resolution, the College will provide to each party a written notice that discloses:

1. The allegations;
2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

- a. As noted below, the College generally permits parties to withdraw from the informal resolution process and initiate or re-initiate a formal investigation and hearing process at any time before the informal resolution process is completed and any informal resolution is agreed to in writing by the parties; and
3. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

All parties and the Title IX Coordinator must agree to informal resolution for this option to be used. The Title IX Coordinator will assess the request for informal resolution in light of factors such as, but not limited to, the severity of the alleged violation and the potential risks to campus community members posed by the reported misconduct. The College will only proceed with an informal resolution process if both parties provide their voluntary, written consent to having the matter resolved through the informal resolution process.

The matter will be deemed resolved if and when the parties expressly agree in writing to an outcome that is acceptable to them and which is approved by the Title IX Coordinator (in consultation with other College administrators as deemed necessary). A party may withdraw from the informal resolution process at any time prior to their execution of a written informal resolution agreement. After an informal resolution is agreed to in writing between the parties, neither party may initiate a formal resolution process regarding the same factual allegations.

At any time before a matter is resolved through informal resolution, the Title IX Coordinator may terminate an informal resolution process and initiate or re-initiate a formal investigation and resolution process, as they deem appropriate in their discretion.

## 2. Informal Resolution of Non-Title IX Prohibited Conduct and Other Cases

Informal resolution may also be used in non-Title IX Prohibited Conduct cases that do not involve allegations of Title IX Sexual Harassment and/or other alleged policy violations, whether or not a formal complaint has been filed by a complainant or signed by the Title IX Coordinator, as deemed appropriate by the Title IX Coordinator. The procedures for such informal resolutions will be determined at the discretion of the Title IX Coordinator with agreement of the parties, as appropriate.

The College will not offer to facilitate, and will not utilize, an informal resolution process in any case involving allegations that a College employee sexually harassed a student.

## **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 without delay.

## Discrimination and Harassment

Sterling College is committed to maintaining a diverse and inclusive campus environment where bigotry and intolerance are unacceptable. Discrimination and harassment, including related retaliation, as defined by applicable law and the corresponding terms of this policy, are antithetical to Sterling's mission. Racial misconduct, including hate speech, or inappropriate conduct toward any individual based on a person's skin color, ethnicity, or national origin, is prohibited.

Sterling strictly prohibits conduct that constitutes unlawful discrimination and harassment, including racial misconduct as well as related retaliation, as defined below. Sterling will take reasonable and appropriate remedial action to prevent unlawful discrimination, harassment, and related retaliation, eliminate any hostile environment, prevent its recurrence, and correct its discriminatory effects on the complainant and others, if applicable. (Except as otherwise specified herein,) This Anti-Harassment/Discrimination Policy applies to faculty, staff, and students, as well as to others who participate in all Sterling programs and activities, including but not limited to the campus undergraduate programs, Global Field Study programs, Continuing Education programs, the Wendell Berry Farming Program, and the School for the New American Farmstead programs.

Sterling does not discriminate on the basis of sex in its education programs and activities, and Title IX of the Education Amendments of 1972 as amended ("Title IX"), as well as applicable state law, requires that it not discriminate in such a manner. Prohibited sex discrimination includes sexual harassment and sexual misconduct (which includes sexual assault and inappropriate sexual conduct) as defined by Sterling's policies. The Title IX Coordinator and Deputy Title IX Coordinator are responsible for coordinating Sterling's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator's responsibilities include overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the United States Department of Education Office for Civil Rights.

All members of the Sterling community (faculty, staff, employees, and students) have the right to pursue discrimination and harassment complaints, including racial misconduct, and related retaliation, beyond Sterling, utilizing local, state, or federal enforcement agencies, including local and state police agencies, as appropriate, regardless of whether they choose to file a complaint under this policy. These agencies can conduct impartial investigations, and facilitate conciliation, and if an agency finds that there is probable cause or reasonable grounds to believe that unlawful harassment, discrimination, or retaliation has occurred, it may take the case to court. There are certain time deadlines for the filing of complaints with state and federal agencies and/or state or federal court. Therefore, individuals who choose to pursue harassment, discrimination, or retaliation charges beyond Sterling's procedures should contact these agencies or their attorney for further assistance. There are many resources available to individuals who are involved in some way with an incident of discrimination, retaliation, or harassment. Faculty, staff or students found to have violated this Anti-Harassment/Discrimination Policy may be subject to the full range of disciplinary actions, as applicable, up to and including termination of employment, suspension, or expulsion.

Reported conduct that falls within the scope of the College's Sexual Misconduct, Intimate Partner Violence and Stalking Policy will be handled under the procedures outlined in that Policy, rather than the procedures outlined in this Anti-Harassment/Discrimination Policy.

## Defining Harassment:

Harassment constitutes a form of discrimination that is defined as verbal or physical conduct directed at an individual'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, promotional opportunities, status in class, grades, financial aid, enrollment, access to housing, choice in job placement, status of academic or community proposals, may be adversely affected by addressing or resisting racism and other forms of discrimination, as well as addressing or resisting unwanted 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.
- Microaggressions, which are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment. (Psychology Today)
- Hate speech, which is speech that encourages bias, threatens or insults groups based on race, color, religion, national origin, sexual orientation, gender identity, disability, or other traits.

### *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. Such racial misconduct includes but is not limited to inappropriate racial comments, slurs, jokes, pictures, objects, threats, physical assaults, intimidation, unequal application of policies, and unequal or biased grading. This encompasses everything from microaggressions to overt racism.

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

**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, imitating mannerisms, consistently and/or intentionally misgendering, consistently and/or intentionally using incorrect gender pronouns, or creating a hostile environment in gender-specific spaces such as bathrooms.

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.

# STUDENT ACCOUNTS

Student Accounts are managed by the Business Office located on the 2<sup>nd</sup> floor of Mager Hall.

## Billing Policy

Sterling College students are billed for the costs of their education separately for each of the three academic semesters for which they are enrolled. Fall, spring and summer semester billings occur in July, November and March respectively. Payment for each semester is due on the earlier of 30 days from the date of invoice or the first day of classes for the term. Students who fail to pay their accounts in full by opening day will not be permitted to attend classes or participate in internships until payment is made, or a suitable payment plan has been approved.

In rare instances, pre-arranged payment plans can be approved by the Business Office, and must be documented in writing. Students who do not promptly resolve their accounts will be asked to leave campus and will not be allowed admittance to the dining hall until payment is received or an approved plan is put in place. Transcripts, diplomas and recommendations will be withheld and students will not be permitted to enroll for future classes until the student's entire account (including but not limited to payment of tuition, library fines, guest meals, parking tickets, etc.) is paid in full.

Accounts will be considered delinquent if not paid in full, or if an approved and documented payment plan is not on file by the due date. A late payment fee of 1% of the outstanding balance will be assessed for each month (12% per annum) that an account remains past due. In addition and to the extent permitted by applicable law, any legal fees or other costs incurred by the College to collect a past due account will be added to the amount due.

Financial aid that has been awarded and anticipated proceeds from student and parent loans that have been certified by the College are deducted from the balance due before any late fees are assessed. However, students who have not submitted required financial aid documentation by applicable deadlines and have therefore not received a financial aid award are not exempt from late fee charges, nor are they permitted to delay payment. Students are encouraged to check their financial aid status to make certain that all financial aid requirements have been received.

## Refund Policy

The amount of any refund takes into account the portion of the term that the student was enrolled at the College, unamortized recruitment, and administrative costs incurred by the College and the fact that the College is unlikely to be able to enroll a new student to replace the withdrawing student after the start of the classes for that term.

Students who voluntarily withdraw from the College after beginning classes or are dismissed from the College for non-disciplinary reasons, may be entitled to a refund of tuition, room and board. Students must notify the Academic Dean in writing of their intention to withdraw from the College. The Academic Dean in consultation with the Dean of Student Life and the Controller will determine the student's official termination date for purposes of determining any refund due.

Refunds of tuition, room and board will be made based on the following schedule:

## Credit/Refund Schedule

<b>If Enrollment Ceases...</b>	<b>Percent Refunded</b>
on or before the 1st day of classes	100%
2nd through the 10th calendar day	90%
11th through 20th calendar day	75%
21st through 30th calendar day	50%
31st through 50th calendar day	25%
after 50th day	0%

Notwithstanding any provisions to the contrary contained elsewhere in this document, fees and other amounts paid by students will not be refunded or reduced.

The amount due to/due from the student at termination is calculated as follows:

(1) Add together the gross amount of tuition, room, board, fees and other charges otherwise owed by the student, (2) subtract an amount equal to the tuition, room and board multiplied by the applicable refund percentage to get the gross amount owed by the student, (3) subtract the earned portion of any Sterling Grants and awards, (4) subtract the earned portion of any state and federal financial aid, (5) subtract the amount of any earned work program credits, and (6) subtract any payments previously received from the student.

Financial aid refund policies are largely determined by state and 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. Under current federal regulations, when a recipient of Title IV (federal) grant or loan assistance withdraws or takes a leave of absence from the college during the semester, the college must determine the amount of federal aid that the student may retain as of the withdrawal date. Any federal aid the student is not eligible to keep according to the federal refund policy must be returned to the federal government. Through the first 60% of the semester, the amount of federal funds retained is based on the number of days the student was enrolled in the semester. After the 60% point in time of the semester, a student is eligible to keep all of their federal aid for that semester. For purposes of the refund calculation set forth above, the amount of Sterling Grants and other awards earned by the student are calculated in accordance with the federal rules and regulations.

Without in any way limiting the foregoing provisions, Sterling College may in its sole discretion grant a larger refund than the student would otherwise be entitled to based on the specific circumstances surrounding that student's withdrawal, and withdrawing or dismissed students are entitled to petition the College for such consideration.

## **Appeals**

Any appeal of the payment or refund policy must be addressed in writing to Peter Merrill, Vice 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.

## **Explanation of Important Fees**

The Commuter Fee supports on-campus services and resources that are accessible to students living off campus. On-campus services and resources include without limitation: Campus maintenance, library access, CRC mailbox, computers and printers, work program support, campus drinks and snacks.

The Comprehensive Fee supports the College's Global Field Studies program as well as lab fees, high speed fiber optic internet, computer labs and printer and scanner access. Subject to availability, the Comprehensive Fee enables residential students to participate in Global Field Studies Programs at no additional charge. Commuter students and those not otherwise paying for room and board are subject to additional charges to account for the incremental cost of housing and food in the field.

The Student Activities Fee supports on campus entertainment, trips, workshops and other activities as determined by the students' and approved by the Dean of Student Life Office.

For residential students, the Room Reservation Deposit is required to reserve campus housing. The Room Reservation Deposit will be returned to residential students who complete the entire term on campus. Residential students who choose to move off campus during the term will forfeit the deposit to the College as compensation for the fact that the College is unlikely to fill that room for the balance of the semester.

## **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.