

AUGUST 2019

STERLING COLLEGE STUDENT HANDBOOK



ADVANCING 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.



Contents

President's Welcome	4
I. College Motto	4
II. Mission Statement	4
III. Vision Statement	4
IV. College-wide Competencies	5
Academic Calendar 2019-2020	6
I. Academic Calendar	6
College Email & Directory	8
I. Offices of the College	8
Governance of the College	11
I. Leadership Councils (Vision & Direction)	11
II. Operational Committees (Tactics & Improvement)	12
Institutional Resources & Operations	14
Academic Program	33
I. Introduction	33
II. Academic Program Requirements	33
III. Academic Opportunities	40
IV. Academic Policies	48
V. Student Records	55
VI. Advising	57
VII. Learning Support	57
VIII. Library Resources and Policies	58
Work Program	61
I. Introduction: The Federal Work College Model	61
II. Work-Learning Competencies	61
IV. Work Program Requirements and Work Study	62
VI. Work Study at Sterling College	67
VII. Federal Compliance	67
Community & Student Life	73
I. Introduction	73
II. Student Activities Committee	73
III. Health & Wellness	74
IV. Community & Student Life Policies	74
Residential Life	87
I. Introduction	87
II. Community Advisors	87
III. Residential Guidelines and Policies	88
Sexual Misconduct, Intimate Partner Violence and Stalking Policy, Resources, & Procedures	96

I.	Introduction and Notice of Non-Discrimination	96
II.	Prohibited Conduct and Definitions	98
III.	Sterling College’s Title IX Coordinator and Deputy Coordinators	108
IV.	Reporting	108
V.	Mandatory Reporting Policy.....	132
VI.	Campus Security Information	134
Student Accounts		139
I.	Billing Policy.....	139
II.	Refund Policy	139
III.	Appeals.....	141
IV.	Explanation of Important Fees	141
V.	General Policies.....	141
APPENDIX I		142
Sterling College Competencies		
APPENDIX II.....		143
Sterling College Outdoor Gear Rental Prices 2019-2020		
APPENDIX III.....		144
Sterling College Trail Map		
APPENDIX IV		145
Sterling College Forest Management Plan		
APPENDIX IV		193
Houston House Kitchen Safe Working Conditions		
APPENDIX VI		195
Common Standards for Written Work		
APPENDIX VIII.....		197
Sterling College Chainsaw Policies Outline		

WELCOME

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,



Matthew Derr
President

I. COLLEGE MOTTO

Working Hands. Working Minds.

II. 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.

III. 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.

IV. COLLEGE-WIDE COMPETENCIES

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

A. 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.

B. 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.

C. 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.

D. 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.

E. 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 2019-2020

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/>

I. ACADEMIC CALENDAR

A. Fall 2019

- August 21-22: Faculty Meetings & Trainings
- August 25: Arrival Day & Registration
- August 26-September 10: Fall Intensive Session
- September 2: Labor Day (Offices Closed)
- September 11-12: Community Days
- September 13: Long Block Classes begin
- September 20: Climate Strike Day
- September 23: Last Day of [add/drop](#) for classes
- October 2: All College Work Day
- October 12: [Fall Open House](#) & [Family Weekend](#)
- October 24-29: Fall Break (no classes)
- November 11: Veteran's Day (Offices closed, no classes)
- November 23-December 1: November Break
- November 28-29: Offices closed
- December 10: Long Block Classes end
- December 11-12: Exam & Final Project Block
- December 13: Winter Break begins (for non-Expedition II students)
- December 13-16: Winter Expedition
- December 16: Expedition Dinner
- December 17: Expedition Debrief
- December 18: Campus Closes
- December 24-25: Holiday (Offices closed)
- December 31-January 1: Holiday (Offices closed)

B. Spring 2020

- January 20: MLK, Jr. Day (Offices Closed)
- January 22-23: Faculty Meetings & Trainings
- January 26: Arrival Day & Registration
- January 27-February 11: Winter Intensive session
- February 12-13: Community Days
- February 14: Long Block session classes begin
- February 21: Last day of [add/drop](#) for classes
- March 2-3: Long Weekend (no classes)
- March 3: Town Meeting Day (Offices Closed)
- March 21-29: Spring Break

- April 24: All College Work Day
- May 5: Long Block session classes end
- May 6-7: Exam & Final Project Block
- May 9: [Commencement](#)

C. Summer 2020

- May 18-29: May Intensive Session
- May 25: Memorial Day (Offices Closed)
- June 1-July 2: Summer Session I
- July 3: Independence Day observed (Offices Closed)
- July 3-July 12: Summer Break
- July 13-August 14: Summer Session II

College Email & 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.

I. OFFICES OF THE COLLEGE

A. Academic Office

The Office of Academics is located on the second floor of Kane Hall and is comprised of the Dean of Academics, Associate Dean of Academics, 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 a member of the Academic Office listed below. 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 WBFP dean, who may refer students to the appropriate Academic Office.

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.

B. Admission Office

The Office of Admission is located in 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.

C. 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.

D. 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.

E. 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](#).

F. Brown Library

The Brown Library is located at 1205 North Craftsbury Road. The library supports the academic needs of the Sterling community. It is open 24/7, and its focused collection was built in large part, by requests and is supplemented by an interlibrary loan network when additional books and articles are needed. The library operates on the honor system; there is a self-checkout station at the front desk. It is also open to the public during weekdays.

Wendell Berry Farming Program (WBFP) students can access the Brown Library's resources through the library's website (<https://sterlingcollege.edu/academics/brown-library/>). 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.

G. 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.

H. Student Life Office

The Dean of Students Office is located on the second floor of Dunbar. The Dean of Students 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 Students 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 Students also works with the Community Council to promote community dialog and elicit input on campus life and College-wide issues, and collaborates with faculty advisers to ensure student success.

I. Financial Aid Office

The Director of Financial Aid is located in 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.

J. Facilities Department

The Vice President and Chief Financial Officer 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

K. School of the New American Farmstead

The School of the New American Farmstead offers leading-edge short courses including 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 Kane Hall. Go to <https://sterlingcollege.edu/school-of-the-new-american-farmstead/> or email: newamericanfarmstead@sterlingcollege.edu for more information.

Governance

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.

I. LEADERSHIP COUNCILS (VISION & DIRECTION)

A. President's Council

President's Council 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. The Council 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 Students, Dean of Finance & Operations, and Dean of Professional Studies. Members of the Council 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 Council also oversees institution-wide emergency response.

B. Faculty Council

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. In absence of the Dean, the Associate Dean serves as chair. All employees designated as faculty by the Dean of Academics are members of the Faculty Council. Faculty Council routinely seeks student feedback on certain proposals.

C. Community Council

The Community Council is open to all students, faculty, and staff and meets Thursdays at 4:30pm.. This weekly gathering is chaired by the Dean and Associate Dean of Students 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 Community 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.

D. 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.

E. 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 Associate Dean. Council Membership is comprised of the Dean and Associate Dean of Finance and Operations, Dean of Academics and Dean of Students. When warranted, staff and faculty members who have direct responsibility and accountability for creating and managing departmental budgets may also be required to attend.

II. OPERATIONAL COMMITTEES (TACTICS & IMPROVEMENT)

A. Degree Planning Committee

The Degree Planning Committee is a committee of 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, Associate Dean of Academics, Registrar, and full-time faculty appointed by the Dean of Academics.

B. 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 be comprised 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.

C. 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. This Committee is chaired by the Associate Dean of Academics and Advising, and membership comprises of the Dean of Academics, Dean of Students, Assistant Dean of Academics & Registrar, Associate Dean of Students, and Director of Learning Support.

D. 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.

E. 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 Students and/or the Associate Dean of Students, 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.

F. Strategic Initiative Task Forces (Research & Development)

Each of the following five task forces will be provided with a detailed charge that aligns with the commitments established in the Strategic Initiative. Task Force membership will include faculty, staff, and may also include students. These first five task forces will first report to the Board of Trustee Commitment Assessment Teams on their progress at the Autumn Meeting on October 18, 2019 and their work is anticipated to conclude prior to the Winter Meeting of the Board on December 18, 2020.

- Calendar & Schedule Task Force
- Annis & Alford and Strong Task Force
- Academic/Work/Community Competency Evaluation Task Force
- New Learning Pathways Task Force
- Consumption & Sustainability Task Force

G. 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.

Institutional Resources & Operations

A. Alliance

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

B. 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.

C. 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.

D. 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.

E. 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.

F. 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 at the COC office.

G. 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.

H. 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.

i. *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
- Dinner: 5:30 PM – 6:00 PM Daily
- Sunday Brunch: 11:00 AM – 12:00 PM

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

ii. *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.

iii. *Meal Plans*

Meal plans are available for students both residential and off-campus students. Commuting students should visit the business office to discuss meal plan options. All commuting students must indicate their preferred meal plan to the Business Office no later than the end of the add/drop period for a given semester. If no meal plan is purchased, meals will be available at guest rates. 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.

iv. *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

v. *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.

vi. *Community Health 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 Students 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
- 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.

I. 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 member to avoid meeting conflicts).

J. 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.

K. Equipment Rentals

Craftsbury Campus

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

i. *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:

- a. The renter must inform the Equipment Manager of itinerary and trip plan.
- b. 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.
- c. The renter must realize that canoeing is a potentially hazardous activity and assume all associated risks.
- d. The renter must complete sign out arrangements (rental fee, damage deposit, and inspections) with the Equipment Manager.

ii. *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 2019-2020.

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.

iii. *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.

L. 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 member to avoid meeting conflicts).

M. 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.

N. 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 Alfond 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

Please 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!

O. Forest, Trails, and Wetlands of Craftsbury Campus

i. 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.

ii. *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.

iii. *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.

iv. *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.

v. *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.

vi. *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.

vii. *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 Students. 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.

viii. *Virginia Russell Sugarbush*

The Virginia Russell woodlot is privately owned by the Russell family, but they have generously allowed it to be used by both Sterling College as well as the Craftsbury Outdoor Center. 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,

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.

ix. *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.

P. 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.

Q. 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

	Annual Coverage (8/15/2019 - 8/14/2020)	Spring Coverage (1/20/2020-8/14/2020)	Summer Coverage (5/15/2020-8/14/2020)
Enrollment / Waiver Deadline	August 15, 2019	January 1, 2020	May 18, 2020

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.

R. 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.

S. 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.

T. Laundry

Craftsbury Campus

Free washers and dryers are located in Madison, Merlin, Houston House, Hamilton and Jefferson. Clotheslines are available between Madison and Merlin and between Hamilton and Jefferson. Tampering with machines will result in disciplinary actions.

Wendell Berry Farming Program

Students will have access to washers and dryers on the second floor and in the basement of Colonial Hill House. Laundry equipment at The Berry Center is reserved for TBC staff.

U. 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.

V. 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:

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

W. 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.

X. Mail

Craftsbury Campus Mail

Students are assigned a box in the Dunbar Student Center 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 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.

Y. Outside Mail

From 2019-2020, 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.

Z. 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 sender.

AA. Wendell Berry Farming Program

WBFP residents' address during the school year is: 316 E. Cross Main Street, New Castle, KY 40050

AB. 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.

AC. 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.

AD. 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:

- i. Meet regularly to plan and organize events to support students of color
- ii. Attend Equity Council Meetings and other community meetings, such as Community Council

- iii. Work with Coordinate off campus trips to cultural and educational events for students of color
- iv. Do outreach to organizations run by and for people of color to enhance support for students of color

AE. 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.

AF. 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

AG. 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 Vehicle is a vehicle that students can use for this purpose. Students must present evidence of health and wellness appointments to use the vehicle. Before using the wellness vehicle, students must first obtain approval from the Director of the Wellness Center and complete a driver training and safety course.

AH. Wellness Resources for Vermont Campus

Emergencies:

- 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

AI. Medical Emergency

- **Copley Hospital & Emergency Room:** 528 Washington Hwy, Morrisville, VT 05661 Phone: 802-888-4231
- **Poison Control Center:** 1-800-222-1222
- **On-call Farm & Livestock staff:** To contact, call Sterling College's On-Call at 802-290-9931

AJ. Mental Health Emergency

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

i. 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

ii. Text & Webchat 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

AK. 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

AL. Wellness Resources for Vermont Campus: Local Healthcare Options

i. 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

ii. *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/>

iii. *Counseling & Mental Health*

- Local In-Person Counseling:
Pablo Coddou, pablocoddou@gmail.com, Craftsbury Common, VT 802-917-8363 (Accepts Gallagher, Blue Cross Blue Shield, Medicaid) With a referral from the Dean of Students, 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 be permitted to have 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 802-888-8320 (CHSLV Partner)
- Wellspring Mental Health & Wellness Center: 39 Church St, Hardwick 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/>

iv. *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

v. *Pharmacies*

- Rite Aid Pharmacy (Hardwick): 82 VT-15, Hardwick, VT 05843, Phone: 802- 472-6961
 - Rite Aid Pharmacy (Morrisville): 48 Congress St, Morrisville, VT, 05661, Phone: 802-888-2226
 - CVS Pharmacy (Morrisville): 13 VT-15 E, Morrisville, VT 05661 Phone: 802-888-4239
 - Kinney Drugs (Morrisville): 97 Morrisville Plaza, Morristown, VT, Phone: 802-888-5244
- vi. *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 (Burlington) – POC & LGBTQ-informed Therapeutic Support for Violence Survivors
- vii. *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/>
- viii. *Sexual Health & Reproductive Care:*
- Copley Hospital Women’s Center: Gynecology & Obstetrics, Birthing Center 802-888-8100
 - Planned Parenthood (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 802- 888-3077
 - Transgender Health Clinic (Burlington): Primary Care, Gender Transition Care, Sexual Health & Reproductive Care <https://www.chcb.org/services/medical-care/transgender-lgbtq-health-clinics/>
 - Vermont CARES (HIV+ Services): <https://vtcares.org>
 - SASS Textline: Confidential Answers to LGBTQ Sexual Health Questions 724-888-SASS (7277)
- ix. *Substance Abuse Services:*
- Alcoholic Anonymous: 802-334-1213, www.aavt.org
 - Narcotics Anonymous: 802-773-5757
 - Tri-County Substance Abuse Services (Newport): 802-334-5246
 - Tri-County Substance Abuse Services (St. Johnsbury): 802-748-1682
 - North Central Vermont Recovery Center (Morrisville): 802-851-8120
- x. *Alternative Medicine Resources:*
- Inner Rivers Oriental Medicine (Hardwick): 802-472-7153
 - Roots of Wellness Apothecary (Hardwick): 144 South Main Street, Hardwick
 - Hardwick Physical Therapy: 802-472-6186
 - Hardwick Chiropractic: <http://hardwickchiropractic.com/>
 - Vermont Center for Integrative Herbalism: Sliding-scale Professional Herbalism Clinic <https://vtherbcenter.org/>
 - Grian Herbs (Montpelier): <http://grianherbs.com/>
 - Montpelier Community Acupuncture: Sliding-scale Acupuncture Clinic <https://www.integrativehealthvt.com/montpelier-community-acupuncture>
 - Northeast Kingdom Human Services: 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 <https://nkhs.org/services-2/> Newport: 802-334-6744, St. Johnsbury: 802-748-8997

AM. Wellness Resources for Kentucky Campus

i. Emergencies

If someone needs immediate medical attention or there is immediate danger **CALL 911**. Then call one of the following numbers:

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

ii. 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

iii. Buildings & Grounds Emergency

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

iv. 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: Confidential Domestic & Sexual Violence Services Hotline based in Hardwick, VT 802-472-6463

v. Text & Webchat Services:

- National Suicide Prevention Lifeline Chat: Connects individuals with counselors for emotional support and other services via web chat, free, 24/7 <https://suicidepreventionlifeline.org/chat/>
- 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

AN. Wellness Resources for Kentucky Campus: Local Healthcare Options

i. 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.

ii. Primary Care

- Norton Immediate Care Center (LaGrange): Open every day, 9 a.m. to 9 p.m. — 1230 Market St., Suite B, LaGrange, KY 40031 (502) 225-6920 <https://nortonhealthcare.com/locations/immediate-care-centers/lagrange>
- Baptist Health hospital (LaGrange): 1025 New Moody Lane, LaGrange, KY 502-222-5388 https://www.baptisthealth.com/lagrange/pages/default.aspx?utm_source=GMB&utm_campaign=local-listing
- Damon Gatewood, MD (Campbellsburg): Family Medicine, Baptist Health 58 Citation Ln., Campbellsburg 502-532-7341
- Dr. Ronald Koff (New Castle): Henry County Medical Center, 15 S. Main Street New Castle, KY 502-845-7550
- Dr. Kenneth A. Gardner (Eminence): Kentucky One Health Primary Care, 150 Fairview Ct., Eminence, KY 502-845-5672 <http://www.kentuckyonehealth.org/body.cfm?id=5120&action=detail&ref=1617>
Monday-Friday, 8 a.m. - 5 p.m.
Tuesday evenings, until 7 p.m.
- Henry County Health Dept: 75 Park Road, New Castle, KY 502-845-2882

iii. *Pharmacies*

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

iv. *Counseling*

Please contact Dean of WBFP [Leah Bayens](#) and/or Dean of Students [Megan Banner Sutherland](#) for more information and to coordinate care.

- KVC Kentucky: 420 Capital Avenue, Frankfort, KY 859-254-1035
- Centerstone LaGrange: 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>

v. *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

vi. *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

vii. *LGBTQ support:*

- University of Louisville LGBT Center: (welcome to guests) Strickler Hall Room 126, University of Louisville, Louisville, KY 40292 502-852-0696 lgbt@louisville.edu
- 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: Discrimination or Civil Hate Crime Complaint Filing <https://louisvilleky.gov/government/human-relations-commission/services/file-discrimination-or-civil-hate-crime-complaint> 502-574-3631, 745 W. Main Street, Suites 251, Louisville, KY
- Kentucky Commission on Human Rights: File a complaint: 1-800.292.5566, kchr@mail.ky.gov, <https://kchr.ky.gov/filingcomplaints/Pages/default.aspx>

viii. *Additional Wellness Resources:*

- Bluegrass Rape Crisis Center: 2025 Regency Road, Lexington 859-253-2615
- Center for Women and Families: 24 hour crisis line 844-237-2331 (844-Be-Safe-1)
- Planned Parenthood (Louisville): HIV testing, pregnancy testing and care, STI testing and treatment, comprehensive health care for all genders 842 S 7th St, Louisville, KY 40203, 502-584-2473
- Louisville Health Center: 842 S 7th Street, 502-584-2473
- Bluegrass Health Center (Lexington): 268 Southland Drive, Suite 120 Lexington, KY 859-252-8494
- New Albany Health Center (Indiana): 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>

ix. *Drug & Alcohol Wellness*

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: Toll-free to speak with a specialist about treatment options and available resources <https://odcp.ky.gov/Pages/Treatment-Resources.aspx> 1-833-8KY-HELP (1-833-859-4357)
- Operation UNITE provides a toll-free Treatment Referral Line for anyone seeking assistance with a drug addiction. 1-866-908-6483

Academic Program

I. 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.

II. ACADEMIC PROGRAM REQUIREMENTS

- A. Overview
- B. A Sense of Place (ASOP)
- C. Foundations courses
- D. General Education Requirements
- E. Majors
- F. Mathematics Competency
- G. Minors
- H. Senior Seminar Courses
- I. Senior Portfolio
- J. Capstone Learning Experience
- K. Senior Year Research Project
- L. Coursework-Only Petition Guidelines
- M. Writing Intensive Courses
- N. Commencement

A. 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 could potentially be waived on the basis of prior experience and coursework.

B. 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, enhance self-efficacy, and develops greater awareness as community members.

INT100A ASOP: Expedition 1 (Fall semester) is comprised 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.

C. 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.

D. 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:

- i. 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)
- ii. [Math competency requirement](#)
- iii. [Writing Intensive requirement](#)
- iv. [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.

E. Majors

i. Major options

Sterling offers majors in five areas: [Ecology](#), [Environmental Humanities](#), [Outdoor Education](#), [Sustainable Agriculture](#), and [Sustainable Food Systems](#). 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.

ii. Major components

All majors comprise of 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](#).

iii. 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).

iv. *Double Majors*

Students are allowed to pursue a double major and one, or both, majors in a 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.

F. 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.

G. 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*).

Student 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.

H. Senior Seminar courses

It is a degree requirement that students either:

- Take two 400-level seminar classes; or
- 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
-

Student 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](#).

I. 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.)

J. Capstone Learning Experience

All students must complete a Capstone Learning Experience (CLE), an upper-level focused course of study, which culminates 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 had declared their [Major](#). In addition, the CLE must be on file before the student begins his or her 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).

K. 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:

- i. 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 2019-2020](#). 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.
- ii. INT422 Senior Year Research Project I: SYRPI typically spans a student's first semester Senior Year, and can comprise of 3 to 6 credits. As a rule of thumb, 30 hours of engaged independent work time equates to 1 academic credit.
- iii. INT423 Senior Year Research Project II: SYRPII typically spans a student's second semester Senior Year (i.e. their final semester) and comprises of 3 to 6 credits. As the latter part of the student's culminating project, it should always include the following components:
 - a. A presentation, which could be a presentation for the Sterling community, a presentation for a related class, or a workshop for an outside audience;
 - b. 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 more than 2 courses, a change of title, and any other substantial modification to the original proposal.

L. Coursework-only option guidelines

A Coursework-Only Option CLE 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:

- i. A list of proposed 300-400 level courses, including:
- ii. Course titles, numbers, and semester,
- iii. Total credits in coursework-only option (a minimum of 12),
- iv. Annotation describing how each individual course contributes to a CLE (approx. 50 words each).
- v. 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.
- vi. 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.

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.

M. 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.

N. Academic Dates & Deadlines 2019-2020

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

O. 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.

III. 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:

- A. [AVIC Exchange](#)**
- B. [Course Assistantships](#)**
- C. [College Teaching Experiences](#)**
- D. [Dual Enrollment Courses](#)**
- E. [Global Field Studies](#)**
- F. [Independent Studies](#)**
- G. [Internships](#)**
- H. [Lifelong Learning Portfolio](#)**
- I. [Minors](#)**
- J. [School of the New American Farmstead](#)**
- K. [Second B.A. Degree](#)**
- L. [Special Topics & Topics Classes](#)**
- M. [Tuition for Sterling Alumni](#)**
- N. [Wilderness Field Semesters](#)**

A. 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.

B. Course Assistantships (CATS)

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:

- i. Students develop a proposal in consultation with the primary course instructor.
- ii. 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 2019-2020](#).
- iii. The primary course instructor informs the Office of Academics of their approval of the submitted proposal.
- iv. The Office of Academics reviews the proposal and provides feedback to the student and instructor that must be addressed before final approval.
- v. Upon final approval, the Registrar will enroll the student for the approved Course Assistantship in the student information system

C. College Teaching Experiences (CTE)

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:

- i. Students develop a proposal in consultation with the primary course instructor.
- ii. 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 2019-2020.
- iii. The primary course instructor informs the Office of Academics of their approval of the submitted proposal.
- iv. The Office of Academics reviews the proposal and provides feedback to the student and instructor that must be addressed before final approval.
- v. Upon final approval, the Registrar will enroll the student for the approved CTE in the student information system

D. 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 has Dual Enrollment relationship with St. Johnsbury Academy, Lamoille Union High School, Northfield High School, and Craftsbury Academy.

E. 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 three criteria:

- i. 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;
- ii. 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
- iii. Number of global field studies and/or field semesters already taken. Students who enter Sterling with fewer than 60 credits will be granted priority registration for two GFS courses or field semesters. Students entering with more than 60 credits will only be granted priority for 1 GFS course or field semester.

There are no additional fees for taking a global field studies course, however, students 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.

F. Independent Studies

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.

i. *Eligibility for Independent Study:*

- a. Students may propose an independent study (IS) if they will have 45 or more credits before they undertake the study.
- b. 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.
- c. 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.

ii. *Proposal process:*

- a. 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).
- b. 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 2019-2020](#). 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 long block during which the study will occur.
- c. The independent study advisor informs the Office of Academics of their approval of the submitted proposal.
- d. The Office of Academics reviews the proposal and provides feedback to the student and advisor that must be addressed before final approval.
- e. Upon final approval, the Registrar will enroll the student for the approved independent study in the student information system

iii. *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 the expenditure has occurred, a student may submit a check request to claim the money back, accompanied by receipts, to allow money to be reimbursed. 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.

G. 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](#).

H. Lifelong Learning Portfolios

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.

i. Eligibility:

- a. Students must have been enrolled at Sterling College for a full semester before they can start a LLP course.
- b. 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.

ii. Proposal Process:

- a. Students will first discuss their intention with the Dean of Academics or Associate Dean of Academics to determine their eligibility.
- b. Eligible students work with their academic advisors to design and propose LLP courses with an advisor.
- c. 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).
- d. The proposal must be submitted using the wufoo form, and include the following components:
 - i. A brief description of the student's professional experience (200 words)
 - ii. A rationale for proposing the LLP
 - iii. Name of advisor supporting the LLP process
 - iv. An approximate number of credits being sought
 - v. An overview of types of documentation that can be included in the portfolio
 - vi. Describe how the LLP connects to a student's intended studies (200 words)
 - vii. The product of the study (i.e., what will the portfolio contain? How will it be formatted? Will it be digital or printed? etc.)
 - viii. A methodology for assessment of the completed portfolio
 - ix. A timeline for completing the work
- e. 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.
- f. 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.
- g. Proposals deadlines follow the same timeline as multi-credit independent studies (see [Academic Dates and Deadlines 2019-2020](#)).
- h. Following the Dean's approval, a student will work with their advisor to complete the [portfolio](#) within one semester.
- i. 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.

I. 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](#).

J. 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.

K. 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.

L. 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.

M. 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:

i. 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 each calendar year. Alumni can contact The Registrar to request to enroll in a course as long as the following criteria are met:

- a. Sterling B.A. or A.A. degree or Sterling School diploma in hand
- b. Good standing with the College
- c. Space availability
- d. 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.

ii. 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 each semester at a reduced per-credit fee of \$300. Criteria for enrollment are as follows:

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

- d. 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.

N. 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 2019-2020](#) for details. Allocation of spaces is determined based on three criteria:

- i. 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;
- ii. Seniority as determined by number of credits completed at the time of registration: student with more credit completed with receive priority; and
- iii. Number of global field studies and/or field semesters already taken: students who have taken two or more global field studies and/or field semesters will lose priority relative to students who have not yet participated in two global field studies and/or field semesters.

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.

IV. ACADEMIC POLICIES

This section includes details of policies concerning the following areas:

- A. [Academic Honesty](#)
- B. [Academic Review](#)
- C. [Adding & Dropping Courses](#)
- D. [Administrative Withdrawal](#)
- E. [Attendance, Tardiness, & Late Work](#)
- F. [Auditing courses](#)
- G. [Cancellation of courses](#)
- H. [Course waivers](#)
- I. [Evaluation of Student Performance](#)
- J. [Incomplete Courses](#)
- K. [Leave of Absence and Exiting the College](#)
- L. [Plagiarism](#)
- M. [Repeating Courses](#)
- N. [Responsible Conduct & Course Safety](#)
- O. [Returning Students](#)
- P. [Right to Challenge Incorrect Information](#)
- Q. [Satisfactory Academic Progress](#)
- R. [Standard Course-load, Overload, & Part-time status](#)
- S. [Transfer credits, Advanced Placement courses, International Baccalaureate, and A-Levels](#)
- T. [Withdrawal From One or More Courses](#)

A. 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.

B. 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:

- i. QPA (Quality Point Average) of below 2.0 for a given semester
- ii. Repeated absences from class
- iii. Late or incomplete assignments
- iv. Repeatedly missing appointments with an advisor or faculty member
- v. Violations of academic honesty policy
- vi. 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 Associate Dean of Academics weekly until mid-term to develop supports, review progress, and celebrate successes. The student's support team will communicate regularly to provide 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.

C. 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 2019-2020](#) 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.

D. 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 Students 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:

- i. are responsible for all debts and other charges related to the course
- ii. are not eligible for a tuition refund for the course
- iii. receive an "AW" grade notation. The "AW" grade does not affect a student's grade point average.
- iv. 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.
- v. 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.
- vi. 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 Students requesting a review of the student's circumstances and the decision.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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	B+=87 - 89	C+=77 - 79	D+=67 - 69
A= 90 - 94	B= 84 - 86	C=74 - 76	D=64 - 66
	B-=80 - 83	C-=70 - 73	D-=60 - 63

F=Below 60 (no credit earned)

I=Incomplete

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	B+ = 3.25	C+ = 2.25	D+ = 1.25
A- = 3.75	B = 3.0	C = 2.0	D = 1.0
	B- = 2.75	C- = 1.75	D- = 0.75
			F = 0

J. 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 2019-2020](#)). 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.

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.

K. 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.

L. 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 \(OWL\)](#).

M. 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).

N. 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.

O. 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.

P. 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.

Q. Satisfactory Academic Progress

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

- i. To achieve second-year status, a student must earn 27 credits with a minimum QPA of 1.7.
- ii. To achieve third-year status, a student must earn 60 credits with a minimum QPA of 2.0.
- iii. To achieve fourth-year status, a student must earn 90 credits with a minimum QPA of 2.0.
- iv. 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.

R. 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), Kropa 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.

S. 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.

T. 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 2019-2020](#). 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 Students 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.

V. 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.

A. Categories of information contained in student records

i. 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.

ii. 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.

iii. 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.

B. 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:

- i. other Sterling officials with legitimate educational interests.
- ii. an educational agency in which the student seeks or intends to enroll when such transfer is initiated by the student/parent.
- iii. authorized representatives of Controller General, Secretary of Education, or state educational authorities.
- iv. in connection with financial aid for which the student has applied (limited disclosure permitted).
- v. accrediting organizations to carry out accrediting functions.
- vi. parents of dependent students.
- vii. appropriate parties in a health or safety emergency if the information is necessary to protect health or safety of the student.
- viii. 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.

VI. 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.

VII. 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.

A. 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:

- i. Extended time for completion of assignments and/or tests
- ii. Reducing overall course load
- iii. Find a distraction-free environment
- iv. Divide longer assignments into shorter parts
- v. Get permission to record lectures
- vi. Receive class notes
- vii. Use text-to-speech software
- viii. 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.

VIII. 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:

- [A. Audio-Visual Resources](#)**
- [B. Borrowing Privileges](#)**
- [C. Checkout of Books](#)**
- [D. Copyright Guidelines](#)**
- [E. Course Reserves](#)**
- [F. Donations](#)**
- [G. Journal Databases](#)**
- [H. Interlibrary Loan](#)**
- [I. Library Catalog](#)**
- [J. Requests for Purchase of Library Materials](#)**
- [K. Research Assistance](#)**

A. 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.

B. Borrowing Privileges

The loan period for books is 30 days for students, with 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)

C. 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.

D. 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.

E. 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.

F. 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.

G. 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
STU1234

H. 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.

I. 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.

J. Requests for Purchase of Library Materials

You are welcome to suggest purchases of books to add to the library collection using this form.

K. 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.

L. Wendell Berry Farming Program Brown's 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.

HARD WORK

Work Program

I. 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.

A. 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.

II. 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

III. 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.

IV. WORK PROGRAM REQUIREMENTS AND WORK STUDY

A. 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.

- i. In order to receive an S (Satisfactory) grade, on-campus students need to meet all of the following requirements every semester:
 - a. Successful completion of assigned 14-hour chores rotation (Farm, Dish, or Garden Chores)

- b. Participation in All College Work Day for a minimum of 6 hours
 - c. Complete a minimum of 58 hours in a Work Crew position.
 - d. Complete an End of the Semester Evaluation and Reflection (up to 2 hours)
 - e. 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.
- ii. 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:
- a. Participate in All College Work Day (6 hours)
 - b. Complete 42 hours in Work Crew position
 - c. Complete an End of the Semester Evaluation and Reflection (up to 2 hours)
 - d. Complete the overall total number of contracted hours as stated on their position description (50, 80, 90, or 100).

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.

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.

B. 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 timecards 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 trainings 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.

C. Work Crew Position Placement

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.

D. 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.

i. 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.

ii. 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.

iii. *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.

iv. *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.

E. 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.

V. WORK PROGRAM CONDUCT AND DISCIPLINARY POLICIES

A. 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 Work Program staff 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. Work Program staff 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 Work Program staff within 24 hours, the Work Program staff 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 trainings, 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.

B. 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.

C. Work Review

Students who are significantly struggling to complete their Work Program commitments will be placed on Work Review. The Work Program staff may place students on Work Review who:

- i. Fail to meet basic expectations
- ii. Have completed less than 10 hours of any Work Program work by the semester mid-term
- iii. Receive an overall Unsatisfactory grade in the Work Program with 7 or more incomplete hours
- iv. Were dismissed from the Work Program in the prior semester
- v. Engaged in 1 or more serious workplace misconduct incident.

Work Review, like Academic Review, is a time of intensive skill-building and support facilitated by Work Program staff. Students placed on Work Review will meet with their Advisors weekly and plan for both short-term and long-term success in the Sterling Work Program. Success plans may draw on other support systems, including the student's Work Crew supervisor, Director of Learning Support, or the Dean of Students.

Students will be taken off Work Review if and when they earn a Satisfactory grade in the Work Program.

Two consecutive semesters of an Unsatisfactory grade and/or Work Review may result in dismissal from

Sterling College. Please see [“Administrative Withdrawal”](#) for more information.

D. 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.

E. 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.

VI. 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.

VII. FEDERAL COMPLIANCE

A. 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.

B. 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.

- i. *The term “work-college” is defined as an eligible institution that:*
 - a. Is a public or private nonprofit school with a commitment to community service.
 - b. Has operated a comprehensive work-learning program for at least two years.
 - c. 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.
 - d. Requires all students who reside on campus to participate in a comprehensive work-learning program.
 - e. Requires providing services as an integral part of the school’s educational program and as part of the school’s educational philosophy.
- ii. *A “comprehensive work-learning program” is defined as a student work/service program that:*
 - a. Is an integral and stated part of the institution’s educational philosophy and program.
 - b. Requires participation of all resident students for enrollment, participation, and graduation.
 - c. Includes learning objectives, evaluation*, and a record of work performance as part of the student’s college record.
 - d. Provides programmatic leadership by college personnel at levels comparable to traditional academic programs.
 - e. Recognize the educational role of work-learning supervisors.
 - f. Includes consequences for nonperformance or failure in the work-learning program similar to the consequences for failure in the regular academic program.

C. Job Descriptions

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

- i. The name and address of the student’s employer (department, public agency, nonprofit organization).
- ii. The purpose of the student’s job.
- iii. The student’s duties and responsibilities.
- iv. The required job qualifications.
- v. The job’s wage rate or range.
- vi. The length of the student’s employment beginning and ending dates.
- vii. The name of the student’s supervisor.
- viii. The final deadline to submit timecards for Work Program grade consideration

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.

D. 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.

E. 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.

F. Payroll Records

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

- i. A payroll voucher containing sufficient information to support all payroll disbursements.
- ii. 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.

- iii. 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.

G. 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:

- i. Paid less than he/she would be if no academic credit were given.
- ii. 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).
- iii. Paid unless the employer would normally pay the person for the same job.

H. Discrimination and Sexual Harrassment

Please see section on "Discrimination, Harassment, and Sexual Assault".

I. 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/adahom1.htm>.

J. Work Policies for International Students (F-1 Status)

i. 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.

ii. 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.

iii. *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.

iv. *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.

v. *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 his or her 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 Adviser.

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

I. 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.

II. 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 Students on both campuses advise Student Activities Coordinators. All students are encouraged to participate in the Student Activities Committee. The Student Activities Committee is a sub-committee of the Community 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.

III. 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.

IV. COMMUNITY & STUDENT LIFE POLICIES

This section includes details of policies concerning the following areas:

- A. Community Behavioral Guidelines**
- B. Community Accountability**
- C. Problem Solving Procedures**
- D. Campus Security**
- E. Dangerous and Disruptive Behavior Policy**
- F. Drug and Alcohol Policy**
- G. Good Samaritan Statement**
- H. Immunization Policy**
- I. Appropriate Attire Standard**
- J. Communication**
- K. Computers**
- L. Animal Policy**
- M. College Vans**
- N. Off Campus Conduct**
- O. Retaliation Policy**
- P. Parking**
- Q. Smoking**

A. 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.

- i. 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.
- ii. Students must abide by the Community Behavioral Guidelines and all College Policies.

B. Community Accountability

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

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

The Dean of Students Office will investigate accusations of violations of community behavior guidelines and violations reported using the College Incident Report, which may result in a variety of sanctions including a Community Review contract. As needed, a faculty advisor may investigate accusations of violations of community behavior guidelines and violations reported using the College Incident Report. 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 Judicial Committee (JC) will convene at the Dean of Students 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.

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.

C. 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.

- A student should bring any concerns or complaints directly to the attention of the person in conflict to try to reach a resolve the situation when appropriate. This should be done in a timely manner relative to the action or incident that is the basis for the complaint. If the

- student with the complaint would like informal help with this action, they are encouraged to ask their Faculty Advisor or Community Advisor for support.
- 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.

D. 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.

E. 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:

- i. Any behavior that points to the potential of imminent, foreseeable or existing danger to self, other students or other members of the College community
- ii. Destructive, intimidating, violent or other inappropriate behavior
- iii. Self-inflicted violence
- iv. Abuse of alcohol or other substances that places the individual or others at risk
- v. Public suicide attempts, suicidal gestures or disruptive statements of suicidal ideation
- vi. Lack of response to multiple attempts at communication to determine student health and safety
- vii. Failure to comply with prescribed medication orders, resulting in dangerous behavior
- viii. 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.

F. 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 Students 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 Students.

i. *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 Students Office. If the student does not follow through, the employee should complete an incident report and submit it to the Dean of Students.

G. 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.

H. 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:

- i. Tdap or Td booster within the last 10 years
- ii. MMR (2 doses with a minimum of four weeks between doses and the first dose given after the 1st birthday or positive titers)
- iii. Meningococcal (1 dose for students living in campus-based housing after the 16th birthday, or a booster after the 16th birthday if the first dose(s) were received prior to age 16)

- iv. 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;)
- v. 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.*

I. 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.

J. Communication

All students are given a Sterling College Gmail email address. Students who live on campus are given a mailbox on the second floor of Dunbar in the Student Resource Center. 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.

To receive and send packages, we ask all students to have a U.S. Post Office Box number. At the start of the School year, it is expected that students will go to the Craftsbury Common Post Office or the New Castle Post Office and invest in a P.O. Box.

K. 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.

- i. *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.
- ii. *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.
- iii. *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.

iv. *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.

v. *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.

vi. *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:

- a. Do not violate software license agreements by copying Sterling College software or adding any software to Sterling College computers.
- b. 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.
- c. 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.
- d. Do not engage in activities that are prohibited under state or federal law.
- e. Protect your personal information. Do not reveal your personal address or phone number, or those of students or colleagues.
- f. Note that electronic mail (e-mail) cannot be guaranteed to be private.
- g. 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.
- h. 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.
- i. Do not post anonymous messages.
- j. Do not SPAM. Sending unsolicited mail can result in Sterling College losing Internet service.
- k. Degrading or disrupting equipment, software, or system performance is prohibited.

vii. *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.

viii. *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.

ix. *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.

x. *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.

xi. *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.

xii. *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.

L. Animal Policy

i. *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.

ii. *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 Students.

iii. *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 Students, 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 Students at least 30 days in advance. The Office of the Dean of Students 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.

iv. *Assistance Animals*

An Assistance Animal provides emotional support, comfort, companionship or therapeutic benefits.

- a. **A person qualifies for reasonable accommodation involving an Assistance Animal under the Fair Housing Act if:**
 - i. the person has a documented disability;
 - ii. the animal is necessary to afford the person with a disability an equal opportunity to use and enjoy the residence halls; and
 - iii. 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 Students Office by submitting a request at least 30 days in advance of arriving on campus.

- b. The College requires Dean of Students to ask for the following documentation:
 - i. 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.
 - ii. documentation from a veterinarian that your animal is up-to-date on vaccinations and is in good health,
 - iii. 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.
 - iv. 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.

v. *Animal Care*

Requirements for service animals, assistance animals and their owners include:

- a. The owner of the animal must be in full control of the animal at all times.
- b. Animals must be licensed in accordance with local regulations and, if appropriate, must wear a valid vaccination tag.
- c. Animals must wear identification at all times.
- d. 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 Students.
- e. 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.
- f. Service Animals should wear some type of easily recognized identification symbol (i.e., harness, backpack).
- g. Students will provide documentation of the continuing need for the assistance animal on an annual basis.
- h. The owner is responsible for appropriate waste clean-up and overall cleanliness of the animal.
- i. The owner is responsible for the appropriate management of their animal in all College facilities.
- j. 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.
- k. 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.

vi. *Removal of an Animal*

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

- a. The animal is out of control of the handler.
 - b. The animal is not vaccinated or licensed.
 - c. The animal causes disturbances such as noise or excessive odors.
 - d. The animal poses a direct threat to any member of the Sterling community.
 - e. The service/assistance animal is left unattended without care.
 - f. 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
- vii. *Etiquette with Service Animals and Assistance Animals*
- a. 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.
 - b. Do not feed a Service Animal or Assistance Animal. The animal may have specific dietary requirements.
 - c. Do not deliberately startle a Service Animal or Assistance Animal.
 - d. Do not separate or attempt to separate an owner from her or his Service Animal or Assistance Animal.
 - e. 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 Students Office.

M. 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.

i. Driver Selection

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

ii. 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.

iii. The standards for MVRs are as follows:

- a. All operators must have had a valid driver's license for at least 3 years.

- b. No Sterling College employee or student will be allowed to drive who has a borderline or poor MVR.
 - c. Driving records must remain acceptable or clear as outlined in the Sterling College Driver Handbook
 - d. There should not be any DUI, DWI, or similar alcohol or drug-related offenses within the past five years.
 - e. There will not be any exceptions for drivers who operate student occupied vehicles.
- iv. *Curriculum needs may preclude the availability of the vehicles. Conditions for using a van include:*
- a. Trips will need to have a minimum of 8 students for a van.
 - b. 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.
 - c. 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.
 - d. The college reserves the right to call off a trip due to weather, adverse conditions, or other unforeseen circumstances.
 - e. Upon return, vehicles must be emptied of all trash and personal belongings.

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

N. 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.

O. 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.

P. 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 the their assigned student parking areas.

Violating this parking policy will result in a fine of \$100.

- i. *Auld Lang Syne & Overflow Lot*
 - Commuter students
 - Guests of students
 - Madison Residents Only
 - Merlin Residents Only
 - North House Residents Only
- ii. *Lower Dorms*
 - Hamilton Residents Only
 - Jefferson Residents Only
- iii. *Houston House Parking*
 - Houston Residents Only
- iv. *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.

Q. Smoking

Indoor smoking is banned in all College buildings. There is a designated smoking area behind Madison and Merlin, and at the lower dorms' fire pit. Smoking regulations at Sterling include:

- i. There is no smoking within 25 feet of any door or window.
- ii. There is no smoking in front of Madison, Dunbar, Kane, Mager, or the visitors' parking area.
- iii. There is no smoking on any sidewalks or paths.
- iv. 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

I. 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. There are one to two Community Advisor (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.

II. COMMUNITY ADVISORS

Community Advisors (CAs) are a direct link between the student residents and the Dean of Students and Director of Residential 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.

Community Advisors:

- 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, Residence Community Advisors lead a meeting to determine house agreements on the following topics:

- 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.

III. RESIDENTIAL GUIDELINES AND POLICIES

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

- A. Balconies
- B. Bicycles
- C. Cleaning and Room Inspections
- D. Damages
- E. Fire Safety in Residence Halls
- F. Food
- G. Furniture
- H. Guest Privileges
- I. Housing Students Under the Age of 18
- J. Meal Plan
- K. Parties
- L. Recycling
- M. Roofs
- N. Room Assignments
- O. Room Change Requests
- P. Room Use Agreement
- Q. Roommates
- R. Study and Quiet Hours
- S. Theft
- T. Vacations and Break Policies
- U. Windows

A. 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.

B. 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.

C. 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 Students.

D. 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.

E. 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 Community & Work will conduct a fall training session for all students in each residence hall. The procedure for running a fire drill is as follows:

- Each semester, Community Advisors and the Office of Community & Work 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 Community & Work will notify the local fire department of the drill, then proceeds to the dorm, notify the Community Advisers of the drill, and then immediately activates a pull station to start the alarm.
- In the event of an unplanned alarm, please note the following:
 - Everyone must evacuate the building immediately. No one may reenter the building for any reason.
 - The Community Adviser(s) should account for all residents at the designated waiting area. The Office of Community & Work and/or local fire department representative should be immediately notified if an occupant remains unaccounted for.
 - Only after the local fire department establishes the safety of the building may residents re enter the residence hall.

F. 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.

G. 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.

H. 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 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 Advisers whenever overnight guests will be present in the building. Please remind your guests of the following:

- i. 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.
- ii. Sleeping in the common areas of residence halls is prohibited.
- iii. The College may refuse entry to nonresidents or require them to leave the premises, at the College's sole discretion.
- iv. No one may live in a residence hall unless they are registered to live there through Sterling College. At the discretion of the Community Adviser and support from the office of Dean of Students, guests staying more than three nights in any one semester may be barred from further visitation in College residence halls.

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.

I. 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.

J. 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.

K. Parties

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

- i. 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 Students and the student activities group.
- ii. on the Kentucky campus, please contact WBFP staff.

L. 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.

M. 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.

N. 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 prescription for housing accommodation by a medical professional (primary care provider/mental health counselor), please provide your prescription to the Office of Community & Work.

Students may occupy housing assignments in accordance with the opening and closing dates of residence halls, which follows 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,

and 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.

O. 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 Advisers 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 Community & Work. 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 Students Office is responsible for room reassignments.

P. 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 Adviser and the Dean of Students Office.

i. Deposits

There are two kinds of residence hall deposits.

- a. *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.
- b. *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 Students, Community Adviser 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.

Q. 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 Students. If the conflict cannot be resolved through formal mediation a request to change rooms or swap roommates may be made with the Dean of Students 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.

R. 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.

S. Theft

Suspected thefts should be reported immediately to the Office of Community & Work 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.

T. 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 48 hours prior to the closing time, and in cases of extenuating circumstances. 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 scheduled breaks. If a student chooses to leave campus for a length of time that will affect their ability to complete the required 14 weekly hours of work, or if a student is taking a vacation during a longer break, they must notify their supervisor and return their room key to the Dean of Students. The student may be required to remove their belongings from their room.

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

All students on campus during a break will work 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.

In the event there is a position requiring specialized training that is not filled by students who have

petitioned to stay on campus, the Work Program office may hire a qualified student into this position. This student will be paid for their work in this role, and if they wish to stay on campus, will work an additional 2 hours a day in exchange for their room.

U. 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 Students 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 Students 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 between courses will be charged an additional board fee. This fee includes the meal plan and

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.

V. 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, & Procedures

I. 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.

A. Scope of Policy

This Policy applies to all reports of Prohibited Conduct occurring on or after the effective date of this Policy. Where the date of the reported Prohibited Conduct precedes the effective date of this Policy, the definitions of misconduct in existence at the time of the report will be used. The Investigation Process under this Policy, however, will be used to investigate and resolve all reports made on or after the effective date of this Policy, regardless of when the incident(s) occurred.

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.

B. 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.

C. Locations Covered

This Policy applies to of Sterling College’s campuses. This Policy 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 sanction under this Policy and/or other Sterling College policies as well.

i. 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.

ii. 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.

iii. 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.

iv. 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.

II. PROHIBITED CONDUCT AND DEFINITIONS

A. Sex or Gender-Based Discrimination

Sex or gender-based discrimination refers to the disparate treatment of a person or group because of that person's or group's sex, sexual orientation, or gender identity.

B. Sexual or Gender-Based Harassment

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

i. Harassment

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.

ii. Sexual Harassment

Any unwelcome sexual advance, request for sexual favors, or other unwelcome conduct of a sexual nature, whether verbal, physical, graphic, or otherwise.

iii. Gender-Based Harassment

Harassment based on sex, sexual orientation, or gender identity, which may include acts of aggression, intimidation, or hostility, whether verbal, physical, graphic, or otherwise. To qualify as Gender-Based Harassment, the conduct need not involve conduct of a sexual nature.

iv. Generally speaking, harassment can be divided into two types of conduct:

a. Quid Pro Quo Harassment

Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic standing, or participation in any aspect of a College program or activity or is used as the basis for the College's decisions affecting the individual.

b. 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.

v. 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:

- a. the frequency of the conduct
- b. the nature and severity of the conduct
- c. whether the conduct was physically threatening
- d. 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
- e. whether the conduct was directed at more than one person; and (6) whether the conduct arose in the context of other discriminatory conduct.

C. Sexual or Gender-Based Harassment:

- i. *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.*
 - a. 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.
 - b. May be committed by a stranger, an acquaintance, or someone with whom the complainant has an intimate or sexual relationship.
 - c. May be committed by or against an individual or may be a result of the actions of an organization or group.
 - d. May occur by or against an individual of any sex, sexual orientation, or gender identity.
 - e. May occur in the classroom, in the workplace, in residential settings, or in any other setting.
 - f. May be a one-time event or can be part of a pattern of behavior.
 - g. May be committed in the presence of others or when the Parties are alone.
 - h. May affect the complainant and/or Third Parties who witness or observe harassment and are affected by it.
- ii. *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:*
 - a. Physical conduct, including unwelcome touching, sexual/physical assault, impeding, restraining, or blocking movements, or unwanted sexual advances;
 - b. 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;
 - c. 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;
 - d. Written conduct, including letters, notes or electronic communications containing comments, words, or images described above;
 - e. Quid pro quo conduct, including direct propositions of a sexual nature between those for whom a power imbalance or supervisory or other authority relationship exists; offering educational or employment benefits in exchange for sexual favors; making submission to sexual advances an actual or implied condition of employment, work status, promotion, grades, or letters of recommendation, including subtle pressure for sexual activity, an element of which may be repeated requests for private meetings with no academic or work purpose; or making or threatening reprisals after a negative response to sexual advances.

D. Types of Sexual Misconduct

Sexual misconduct may include sexual assault, non-consensual sexual contact, sexual exploitation, or all of the above.

i. *Sexual Assault*

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

ii. *Rape*

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.

iii. *Incest*

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

iv. *Statutory rape*

Sexual intercourse with a person who is under the statutory age of consent in the applicable jurisdiction.

v. *Sexual assault*

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.

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

- a. By compelling the other person to participate in the sexual act without consent; or
- b. By threatening or coercing the other person; or
- c. By placing the other person in fear that any person will suffer imminent bodily injury; or
- d. 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
- e. 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:
 - f. by the consumption of drugs, alcohol or other intoxicants; or
 - g. because the other person is subject to a physical or mental incapacity such as sleep or unconsciousness.
- h. By participating in situations when the other person is physically incapable of resisting or of communicating an unwillingness to participate; or
- i. By participating in situations when the other participant is under the age of 16 or the acts in question constitute incest.

vi. *Non-consensual sexual contact*

Non-consensual contact includes:

- a. 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);
- b. causing an individual to touch their own private body parts, touching another

individual's body with a private body part, or disrobing or exposure of another without permission.

- c. Private body parts for purposes of this definition include breasts, genitals, buttocks, or groin.

vii. *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.

*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.

E. Types of Intimate Partner Violence

Intimate Partner Violence may be either domestic violence, dating violence, or domestic or dating misconduct, defined as follows:

i. *Domestic Violence*

Domestic violence is violence or the threat of imminent violence committed:

- a. By a current or former spouse or intimate partner of the person subjected to the violence;
- b. By a person with whom the person subjected to the violence shares a child in common;
- c. By a person who is cohabitating with, or has cohabitated with, the person subjected to the violence as a spouse or intimate partner;
- d. By a person similarly situated to a spouse of the person subjected to the violence under the domestic or family violence laws of the jurisdiction in which the violence occurred, or;
- e. By any other person against an adult or youth who is protected from that person's

acts under the domestic or family violence laws of the jurisdiction in which the violence occurred.

As a matter of Sterling College policy, the College strictly prohibits conduct that would constitute domestic violence as defined above. The College encourages complainants who believe they are being or have been subjected to such conduct, and others with knowledge of such conduct, to report the conduct to the College through the procedures described below, and to seek the support of the College and/or external resources identified in this policy.

ii. *Dating Violence*

Dating violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the person subjected to the violence. The existence of such a relationship shall be determined based on the parties' statements 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, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse, if involving individuals who are or have been dating as defined here.

Dating violence does not include acts covered under the definition of domestic violence stated above.

As a matter of Sterling College policy, the College strictly prohibits conduct that would constitute dating violence as defined above. The College encourages individuals who believe they are being or have been subjected to such conduct, and others with knowledge of such conduct, to report the conduct to the College through the procedures described below, and to seek the support of the College and/or external resources identified in this Policy.

iii. *Domestic or Dating Misconduct*

Domestic or dating misconduct is defined as threatening or coercive behavior that does not involve violence, but that occurs in the context of a domestic or dating relationship. The criteria for determining the existence of a domestic or dating relationship are provided in the above definitions of Domestic Violence and Dating Violence. Examples of Domestic or Dating Misconduct include but are not limited to the following, when occurring in the context of a domestic or dating relationship:

- a. conduct that may reasonably be expected to exploit or coerce;
- b. kidnapping and/or restraint;
- c. prevention of another's ability to communicate or move freely;
- d. violation of another's privacy;
- e. unauthorized entry and/or uninvited or unwanted presence in another's room or office.

F. Stalking

"Stalking" is defined as 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 the purposes of this definition:
- Course of conduct means two or more acts, including, but not limited to, acts in which the

- alleged 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 person subjected to the stalking.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

As a matter of Sterling College policy, the College strictly prohibits stalking as defined above. The College encourages complainants who believe that they are being or have been subjected to such conduct, and others with knowledge of such conduct, to report the conduct to the College through the procedures described below, and to seek the support of the College and/or external resources identified in this Policy.

When part of a pattern of behavior that falls within the definition of stalking described above, examples of stalking behaviors or activities may include, but are not limited to:

- 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 in connection with such communication, including but not limited to:
 - posting of pictures or texts in chat rooms or on websites;
 - sending unwanted/unsolicited e-mails 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
 - using Global Positioning Systems (GPS) or similar technology to monitor a person
 - Pursuing, following, waiting, 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 or "peeping"
 - Trespassing
 - Vandalism
 - Non-consensual touching
 - Direct verbal or physical threats
 - Gathering information about an individual from friends, family, or co-workers
 - Accessing private information through unauthorized means
 - Threats to harm self or others
 - Using a third party or parties to accomplish any of the above

G. Sexual Misconduct & Intimate Partner Violence: Definitions of Key Terms, etc.

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:

- i. *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.
 - a. 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).
- b. Past consent does not imply future consent.
 - c. Being in an intimate relationship does not, in and of itself, imply consent.
 - d. Silence or an absence of resistance does not imply consent.
 - e. Consent to engage in one activity with one person does not imply consent to engage in sexual activity with another person.
 - f. Consent to engage in one sexual activity with one person does not imply consent to engage in a different type of sexual activity.
 - g. Consent can be withdrawn at any time.
 - h. 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 he or she was 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.

ii. *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.

iii. *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.

iv. *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.

v. *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.

H. Retaliation

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 of Prohibited Conduct.

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 above 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 a violation of this Policy.

I. Privacy and Confidentiality

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.

ii. 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.

J. Responsible Employees and Requests for Confidentiality

A “Responsible Employee” includes any employee who:

- i. has the authority to take action to redress the harassment or any other misconduct by students or employees;

- ii. has the duty to report to appropriate school officials sexual harassment or any other misconduct by students or employees; or
- iii. 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 a 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, in conjunction with members of the Title IX Case Management Team, if deemed appropriate, 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 the 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 or a member of the Title IX Case Management Team 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.

K. Disclosures Required By the Clery Act

i. Timely Warnings

A "Timely Warning" is a campus-wide notification of a serious or continuing threat to the Sterling community. A Timely Warning does not include identifying information about a complainant. If a report of misconduct discloses a serious or continuing threat to the Sterling community, the College may issue a campus wide timely warning (which can take the form of an email to campus) to protect the health or safety of the community.

ii. Annual Reporting Responsibilities

All higher education institutions that receive federal funding, including the College, are obligated to issue publicly an Annual Security Report ("ASR") which identifies the number of particular reported crimes on campus or campus property, or adjacent to campus. The ASR does not include identifying information about the complainant or respondent.

III. STERLING COLLEGE'S TITLE IX COORDINATOR AND DEPUTY COORDINATORS

A. Notice of Designated Title IX Coordinator and Deputy Coordinators

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

Anne Morse
Faculty, Outdoor Education
Title IX Coordinator
amorse@sterlingcollege.edu
802-586-7711 ext. 144

Charlie Ryland
Faculty, Environmental Studies
Deputy Title IX Coordinator
cryland@sterlingcollege.edu
802-586-7711 ext. 126

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

B. Role of the Title IX Coordinator and Deputy Coordinators

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.

The Title IX Coordinator is supported and assisted by the Title IX Deputies, Vice President and Dean of Students. In addition, based on the relationship of the complainant and/or the respondent to the College, the Title IX Coordinator may be supported by the Dean of Academics and the Director of Finance and Operations. Collectively, the Title IX Coordinator and the individuals supporting the Title IX Coordinator are the "Title IX Case Management Team." The Title IX Case Management Team is made up of the Title IX Coordinator and Deputy Coordinators who have a "need to know" of any alleged Prohibited Conduct to effectuate this Policy.

IV. 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 local 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 legally 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.

A. 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.

Craftsbury Campus

Vermont State Police Headquarters

45 State Drive

Waterbury, VT 05671-1300

M - F / 8am - 4pm

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 (Hardwick)

Confidential Domestic & Sexual Violence Services

802- 472-6463

Clarina Howard Nichols Center (Morrisville)

24hr Domestic violence & sexual assault hotline and advocacy
802-888-5256

Woven Collective (Burlington)

POC & LGBTQ-informed Therapeutic Support for Violence Survivors
www.wovenvt.org

Kentucky Campus

Henry County EMS

502-845-5400,
716 S Property Rd, New Castle, KY

Henry County Sheriff Danny Cravens

502-845-2909,
henrycosheriff@gmail.com
123 N Property Rd, New Castle, KY 40050, 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

B. 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:

Title IX Case Management Team handles 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.

Team members include:

Megan Banner Sutherland

Dean of Students
Deputy Title IX Coordinator
msutherland@sterlingcollege.edu
802-586- 7711 ex. 149

Charlie Ryland

Faculty, Environmental Studies
Deputy Title IX Coordinator
cryland@sterlingcollege.edu
802-586-7711 ext. 126

C. 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

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
Website: 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
Boston, MA 02109-4557
617-289-0111 OCR.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 Commission on Human Rights

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

D. Other Reporting Considerations

i. 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 Title IX 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 poses a threat or danger to members of the Sterling community may also be addressed under this Policy.

ii. 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.

iii. 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 burden 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 specific request, the College shall 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.

iv. *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.

v. *Take Back the Night and Other Public Awareness Events*

Consistent with guidance from the Office for Civil Rights of the Department of Education, 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.

vi. *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:

- a. If a child is in immediate danger, call 911.
- b. If there is no immediate danger, contact the Child Protection Hotline 24 hours a day, 7 days a week, at (800) 540-4000.

E. Interim Measures and Remedies

i. *Overview*

Upon receipt of a report, the College will provide reasonable and appropriate interim 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. Interim 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 impose interim measures at its discretion to ensure 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.

ii. *Range of Measures*

Interim measures will be implemented at the discretion of the College, when requested and reasonably available. Potential remedies which may be applied include:

- a. Access to counseling services and assistance in setting up initial appointment, both on and off campus
- b. Implementation of campus “No Contact Orders these can be administered to meet the individual needs of students involved
- c. Rescheduling of exams and assignments (in conjunction with appropriate faculty and deans as necessary)
- d. Providing alternative course completion options (with the agreement of the appropriate faculty and dean)
- e. 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)
- f. Change in work schedule or job assignment
- g. Change in on-campus housing
- h. Arranging to dissolve a housing contract and pro-rating a refund in accordance with campus housing policies
- i. Assistance from College support staff in completing housing relocation
- j. Limiting an individual or organization’s access to certain College facilities or activities pending resolution of the matter
- k. Voluntary leave of absence
- l. Providing an escort to ensure safe movement between classes and activities
- m. Providing medical services
- n. Providing academic support services, such as tutoring
- o. Interim suspension or College-imposed leave
- p. Medical leave
- q. Any other remedy that can be tailored to the involved individuals to reasonably achieve the goals of this Policy.

iii. *Interim Suspension or Administrative Leave*

Where the reported conduct of a student or employee may pose a substantial and immediate threat of harm to the safety or well-being of an individual, members of the campus community, or may impair substantially the performance of normal College functions, the College may place a student or student organization on interim suspension or impose administrative leave for an employee. Pending resolution of the report, the individual or organization may be

denied access to campus, campus facilities, and/or all other College activities or privileges for which the individual or organization might otherwise be eligible, as the College determines appropriate. When interim suspension or administrative leave is imposed, the College will make reasonable efforts to complete the investigation and resolution within an expedited time frame.

Provisions for suspension of employees will be made in consultation with the Human Resources in accordance with Sterling College employment policies and practices.

F. 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 Management Team 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.

G. Confidential Resources

The College strongly encourages all community members to make a report of any incident of Prohibited Conduct to the College and local 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.

Vermont State Police
802-244-8727
<https://vsp.vermont.gov/>

Kentucky State Police (Campbellsburg Post 5)
502-532-6363
<http://kentuckystatepolice.org/post-locations/post-5/>

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

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

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.

H. 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.

I. Investigation & Resolution Process Involving Students

This section outlines the procedures the College follows in resolving allegations that a person has been subjected to Prohibited Conduct (“complainant”) by a student or other college community member who engaged in Prohibited Conduct (“respondent”) in violation of the College’s Sexual Misconduct Policy. Complainant and respondent will be referred to collectively as the “Parties.”

Overview of Steps:

- i. [Complaint](#)
- ii. [Initial Assessment and Intake Meeting](#)
- iii. [Threshold Determination](#)
- iv. [Resolution of the Complaint](#)
 - a. [Informal Resolution of a Complaint](#)
 - b. [Formal Resolution of a Complaint](#)
 - i. [Notice to Parties](#)
 - ii. [Name Investigators](#)
 - iii. [Preliminary Investigation](#)
 - iv. [Notice of Preliminary Report and Response](#)
 - v. [Final Report](#)
 - vi. [Sanctions](#)
 - vii. [Appeal](#)
 - viii. [Notification of Appeal Outcome](#)

Detailed Description of each Step:

i. *Complaint*

An individual who wishes to report a complaint of Prohibited Conduct by a student (including, but not limited to discrimination, harassment, or retaliation) is encouraged to report directly to the Title IX Coordinator or a Deputy Title IX Coordinator.

The Title IX Case Management Team will coordinate resolution of all reports and complaints of Prohibited Conduct defined in the Sexual Misconduct, Intimate Partner Violence and Stalking Policy. The Title IX Coordinator, Deputy Title IX Coordinator (or designee) will conduct an initial intake assessment in all instances where the 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, a 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 Title IX Case Management team 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 employee or an affiliate of the College, the Title IX Case Management Team will consult with the appropriate departments.

ii. *Initial Assessment & Intake Meeting*

Upon receipt of a report, the Title IX Coordinator or a 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:

- a. Address immediate physical safety and emotional well-being needs;
- b. 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;
- c. Notify the complainant of the right to be assisted by individuals at the College in contacting law enforcement;
- d. Notify the complainant of confidential and non-confidential reporting options on and off campus;
- e. Provide the complainant with information about:
- f. 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;
- g. The range of interim 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;
- h. Provide an overview of the procedural options and process;
- i. Explain the right to object to the assignment of a designated Deputy Title IX Coordinator or investigator(s) based on bias or conflict of interest to proceed through the Investigation Process;
- j. Explain that the complainant has a right to an advisor of their choice during the process and the role of the advisor;
- k. Assess for pattern evidence or other similar conduct if possible;
- l. Explain the College's policy prohibiting retaliation;
- m. Explain that if the complaint involves a Clery crime, the Deputy Title IX Coordinator will notify The Dean of Students to assess the need to:
 - i. enter the report into the College's daily crime log; and
 - ii. 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 designee will provide the complainant with the above-listed information.

As described in the Sexual Misconduct, Intimate Partner Violence and Stalking Policy, the complainant has the right to request that the Title IX designee share or not share the complainant's name (or other identifiable information) with the respondent, or that the Title IX designee take no formal action in response to the report. If the complainant makes such a request, the Title IX designee, in consultation with 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 designee, in consultation with 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.

If the Title IX designee determines that, in response to the complainant's request, the College can satisfy its obligations to the complainant, the College community, and the respondent without proceeding through the Investigation Process described herein, the Title IX designee, in consultation with the Title IX Coordinator, has the discretion to do so.

Absent a request for confidentiality as described above, the Title IX 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.

iii. *Threshold Determination: Does The Complainant's Report Allege a Potential Violation of the College's Sexual Misconduct Policy?*

After the conclusion of the Intake Meeting, and if the individual wishes to move forward with a complaint, the Title IX designee, in consultation with the Title IX Coordinator, will make the threshold determination of whether the reported conduct, if it were established through the procedures outlined below as having occurred, would constitute Prohibited Conduct as defined in the Sexual Misconduct, Intimate Partner Violence and Stalking Policy.

This threshold determination is not intended to screen complaints from the Investigation Process. Rather, its purpose is to determine whether the conduct as stated could constitute a violation of the College's Sexual Misconduct, Intimate Partner Violence and Stalking Policy. For example, if a complainant alleges that a respondent engaged in sexual harassment as defined by the Policy, but did not allege facts demonstrating that the conduct was sexual in nature, or on the basis of sex, the College likely would determine that the complainant's report does not allege a potential violation of the Policy.

After consultation with the Title IX Coordinator, the Title IX designee will communicate the threshold determination finding in writing to the complainant. If it is determined that the reported conduct could not constitute a violation of the Policy even if established by a preponderance of the evidence through the process described below, the Title IX designee will advise the complainant of any other reporting options that appear to be pertinent given the nature of the reported conduct. The complainant may re-file the report with the College upon discovery of additional facts.

If it is determined that the reported conduct, if established by a preponderance of the evidence through the process outlined below, would constitute a violation of the Policy, the matter will proceed to Formal Resolution.

iv. *Resolution of Complaint*

a. **Informal Resolution of a Complaint**

The Dean of Students or Office of Personnel may offer a person with a complaint of alleged discrimination or harassment that does not involve sexual assault the use of an informal process for resolving their complaint instead of proceeding with the formal process. The informal process is designed to encourage an open atmosphere in which human relationships may be improved; it encourages people to resolve concerns and disputes without fear of reprisal; it enables the parties to settle disputes at the lowest possible level, quickly, fairly, and impartially. The College may however decide that the informal process is not in the best interests of the parties and/or the College in cases that involve intimate partner violence and/or stalking, and in such cases, will proceed instead with the formal process. If an informal process is permitted by the College, any party or the College may decide to discontinue it and proceed to the formal process, at any time before the successful conclusion of the informal process.

No official findings of facts are made about the existence of reported misconduct if the informal process concludes successfully. Rather, emphasis is placed on identifying the source of the problem(s) between the parties and exploring ways the complaint can be resolved. The Dean of Students and the Office of Personnel will maintain a confidential record of the outcome of all informal resolution efforts.

b. **Formal Resolution of a Complaint**

i. *Notice to Parties*

If the Title IX designee in consultation with the Title IX Coordinator determines that the complainant's report should proceed through the investigation and resolution process, the Title IX designee will notify both Parties, in writing, of that decision. The Title IX designee's written notification to the respondent will state facts sufficient to apprise the respondent of the nature of the allegations, including, specifically:

- a. Complainant's name
- b. Nature of the report
- c. Policy violation(s) alleged (e.g., sexual assault, sexual harassment, retaliation)
- d. Date(s) of alleged policy violation(s), if known
- e. Approximate time(s) of alleged policy violation(s), if known
- f. Location(s) of alleged policy violation(s), if known
- g. Brief description of allegation(s)

If the respondent has not yet been provided an opportunity to object to the designated Title IX designee based on bias or conflict of interest, the Title IX designee will also notify the respondent of their right to do so by contacting the Title IX Coordinator. As noted above, the complainant will have been provided the same opportunity after the Intake Meeting. A Deputy Title IX Coordinator or designee who does not have bias or conflict of interest will be selected, under the process

outlined above. The respondent will be sent a notice of investigation, a description of the policy violations being investigated, and an invitation to meet with the Deputy IX Title 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 Deputy Title IX Coordinator shall 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 interim 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
- An overview of the procedural options and process;
- Explain that the respondent has a right to an advisor of their choice during the process and the role of the advisor in the process;
- The College's policy prohibiting retaliation.

ii. *Name Investigators*

The Title IX Coordinator in consultation with the Deputy Title IX Coordinator or designee will, select an internal or external Investigator(s) or a two-person investigative team, (which may include a combination of internal and/or external Investigator(s)) (the "Investigator(s)") to conduct a reasonable, impartial, and prompt investigation of the complaint ("Investigation"). The Title IX Coordinator, Deputy Title IX Coordinator or designee will notify the Parties, in writing, of the name of the designated Investigator(s). Both Parties will have two (2) business days to object to the Investigator(s)'s selection on the basis of bias or conflict of interest. If either of the Parties objects, the Deputy Title IX Coordinator or designee, in consultation with the Title IX Coordinator will evaluate whether or not to accept the objection. A similar process will be followed as to replacement Investigator(s) until an Investigator(s) without bias or conflict of interest is identified.

The Investigator(s) will commence the investigation once the time for the Parties to object has passed (or, if an objection is made, and the Deputy Title IX Coordinator or designee decides not to accept the objection, from the time the Deputy Title IX Coordinator or designee notifies the objecting party of the determination). The Investigator(s), in consultation with the Deputy Title IX designee will establish a timeline and process for conducting the Investigation. The Investigator(s) will conduct the Investigation in three stages: (1) Preliminary Investigation);

(2) Notice of Preliminary Report and Response; and (3) Final Report. The complainant and respondent will be notified in writing of any delays.

iii. *Preliminary Investigation*

The Investigator(s) will begin with a Preliminary Investigation. The purpose of a Preliminary Investigation is two-fold: first, to identify and gather all relevant facts; and second, to provide the Parties with an opportunity to respond to the allegations and evidence presented before the Investigator(s) makes findings. Generally, the Investigator(s) will conduct the Preliminary Investigation in the following order:

a. Initial Fact-Gathering:

The investigator(s) will interview Parties and relevant witnesses, and gather documentary evidence provided by the Parties and any identified witnesses. Complainant and respondent will be able to provide the Investigator(s) with the names of potential witnesses.

b. Rebuttal Fact-Gathering:

The Investigator(s) may conduct follow-up interviews with both Parties and witnesses based upon testimonial and documentary evidence gathered in Step One. The Parties and witnesses can expect that, in these follow-up interviews, the Investigator(s) will seek responses to specific allegations or evidence (e.g., an Investigator(s) may show one of the Parties a series of text messages between himself or herself and another witness, and ask about the content of the text messages). To the extent additional material, witnesses or evidence are identified during Step Two, the Investigator(s) will conduct additional interviews and gather additional evidence consistent with the procedures outlined in Step One. Step Two may be repeated as necessary to ensure a complete gathering of evidence.

c. Preliminary Report:

The Investigator(s) will prepare a Preliminary Report. The Preliminary Report is a written summary of the evidence gathered in the course of the Preliminary Investigation. The Investigator(s) will state specific factual findings in the Preliminary Report (e.g., “complainant was incapacitated” or “respondent reasonably believed that complainant was not incapacitated”). The standard for determining each factual finding is the “preponderance of the evidence,” i.e., that it is more likely than not that the factual finding is true. The Investigator(s) will not state ultimate findings as to whether the Respondent has, or has not, violated one or more of the College’s policies. The Investigator(s) will attach as exhibits to the Preliminary Report all Interview Summaries and any documentary evidence gathered and relied upon in the Preliminary Investigation. When the Investigator(s)

determines that the Preliminary Investigation is complete, the Investigator(s) will submit the Preliminary Report to the Title IX Coordinator and Dean of Students. The Title IX Coordinator or designee in consultation with the Dean of Students may require the Investigator(s) to provide more information and/or conduct additional investigation; if so, the Investigator(s) will conduct additional investigation consistent with the procedures outlined above.

iv. *Notice of Preliminary Report and Response*

Once the Deputy Title IX Coordinator or designee, in consultation with the Title IX Coordinator, has agreed that the Preliminary Investigation is complete, the Deputy Title IX Coordinator or designee will provide the Preliminary Report to the Parties for review. Given the sensitive nature of the information provided, the Deputy Title IX Coordinator or designee will provide the information for review in a secure manner (e.g., by providing hard-copy materials in an office. Neither the complainant nor the respondent (or their advisors, including but not limited to family members and/or legal counsel) may copy, remove, photograph, print, image, videotape, record, or in any manner otherwise duplicate or remove the information provided. An advisor who fails to abide by this policy may be subject to discipline and/or may be excluded from further participation in the process.

The Parties may respond to the Preliminary Report; the Parties will submit any response within five (5) 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 Report, or any portion of it, including each Interview Summary. The Investigator(s) will consider any written response provided by the Parties in preparing the Final 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 offering 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(s) will prepare the Final Report. If either (or both) Parties request additional investigation, the Investigator(s) will review the request(s) in consultation with the Deputy Title IX Coordinator or designee and the Title IX Coordinator. The Investigator(s) will conduct the requested additional investigation if the Investigator(s), in

consultation with the Deputy Title IX Coordinator or designee and the Title IX Coordinator, determines that the request(s) will assist the Investigator(s) in completing the investigation. The Investigator(s) and Deputy Title IX Coordinator or designee in consultation with the Title IX Coordinator will assess whether investigation of the additional information requires a substantial deviation from the recommended timeframe for completion of the investigation; if so, the Deputy Title IX Coordinator or designee will notify the Parties in writing with an anticipated revised time frame.

If the Investigator(s) conducts additional investigation, the Investigator(s) will prepare an Addendum to the Preliminary Report (“Addendum”). The Addendum will include:

- a. a summary of the additional investigation;
- b. a statement as to whether the additional investigation changed any finding in the Preliminary Report (and, if it did, the Investigator(s) will identify which finding(s) changed); and
- c. additional exhibits, to the extent the additional investigation resulted in additional documentary evidence or Interview Summaries.

The Investigator(s) will submit the Addendum to the Deputy Title IX Coordinator, designee or Title IX Coordinator. The Deputy Title IX Coordinator or designee in consultation with the Title IX Coordinator may require the Investigator(s) to conduct additional investigation before the Addendum is complete. Once the Title IX Coordinator has agreed that the Addendum is complete, the Deputy Title IX Coordinator or designee in consultation with the Title IX Coordinator will provide the Addendum to the Parties for review.

The Parties will have an opportunity to respond to the Addendum; any response must be submitted within five (5) days of being notified of their opportunity to review the Addendum. At the time that the Parties respond to the Addendum, the Parties have already had the opportunity to respond to the Preliminary Report in full. Therefore, the College requires that the Parties limit the scope of their Addendum response to the effect (or lack thereof) of additional evidence on the facts as stated in the Addendum.

v. *Final Report*

As noted above, if neither of the Parties requests additional investigation, the Investigator(s) will prepare a Final Report. If one or both Parties requests additional investigation, and the request(s) is/are granted, the Investigator(s) will prepare a Final Report once both Parties have had the opportunity to respond to the Addendum, and the Investigator(s) and Deputy Title IX Coordinator or designee, in consultation with the Title IX Coordinator, are satisfied that no further investigation is required.

The Final Report will state: (1) the ultimate finding(s) (i.e., whether the Investigator(s) finds by a preponderance of the evidence that the respondent did, or did not, violate the Policy); (2) the specific factual findings in support of the Investigator(s)'s ultimate finding(s); and (3) the specific evidence upon which the Investigator(s) relied in making each factual finding. The standard for determining the ultimate finding of responsibility, or non-responsibility, is, again, "preponderance of the evidence," i.e., that it is more likely than not that the ultimate finding is true. The Final Report will have attached as exhibits the testimonial and documentary evidence from the Preliminary Investigation, the Preliminary Report, the Addendum (if applicable), and all of the Parties' responses throughout the Formal Resolution proceeding. Once the Investigator(s) is satisfied that the Final Report is complete, the Investigator(s) will submit the Final Report to the Title IX Coordinator or designee. The Title IX Coordinator or designee will review the report and determine whether the report demonstrates, by a preponderance of the evidence that: (1) the evidence supports the Investigator(s)'s factual findings; and (2) the Investigator(s)'s factual findings support the Investigator(s)'s ultimate finding of responsibility or non-responsibility depending on the finding, sanctions may or may not be issued by the College.

Once the Title IX Coordinator or designee has agreed that the Final Report is complete, a designee will provide the Final Report to the Parties for review. Given the sensitive nature of the information provided, the manner in which the information is provided will be secure (e.g., by providing hard-copy materials for review in an office all of which are to be returned directly after the meeting). Again, neither the complainant nor the respondent (or any of their advisors, including but not limited to family members, legal counsel, or others who may serve as advisors) may copy, remove, photograph, print, image, videotape, record, or in any manner otherwise duplicate or remove the information provided. An advisor who fails to abide by this policy may be precluded from further participation in the process. The Deputy Title IX Coordinator, designee, Title IX Coordinator and/or the Investigator(s) will provide the Final Summary Report to the Parties.

If the respondent is found responsible for a violation of the Policy, the process moves to the sanction stage, described in Section E. If the respondent is found not to have violated the Policy, the investigation and resolution process concludes. At the conclusion of the investigation and resolution process, either party may appeal upon the grounds described in Section F.

c. **Sanctions**

If the report proceeds through investigation and resolution and the respondent is found responsible for one or more violations of the Policy (and/or other policies investigated through the investigation and resolution process), the College will issue sanctions commensurate with the violation(s).

The Title IX Coordinator and/or the Title IX Case Management team in conjunction with the Dean of Students have the discretion to recommend a variety of sanctions to the sanctioning Office. The Title IX Coordinator or designee will issue a recommendation regarding sanctions.

In cases where the respondent is a student, the Title IX Coordinator will send the recommendation to Dean of Students, which will accept or modify the sanctions and issue final sanctions. Final sanctions will be communicated to the parties simultaneously in writing.

In cases where the respondent is a faculty member, the Title IX Coordinator will send the recommendation to the Dean of Academics. In cases where the respondent is an employee or contractor, the Title IX Coordinator will send the recommendation to the Director of Finance and Personnel. Those offices will provide the respondent with any procedural rights outlined in any applicable contracts, handbooks or policies, before making a decision as to whether to accept, modify or reject the recommended sanctions. Those offices will notify the Parties of the final sanctions simultaneously in writing.

Remedies or sanctions for violations of the College's policy against sexual harassment, or misconduct covered by the Policy that does not constitute sexual assault, 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
- alteration of living or work environment

Remedies or sanctions for violations of the College's policy against sexual assault may include:

- probation
- suspension of a student's enrollment (with or without case-specific conditions on re-enrollment), or suspension of an employee with or without pay
- dismissal from employment
- dismissal from the College
- temporary or permanent transfer to a different employment position
- reassignment of work or academic work
- alteration of living or work environment

The responsible office may consider the cumulative disciplinary history of the respondent, if any, when making sanctioning decisions.

Remedies and Non-Disciplinary, Administrative Measures: Non-disciplinary measures such as no-contact orders may be enacted or continued even in cases in which the Policy was not found to have been violated, if the Deputy Title IX Coordinator or designee, in consultation with the Title IX Coordinator, determines that doing so would promote a comfortable campus environment for one or more individuals.

The Deputy Title IX Coordinator or designee, in consultation with the Title IX Coordinator, has the discretion to take non-disciplinary administrative action against students to stop harassment, prevent its recurrence, and remedy its effects and/or to promote a comfortable campus environment. This may include action addressed toward the respondent, the campus community, and/or the complainant, as follows:

- i. *Respondent*
Any student found responsible for engaging in Prohibited Conduct, who is not permanently separated from the College, will be required to, in addition to other sanctions consistent with the Sanctioning Guidelines, complete non-disciplinary, educational initiatives at the discretion of the Deputy Title IX Coordinator or designee, in consultation with the Title IX Coordinator and the Dean of Students .
 - ii. *Campus Community*
In all instances where a student is found responsible for engaging in Prohibited Conduct, the Title IX Coordinator or designee will consider and determine whether non-disciplinary, administrative measures for the larger campus community are appropriate. Such remedial, community-based responses may include educational initiatives and/or trainings, climate surveys, targeted assessment of high-risk campus areas, or other appropriate measures.
 - iii. *Complainant*
The Title IX Coordinator, Deputy or designee will continue to provide support to the complainant as appropriate, including the ongoing provision of appropriate accommodations.
- d. **Appeal**
- i. *Appeal Procedure*
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 Dean of Students (in cases involving student respondents), Office of Personnel (in cases involving employee and contractor respondents) or the Office of the Dean of Academics and Office of Personnel (in cases involving faculty respondents), and must specify the reasons for the appeal. An appeal of any decision must be received within five (5) business days after the respondent has been informed of the decision. Appeals are heard by an Appeals Officer.

Parties may appeal on the grounds that 1) there was a procedural error that unfairly affected the outcome of the investigation and resolution; 2) there is new information that was not reasonably available during the investigation and resolution process; and 3) the sanctions imposed are disproportionate to the nature and severity of the offense and the cumulative conduct history of the respondent.

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 of proof to demonstrate that either the alleged procedural error, or the proposed new evidence, would significantly and materially impact the outcome of the proceeding, or that the sanctions imposed are disproportionate to the nature and severity of the offense and the cumulative conduct history of the respondent.

The party who submits the written appeal will be the “Appellant,” and the other party will be the “Appellee.” Appellee will have five (5) days to submit a response. At the conclusion of these time periods, the Title IX Coordinator will refer the written appeal, including the Final Report, exhibits attached to the Final Report, and any appropriate sanction letter (the “Appeal Record”), to an Appeal Officer.

The Title IX Coordinator will appoint the Appeal Officer and the Deputy Title Coordinator will notify both Parties of that appointment. Both Parties will have two (2) days to object to the Appeal Officer’s selection on the basis of bias or conflict of interest. The Deputy Title IX Coordinator will consider any objection on the grounds of bias or conflict of interest. If the Deputy Title IX Coordinator determines that an Appeal Officer may have bias or conflict of interest, the Deputy Title IX Coordinator will remove the Appeal Officer and designate a new Appeal Officer. This process can be repeated as necessary so that an Appeal Officer without bias or conflict of interest is ultimately selected.

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 Deputy 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.

ii. *Procedural Error*

If it is determined that a procedural error unfairly affected the outcome of the investigation and resolution process, the Appeal Officer may return the complaint to the Investigator(s) with instructions to correct the error, and to reconsider the findings as appropriate. In rare cases, where the procedural error cannot be corrected by the original Investigator(s) (as in, e.g., cases where the Appeal Officer determines

that there was actual bias that materially affected the outcome), the Appeal Officer may order a new investigation with new Investigator(s).

iii. *New Information*

If the Appeal Officer determines that new information should be considered, the complaint will be returned to the Investigator(s) to reconsider the complaint in light of the new information only, and to reconsider the original findings as appropriate. The Investigator(s) will prepare an Addendum to the Final Report, and provide the Parties with an opportunity to respond to the Addendum consistent with the opportunity to do so in the Preliminary Report and Response stage.

iv. *Sanctions*

If the Appeal Officer determines the sanctions imposed are disproportionate to the nature and severity of the offense and the cumulative conduct history of the responding party, the Appeal Officer in conjunction with the appropriate Dean or Vice President may modify the sanctions.

v. *Notification of Appeal Outcome*

Appellant and Appellee will generally be notified in writing of the outcome of the appeal. The Appeal Officer's decisions are final and are not subject to appeal.

e. **Additional Provisions**

i. *Students: Advisor of Choice*

All persons who are a complainant or a respondent in the investigation and resolution process are permitted to bring an Advisor of their own choosing, including a family member or an attorney, to provide support. The Advisor may accompany the Party to any and all portions of the investigation and resolution process. The Advisor may not participate directly in, or interfere with, the proceedings. Although reasonable attempts will be made to schedule proceedings consistent with an Advisors availability, the process will not be delayed unduly to schedule the proceedings at the convenience of the Advisor. The Title IX Coordinator, the Investigator(s), and Deputy Title IX Coordinator or designee have the discretion to remove the Advisor from the proceedings if the Advisor interferes with the proceedings.

ii. *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 the Title IX Coordinator, Deputy Title IX Coordinator or designee.

iii. *Modification of Investigation and Resolution Process*

The College will follow the investigation Process described herein

barring exceptional circumstances. In rare instances, 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.

iv. *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.

v. *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.

vi. *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.

- vii. *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.
- viii. *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.
- ix. *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 nor video record the proceedings, nor is formal legal representation allowed.
- x. *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, for example, better understand what may have occurred, and 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. If the student subsequently applies for readmission to the College, the Dean of Students or designee will consider the application and such information as s/he deems appropriate, and will decide whether the student will be readmitted and, if so, whether any conditions or sanctions (such as probation or disciplinary or educational sanctions or other conditions) will be imposed upon re-enrollment. The decision of the Dean of Students or designee in such cases shall be final. In all cases the student will need to meet the general

readmission criteria of the College.

xi. *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.

Affirmative 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 Students Office, and records pertaining to cases involving non-faculty employees and contractors will be maintained by the Office of Personnel and the Dean of Students Office.

V. MANDATORY REPORTING POLICY

A. 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.

Sterling College Title IX Case Management Team:

Megan Banner Sutherland

Director of Student Life and Sterling College Housing

Deputy Title IX Coordinator

msutherland@sterlingcollege.edu

802-586- 7711 ext. 149

Charlie Ryland

Faculty, Environmental Studies

Deputy Title IX Coordinator

cryland@sterlingcollege.edu

802-586-7711 ext. 126

B. Clery Act Reporting

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

- i. *Murder and Nonnegligent Manslaughter*
The willful killing of one human being by another.
- ii. *Negligent Manslaughter*
The killing of another person through gross negligence.
- iii. *Robbery*
The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and / or by putting the victim in fear.
- iv. *Aggravated Assault*
An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault is usually accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in serious personal injury if the crime were successfully completed.)
- v. *Burglary*
The unlawful entry of a structure to commit a felony or a theft. For reporting purposes, this definition includes: unlawful entry with intent to commit a larceny or felony; breaking and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the aforementioned.
- vi. *Motor Vehicle Theft*
The theft or attempted theft of a motor vehicle.
- vii. *Arson*
Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.
- viii. *Arrests for Weapons Law Violations*
The violation of laws or ordinances dealing with weapon offenses, regulatory in nature, such as: manufacture, sale, or possession of deadly weapons; carrying deadly weapons, concealed or openly; furnishing deadly weapons to minors; and all attempts to commit any of the aforementioned.
- ix. *Arrests for Drug Abuse Violations*
Violations of State and local laws relating to the unlawful possession, sale, use, growing, manufacturing, and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, codeine, heroin); marijuana; synthetic narcotics (Demerol, methadones); and dangerous non-narcotic drugs (barbiturates, Benzedrine).
- x. *Arrests for Liquor Law Violations*
The violation of laws or ordinances prohibiting: the manufacture, sale, transporting, furnishing, possessing of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating a still; furnishing liquor to a minor or intemperate person; using a vehicle for illegal transportation of liquor; drinking on a train or public conveyance; and all attempts to commit any of the aforementioned. (Drunkenness and driving under the influence are not included in this definition.)
- xi. *Hate Crimes*
A criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin, gender presentation, or sexual orientation.
- xii. *Sex Offenses*
Any sexual act directed against another person, forcibly and/or against that person's will; or

not forcibly or against the person's will where the person is incapable of giving consent.

VI. CAMPUS SECURITY INFORMATION

i. Safety and Security

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

ii. Incident Reports

An incident report provides documentation of an event involving student health, safety, wellness and behavior, usually for formal follow-up or investigation by a designee appointed by the Dean of Students for resolution.

iii. Emergency Procedures

- All members of the Sterling community are encouraged to report emergencies and suspicious and criminal activities.
- In an emergency, dial 911 and notify the nearest Community Advisor, faculty, or staff member.
- Notify Community Advisor or faculty member in charge.
- Report an incident through an Incident Report.
- All incidents (emergencies and non-emergencies) should be reported by completing an Incident Report.
- Suspicious activity should be reported to the nearest Community Advisor, faculty, or staff member.

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

In accordance with Title II of the Federal Student Right to Know and Campus Security Act, the criminal offenses in the Annual Safety and Security Report were reported to the Dean of Students, the President of the College, and local police.

iv. Discrimination, Harassment, and Sexual Assault

Sterling College is committed to maintaining a diverse and inclusive campus environment where bigotry and intolerance are unacceptable. Discrimination and harassment, including sexual harassment, and 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 sexual harassment and 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 Deputies 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 Dean of Students, Vice President of the College, Human Resources and/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 sexual harassment, 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, including sexual 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.

a. **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.

b. **Examples of Harassment:**

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

- i. 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.
- ii. 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.
- iii. 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);
- iv. 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.
- v. 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*)
- vi. 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.

c. **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:

- i. *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.
- ii. *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.

- iii. *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.
- iv. *Religious harassment:*
Verbal or physical conduct directed at an individual's religion such as derogatory comments regarding surnames, religious tradition and religious clothing.
- v. *Sexual harassment:* Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
 - Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
 - The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive employment, educational, or living environment.
- vi. *Sexual Orientation harassment*
Verbal or physical conduct directed at an individual's sexual orientation, such as negative name-calling and imitating mannerisms.
- vii. *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.

v. *Sexual Assault*

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

a. **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:
 - Megan Banner Sutherland, *Dean of Students* (802) 586-7711 ext. 127
 - Anne Morse, Faculty (802) 586-7711 ext. 144
 - Charlie Ryland, Faculty (802) 586-7711 ext. 126
 - Leah Bayens, *Dean of the Wendell Berry Farming Program* (859) 583-7796
 - Community Advisor, 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.

b. **Sterling College's Obligations/Commitments:**

- i. Federal regulations require Sterling College to report sex offenses on campus including: sexual assault, aggravated sexual assault, prostitution, obscenity, lewd and lascivious conduct, discrimination and harassment.
- ii. Sterling College will keep confidential any reports of sexual assault, and such matters will not be brought before the Community Council.
- iii. The College will cooperate with victims of sex offenses to make reasonable changes in academic or living situations if requested by the student. If a victim chooses to pursue legal protection, the College will cooperate in the enforcement of civil and criminal protection orders to support victim safety, perpetrator accountability, and educational opportunity.

Student Accounts

Student Accounts are managed by the Business Office located on the 2nd floor of Mager Hall.

I. 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.

II. 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 Students 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 Credit/Refund Schedule:

If Enrollment Ceases ...	Percent Refunded
on or before the 1st day of classes	100%
2nd through the 10th calendar day	90%
11th through the 20th calendar day	75%
21st through the 30th calendar day	50%
31st through the 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 his or her 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.

III. 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.

IV. EXPLANATION OF IMPORTANT FEES

- i. *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.
- ii. *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.
- iii. *Student Activities Fee*
supports on campus entertainment, trips, workshops and other activities as determined by the students' and approved by the Dean of Students Office.
- iv. *Room Reservation Deposit*
(for residential students) 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.

V. GENERAL POLICIES

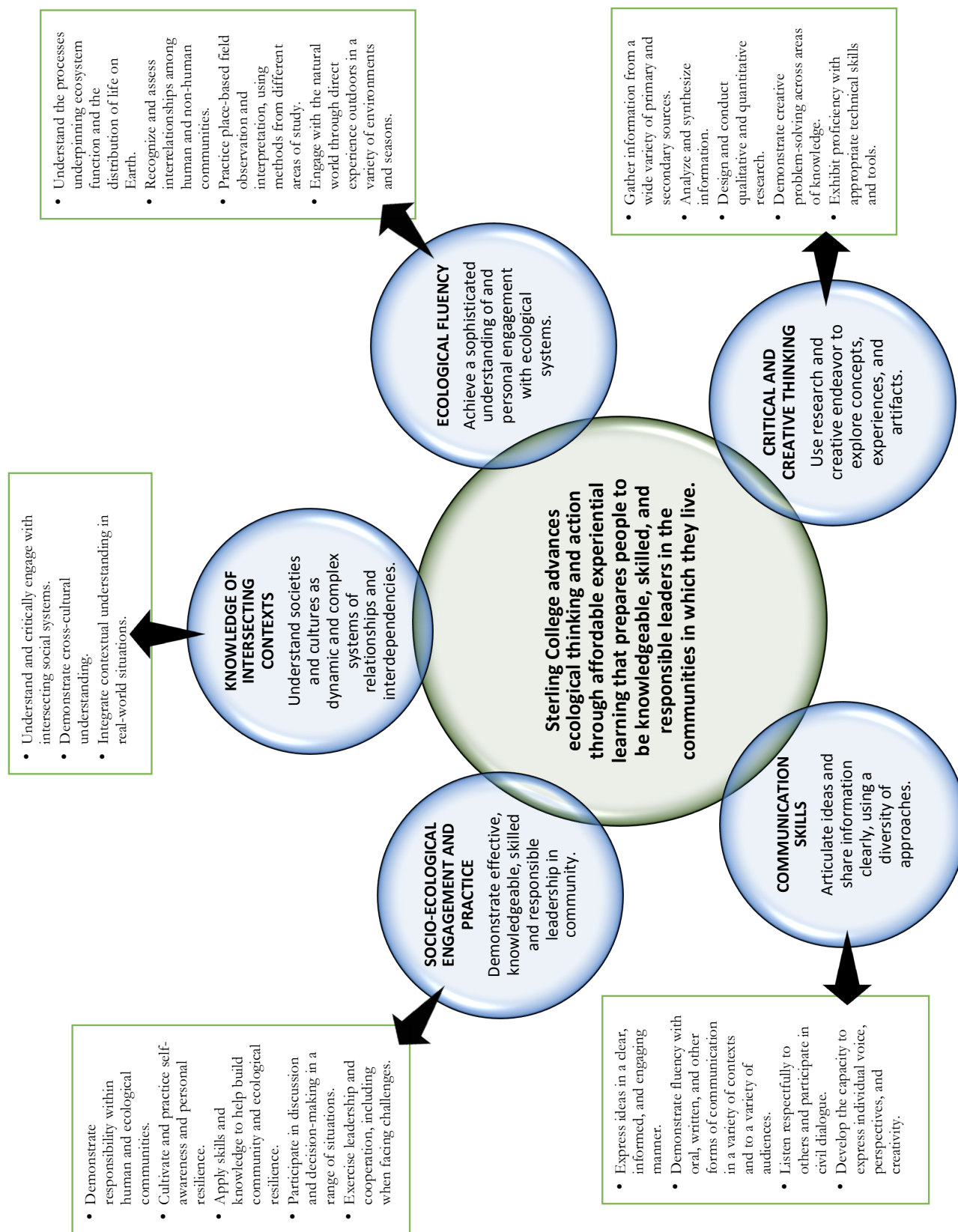
A written record of the release of any information should be placed in the student file including to whom records were released, what interest they have in the records, date, and who released the records. The exceptions are only:

- i. when the release is of Directory information only
- ii. when Sterling has written request from student/parent
- iii. when the release is to the student/parent
- iv. when the release is within Sterling

No disclosures will be made for commercial purposes.

APPENDIX I

STERLING COLLEGE COMPETENCIES



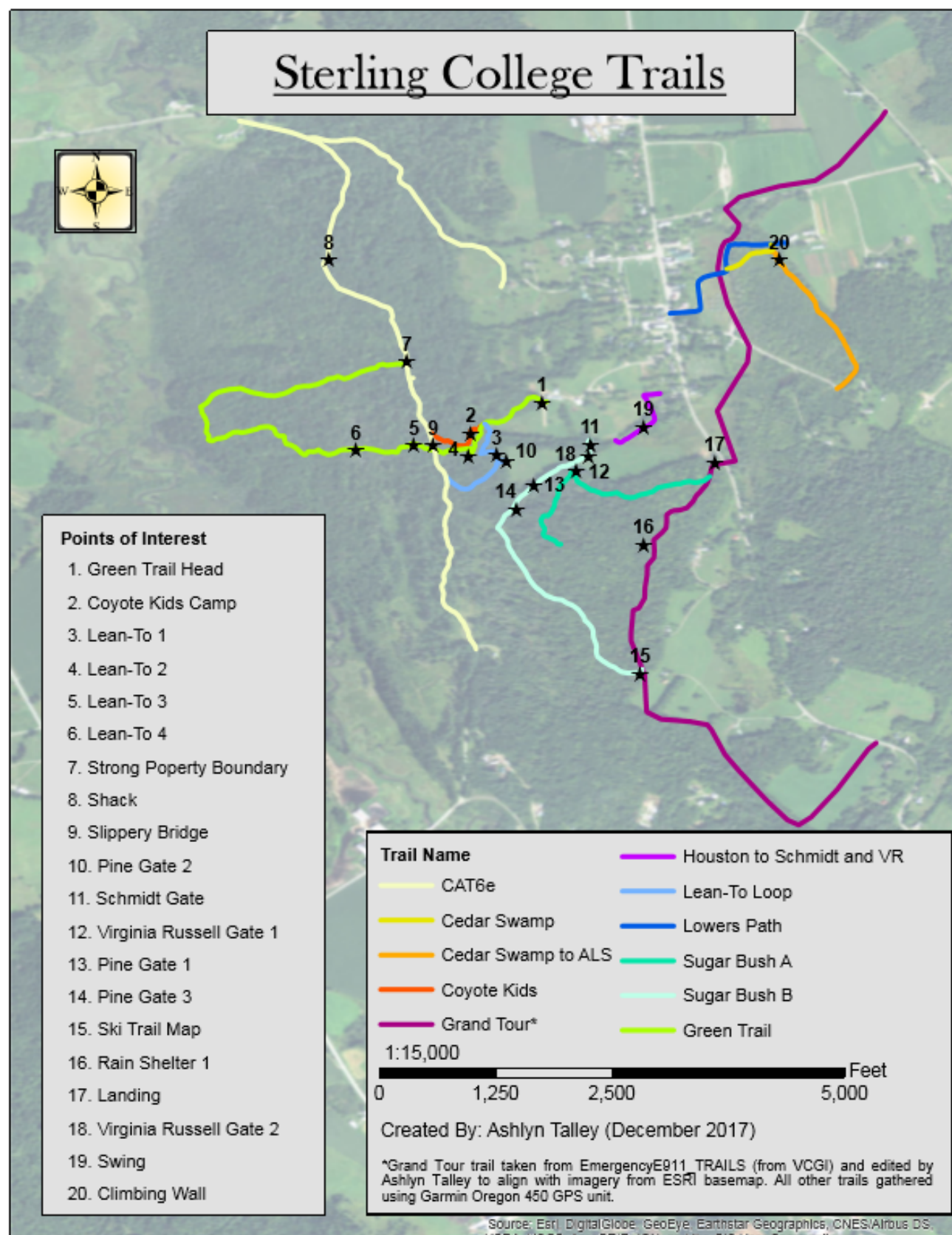
APPENDIX II

STERLING COLLEGE OUTDOOR GEAR RENTAL PRICES 2019-2020

Sterling College Outdoor Gear Rental Prices 2019-2020	
Item	Price per day
Camping	
3-person tent	\$5.00
4-person tent	\$6.00
Trekking poles	\$1.00
Backpack	\$2.00
Stove	\$4.00
Cookset	\$2.00
Fry-bake	\$2.00
Nylon tarp 10X12'	\$2.00
Drom (water bag)	\$2.00
Sleeping bag 20	\$2.00
Sleeping bag 0/below	\$3.00
Sleeping pad	\$1.00
Rain coat	\$1.00
Rain pants	\$1.00
Lined winter boots	\$2.00
Snowshoes	\$2.00
Compass	\$1.00
Bear bag sack	\$1.00
Head lamp	\$2.00
Flat Water Paddling	
Canoe,paddles,PFD*	\$5.00
Dry bag	\$2.00
Climbing	
Climbing shoes	\$1.00
Chalk bag	\$1.00
Crash pad	\$2.00
Mountaineering boots	\$5.00
Ice tools	\$5.00

APPENDIX III

STERLING COLLEGE TRAIL MAP



APPENDIX IV

STERLING COLLEGE FOREST MANAGEMENT PLAN

FOREST MANAGEMENT PLAN

For

Sterling College
Post Office Box 72
Craftsbury Common, Vermont

For their forest lands
East and Southwest of
Craftsbury Common
Town of Craftsbury
Orleans County
Vermont

Prepared by
Ross Morgan, Forester
260 Wylie Hill Road
Craftsbury Common
VT 05827

Submitted to
Raymond Toolan
Orleans County Forester
Vermont Department of
Forests and Parks
29 Sunset Avenue
Morrisville, VT 05661

And
Jim Eikenberry
Soil Conservationist
NRCS of USDA
109 Professional Drive, Suite 2
Morrisville, VT 05661

SPAN number 168-053-10572
June 29, 2011

Location of Sterling College Property Town of Craftsbury

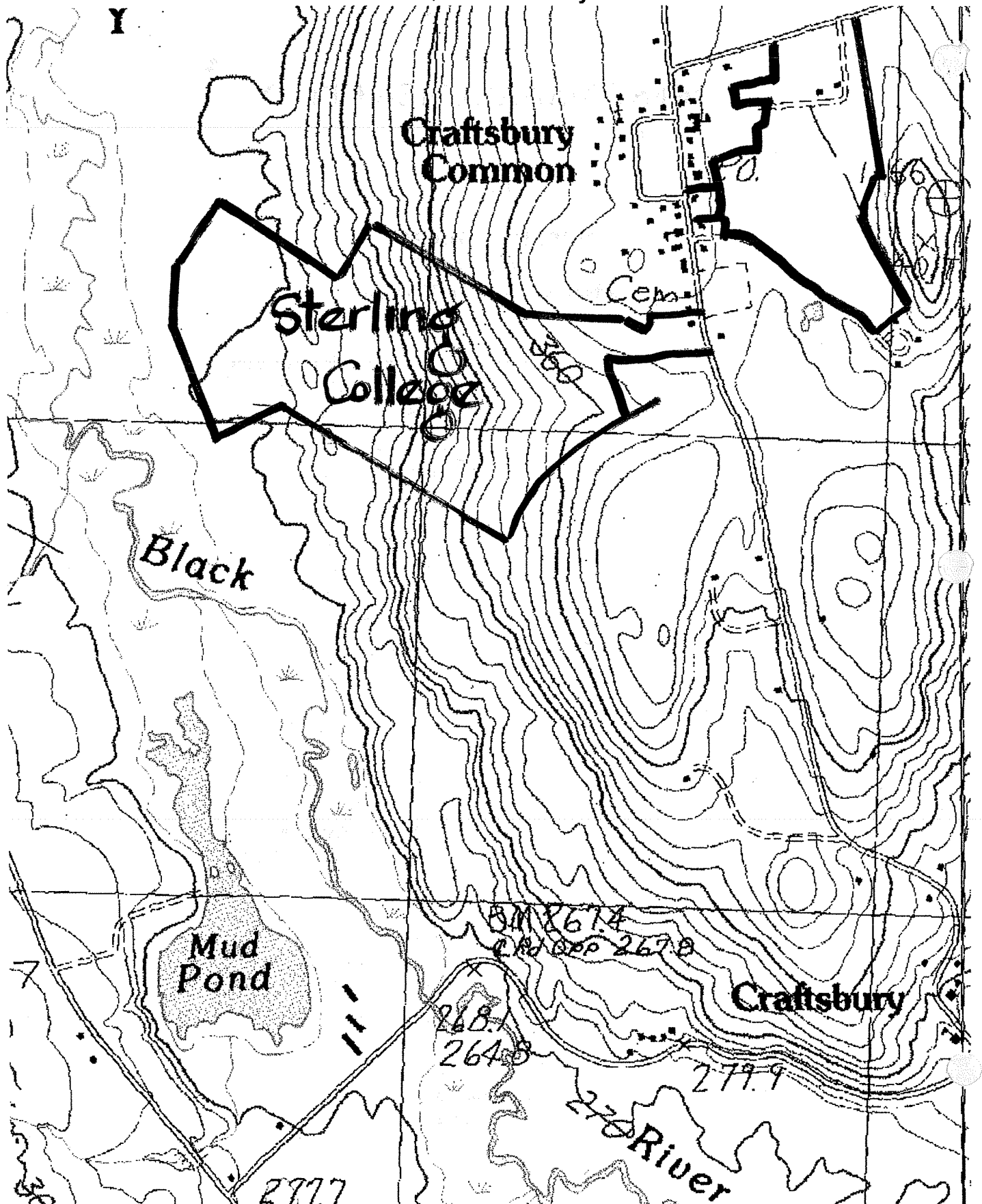


TABLE OF CONTENTS

PURPOSE and SCOPE of this PLAN	3
FOREST MANAGEMENT	3-4
The Concept and the Practice	4
PLANNING IN FOREST MANAGEMENT	5
LANDOWNER GOALS	5
LOCATION	5
BACKGROUND	
Property Lines, Land Survey and Acreage	6
Geological Information	6
Soils	6-7
Watershed	7
Wetlands	7
Natural Heritage Information	7
Natural Community	8
Wildlife Habitat	8-9
Forest Health	9
Forest Inventory	10
<u>FOREST AREA 1</u>	11-15
<u>FOREST AREA 2</u>	16-18
<u>FOREST AREA 3</u>	19-21
<u>FOREST AREA 3</u>	19-21
OPEN LAND	21
SCHEDULE OF WORK	22
APPENDIX 1 SOILS	
FOREST MANAGEMENT MAP	

PURPOSE and SCOPE of this PLAN

The purpose of the following report is to set forth information about forest conditions, and to provide direction for manipulating forest stands in accordance with principles and practices of sound forest management. This is a business plan that directs work in the forest to make a profit for the landowner; making income and profit in growing timber involves very long periods of time, and there are long periods of time without intense management while the trees grow.

This report is intended to meet the standards of the Vermont Department of Forests and Parks to be in compliance with the Use Value Appraisal Program of the Vermont Department of Taxes, Division of Property Valuation and Review, and the standards of the Natural Resource Conservation Service of the United States Department of Agriculture. It is written for Sterling College, the administration, the faculty and the students. The scope of the report is to provide a map in sufficient detail to identify the forest stands, relevant background information about the property, a description of the forest area or stand, a detailed recommendation of what should be cut from each stand and the manner in which the cutting should be carried out, and lastly, a schedule for this work.

There is an aspect of the plan that makes this property unique in that the cutting and fieldwork will be carried out within the curriculum of Sterling College. In the past, this has included harvesting firewood, pulp and sawtimber for sale and to be sawed for use at the college, as well as sugaring on an adjacent Sterling property; other uses include laboratories in field ecology, forest management and forest measuring techniques, Bounder classes. Numerous students in these classes have gone on to careers in forestry and related natural resource fields.

FOREST MANAGEMENT

The Concept and the Practice

A brief discussion of forestry follows because there is much confusion today about what is and what is not forestry. Not all cutting in the forest is guided by the principles of forestry. The purpose of the Use Value Appraisal Program, also called the Current Use Program, as stated in Vermont Statutes Annotated 32, Chapter 24, Section 1 includes the maintenance of productive forest land, and the conservation and preservation of future productivity. The means of realizing this purpose is forestry, and involves mapping and inventorying the forest, and from the inventory developing a plan for the appropriate way to cut trees for useful products for society, in essence, managing it for a long time. This work is done by a forester with the proper education, and the forester who decides which trees will be cut. This way of cutting is called silviculture and includes such activities as thinning to provide more space for better trees, and selection cutting, where many sizes of trees are grown and harvested together. **Silviculture is the keystone of forestry.**

Forestry is an idea and a practice based on understanding the forest as an ecosystem, and was borrowed from Europeans in the last half of the nineteenth century. At that time, in the midst of the industrial revolution, there was a concern that the forests of North America would be depleted, and in fact in Vermont we were cutting far more wood than was growing. Forestry was an alternative to the heavy, uncontrolled logging that characterized cutting from New

England to the Pacific Northwest, and in part still does. Forestry has evolved to a more complex current model, but at first it based on two major principles:

The Principle of Sustainability, which can be divided into two parts.

First is the aspect of using forest growth as a means of determining the amount of wood that can be harvested. Often this is called control in forestry and the control is determined by area or by volume, sometimes a combination of both. Volume control involves determining how much wood is growing in board feet, cords or cubic feet and harvesting that amount; there are formulas that are used to determine the amount that can be cut, also called annual allowable cut. The second means of control is area control, where a certain area or stand is scheduled to be treated with the appropriate silviculture in a specified time frame. Area control is often used in the private woodlots of Vermont. Another way to see area control is with the following real example. A forest contains 3887 acres and has 17 forest areas nearly equal in size. If one stand, approximately 230 acres, was treated each year, in 17 years the cycle would be completed and start over again, and could in theory could be sustained forever.

The second part of the principle of sustainability deals with the forest as a whole, natural system, dynamic and interrelated. The ecological processes in the forest, water movement, nutrient cycling, changes in succession patterns in plant communities, the development of stand structure, are all a part of functioning ecosystems, and although forestry takes from the forest, it does not seriously alter these processes. Fundamental to forest sustainability is an understanding of the processes of a functioning forest ecosystem; this too is part of the basic education of the forester.

The Principle of Silviculture states that the best way to take wood from the forest and leave the forest whole is known, follow from early European works over the past few hundred years, and have evolved in North America for over one hundred years. Silviculture deals with the cultivation of the forest, grooming the young trees to grow well with thinning cuts and improvement cuts, and harvesting larger trees in ways that allow for seedlings of desirable species to develop naturally as replacements. It is silviculture that separates forestry from "just logging", as silviculture is a thought out strategy based on long term production of wood for consumption, as well as protecting the ecosystem. Nevertheless, and somewhat ironically, silviculture is carried out most often by logging, but what is taken is directed by silviculture recommendations. Examples of these recommendations are the foundation of this plan. It is good silvicultural practices that inspecting foresters from the Vermont Department of Forests and Parks are looking for in the five-year Use Value Appraisal Program compliance visit. The College's forest stands were inventoried, and silvicultural recommendations are made.

PLANNING IN FOREST MANAGEMENT

This report is based on information and knowledge from three ways of understanding the forest:

- the forest as a natural system
- the forest to be manipulated to provide forest products and services, and
- the forest as a financial asset from which business can be conducted.

One of the functions of this plan is to merge these three ways to provide a plan specific to the Sterling ownership, and honoring the Principles of Sustainability and Silviculture.

LANDOWNER GOALS

In order to provide direction for planning and fieldwork, the following goals were developed by reading the past plan, and in discussions with the landowner and Sterling College. The goals are:

- Goal 1 to provide an aesthetically pleasing forest setting, where a the college lands can be land laboratory,
- Goal 2 to maintain and enhance habitat for a variety of game and non game animals,
- Goal 3 to grow and harvest forest products to make an income.

LOCATION

The Sterling property is located in the northeastern part of the State of Vermont, in the Town of Craftsbury, Orleans County, thirty miles northeast of Stowe, Vermont and 28 miles south of Newport, Vermont. It is located on the west side of Town Highway 1, which runs from Route 14 at the north end of Eligo Pond northerly through Craftsbury Village and Craftsbury Common, and back to Route 14.

It is one-quarter mile south of Craftsbury Common. From the original Craftsbury Town layout it appears that, the Sterling property is in Range 7 and Lot 8, and original proprietor was Elijah Warner. Craftsbury, a square of land six miles on a side, was originally laid out to have 12 ranges and each range had twelve lots that were one half mile by one half mile. The Sterling land is one of many properties in that lot as it has been divided many times.

BACKGROUND

Property Lines, Land Survey and Acreage

An inspection was made of all boundary lines, and evidence of the surveying, blazes, old fence, and corners marked with pipes and rods, were located. The southwesterly line is shared with the Stone brothers, formerly Nelson Farms. This line with Stones was surveyed by Wayne Mutrux of Mutrux Surveys, Craftsbury, Vermont, clarifying lines where the evidence had faded. The west line from the pin ending the Mutrux survey, to the northwest corner runs along lands owned by Forrest Hussey, and is not clear. The lines with Goodrich, Strong and Flynn and Sheldon, are on a lot line, and are easily found, but need to be painted. The south line from the North Craftsbury Road to the southeast corner runs along the Joseph Scott Road, a public Class 4 highway.

The survey map used to plot boundary lines on the orthophotos was made for Sterling College who sold adjacent lands to Mrs. Virginia Russell in 1989; the survey was made by

Little River Surveys of Stowe, Vermont, Job 8900B. Recently the Town of Craftsbury contracted with Mutrux Surveys of Craftsbury to develop tax maps. These maps show the lineage of ownership goes from Sterling College, who purchased from Stirling H. Carpenter of Westmount, Province of Quebec, Canada, two larger parcels of land totaling 118 acres, and one smaller parcel of one and one half acres, on which the Brown Library is located. A map of these properties was prepared in 1962 by Surveyor JP Rich of Stowe, VT. The map was used in a timber trespass case in Orleans County Court involving land along the Black River, and not on what is now the Sterling Property. That map labels the Sterling property as being owned by Mary R. Ross, and formerly the Wheeler farm.

In 2010, Sterling College purchased the Inn on the Common, and added 2.09 acres, none of which is enrolled in the Current Use Program.

Geological Information

The underlying bedrock is the Waits River Formation, metamorphic bedrock formed over 340 to 440 million years ago, the Silurian and Devonian Periods, as a sedimentary rock under the ocean, now a metasedimentary rock called quartzite. There is one significant exposure of the bedrock on the south side of Forest Area 4, the softwood where a small stream drops over a ledge. The Waits River Formation has higher calcium content than the bedrock to the west across the Black River. This is significant for two reasons. First, in the microcosm, it means that the soils and hence the plant communities on them have available calcium from a slowly decomposing source, the bedrock. Research in New Hampshire indicates that fifty percent of the calcium in the soils of the northeast has been lost in 30 years from acidic precipitation. The most vulnerable places are plant communities at higher elevations on bedrock with little available calcium: granites, gneiss and schists. The good news is that this property is on the other end of the scale and has plenty of calcium. This is important because tree growing sites where there is calcium are more productive. Scientists have speculated that the long term sustainability of human life will be tied to the retention or loss of soil calcium. In more specific terms, Cornell University discovered that the declining populations of Wood Thrush are due to thinning of their egg shells due to the loss of calcium in the forest ecosystem.

The surficial geology is important, and in the process of glaciers melting the parent materials that would become the soils were deposited. Soils that were from the melting ice dropping its load of rocks, sand, silts and clay directly onto bedrock are called glacial till. Those that were developed from materials that were deposited under glacial lakes are called glacio-lacustrine soils, and those that were developed from material transported and deposited by glacial meltwater are called alluvial and outwash soils.

Soils

There are two soils types and they are so intertwined as to be merged for practical purposes, Vershire-Glover soil complex. These soils are fine sandy loams derived from glacial till, and are very good soils to grow trees. Evidence to this is the measurements of site index, which indicate most of the forest is site I. Descriptions of these soils are provided below and this information is provided by soil scientists from the Orleans County Natural Resources Conservation Service, US Department of Agriculture, 59 Plaza, Suite 12, Newport, VT

05855. The number preceding the soil is the mapping number, found on their aerial photos, # 42-86 and 48-43 and used to identify soil types.

There are two ways to measure the growing conditions and potential for trees; they are: to use the soils information and to make measurements in the woods called site index. Site index is determined by measuring height and age of a representative tree and plotting that information on a chart. Both ways lead to a ranking of site conditions and potential into four classes: Site I is excellent, Site II is good, Site III is fair, and Site IV is poor. Each Forest Area has further information about its particular site class.

94C and D VERSHIRE-GLOVER SOIL COMPLEX These soils are formed in loamy glacial till on uplands. An association of soils is a combination of two soils, related in their formation process, and so intertwined that mapping them separately is not practical. Vershire soils are moderately deep to bedrock and well drained. Permeability is moderate and they are Site I soils.

Glover soils are shallower to bedrock and somewhat excessively drained. Permeability is moderate. This soil is poorly suited to cultivated crops, hay and pasture because of the stones and boulders on the surface and the rock outcrops. Glover soils are Site II and is composed of soils that are generally unsuitable for septic tank absorption fields, but may have deeper areas that are suitable. This complex of soils has varying depths to bedrock. It lies under parts or all of Forest Areas 2, 3 and 4.

5B NICHOLVILLE SILT LOAM SOIL

Nicholville was formed in loamy glaciolacustrine deposits on former lake plains that are now the wetter soils along the Black River. They are very deep to bedrock and moderately well drained. These soils have a perched seasonal high water table at depths of 1.5 to 2.0 feet below the surface, and permeability is moderate. This soil is well suited to cultivated crops, hay and pasture. Erosion is a hazard. A seasonal high water table may inhibit the establishment of some crops. This soil has a seasonal high water table at various depths. It is considered a **Site II** soil and lies under the lower section of Forest Area 4.

3B VERSHIRE- LOMBARD SOIL COMPLEX,

These wonderful soils are formed in loamy glacial till on bedrock-controlled uplands. Vershire soils are moderately deep to bedrock and well drained with a moderate permeability. Lombard soils are very deep to bedrock and well drained; permeability is also moderate. This soil is well suited to cultivated crops, hay and pasture and erosion is a hazard. Rock outcrops near the surface are troublesome in tillage and harvesting operations. It is composed of complexes of one or more soils underlain by bedrock and bedrock outcrops. The shallowest soil component still has 20 to 40 inches above bedrock. It underlies a portion of Forest Area 2, near the lean-tos, and is a well-deserved **Site I**.

59B CABOT SILT LOAM

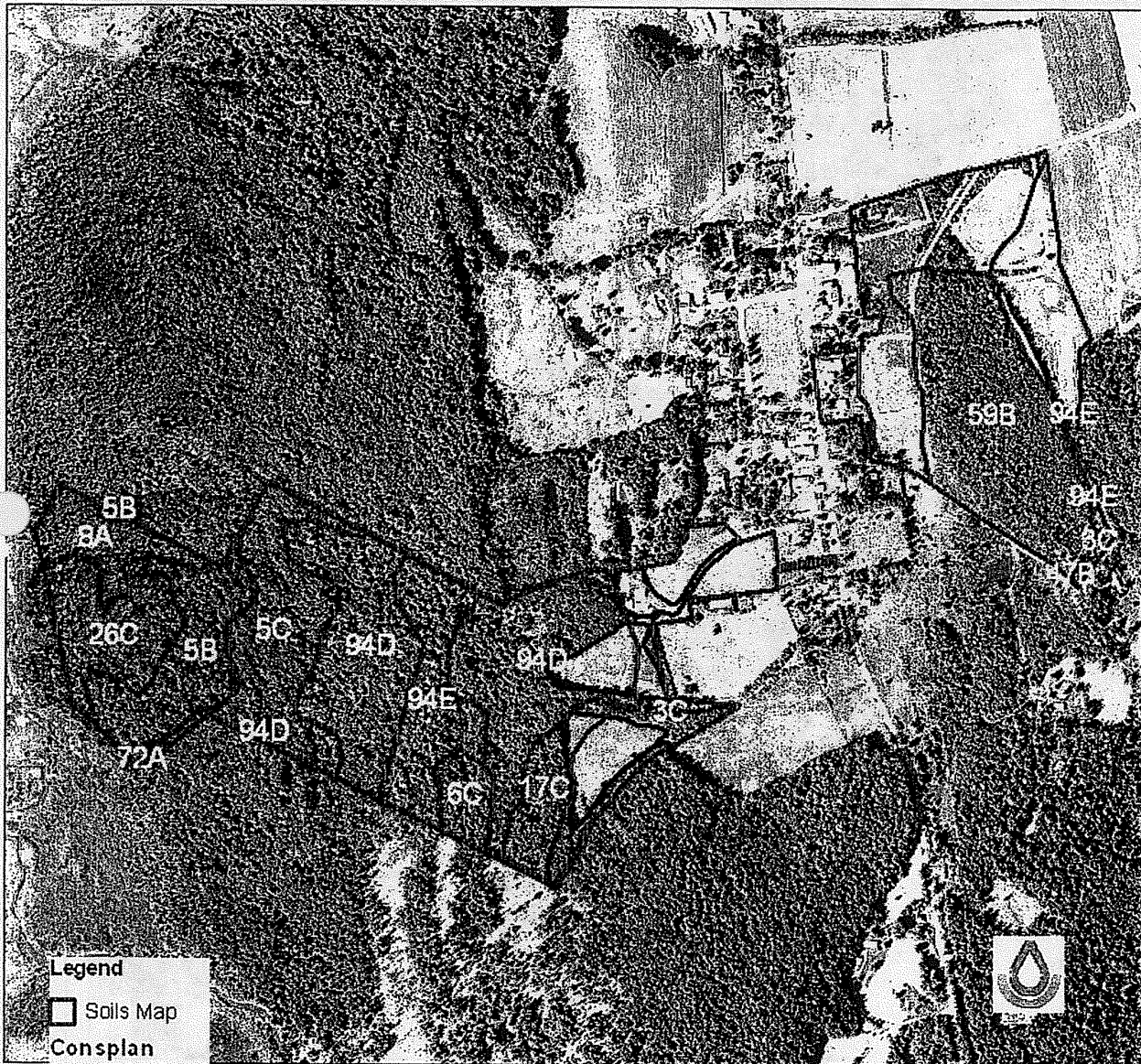
Cabot soils are formed in loamy, compact glacial till on uplands; they are very deep to bedrock, shallow to dense till, or hardpan, and poorly drained. These soils have a perched seasonal high water table at depths of 0 to 2.0 feet below the surface, and permeability is moderate in the solum and slow or very slow in the substratum. It is poorly suited to

Soils

Date: 7/1/2010

Customer(s): STERLING COLLEGE
District: ORLEANS CO. CONSERVATION DISTRICT

Field Office: NEWPORT SERVICE CENTER
Agency: USDA-NRCS
Assisted By: MARYBETH WHITTEN
State and County: VT, ORLEANS



Legend

Soils Map
Consplan

Tract number

182

2564
2941

Scale 1: 9000
1" = 750'

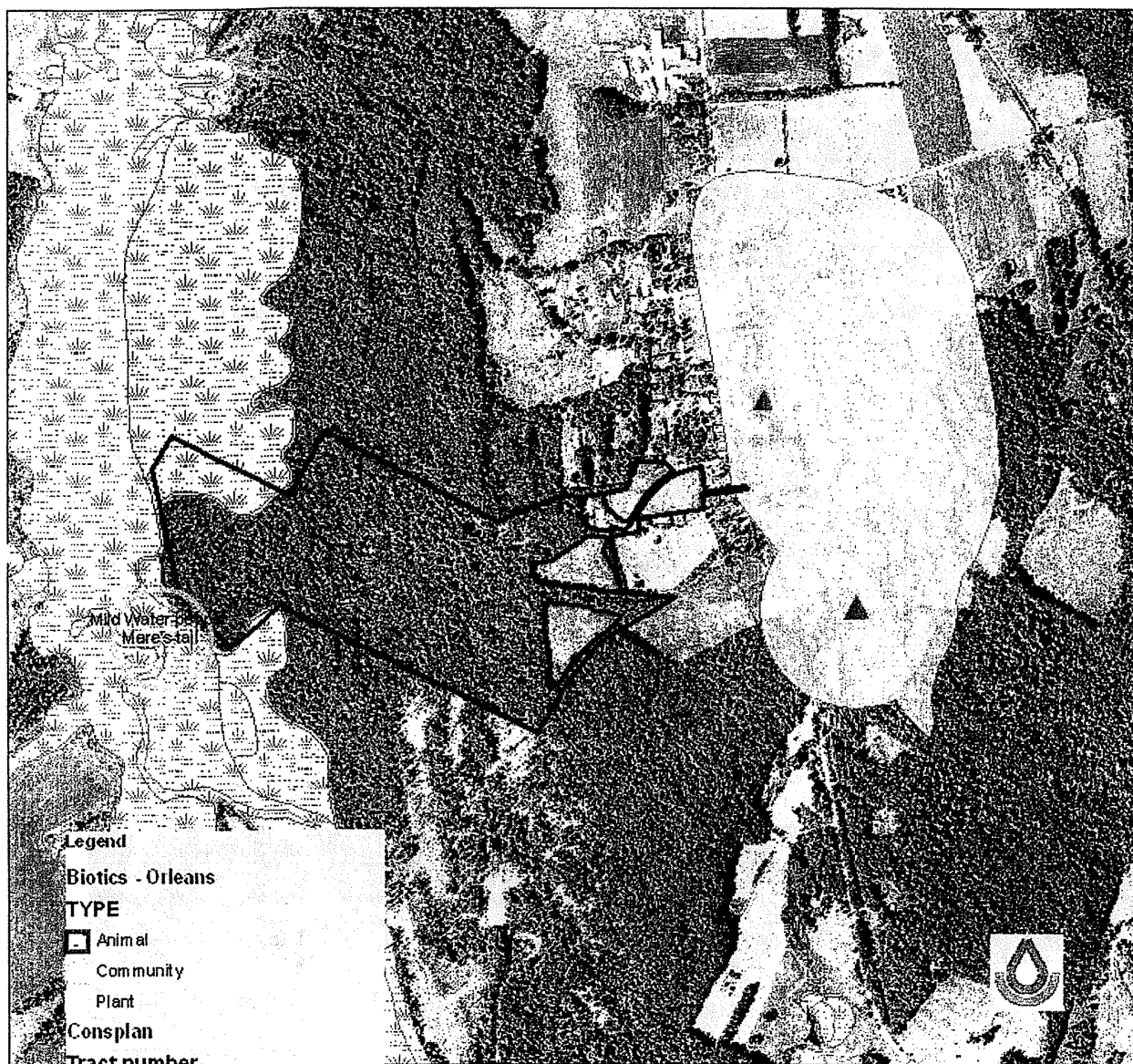
750 0 750 1,500
Feet

Resource Concerns

Date: 7/1/2010

Customer(s): STERLING COLLEGE
District: ORLEANS CO. CONSERVATION DISTRICT

Field Office: NEWPORT SERVICE CENTER
Agency: USDA-NRCS
Assisted By: MARYBETH WHITTEN
State and County: VT, ORLEANS

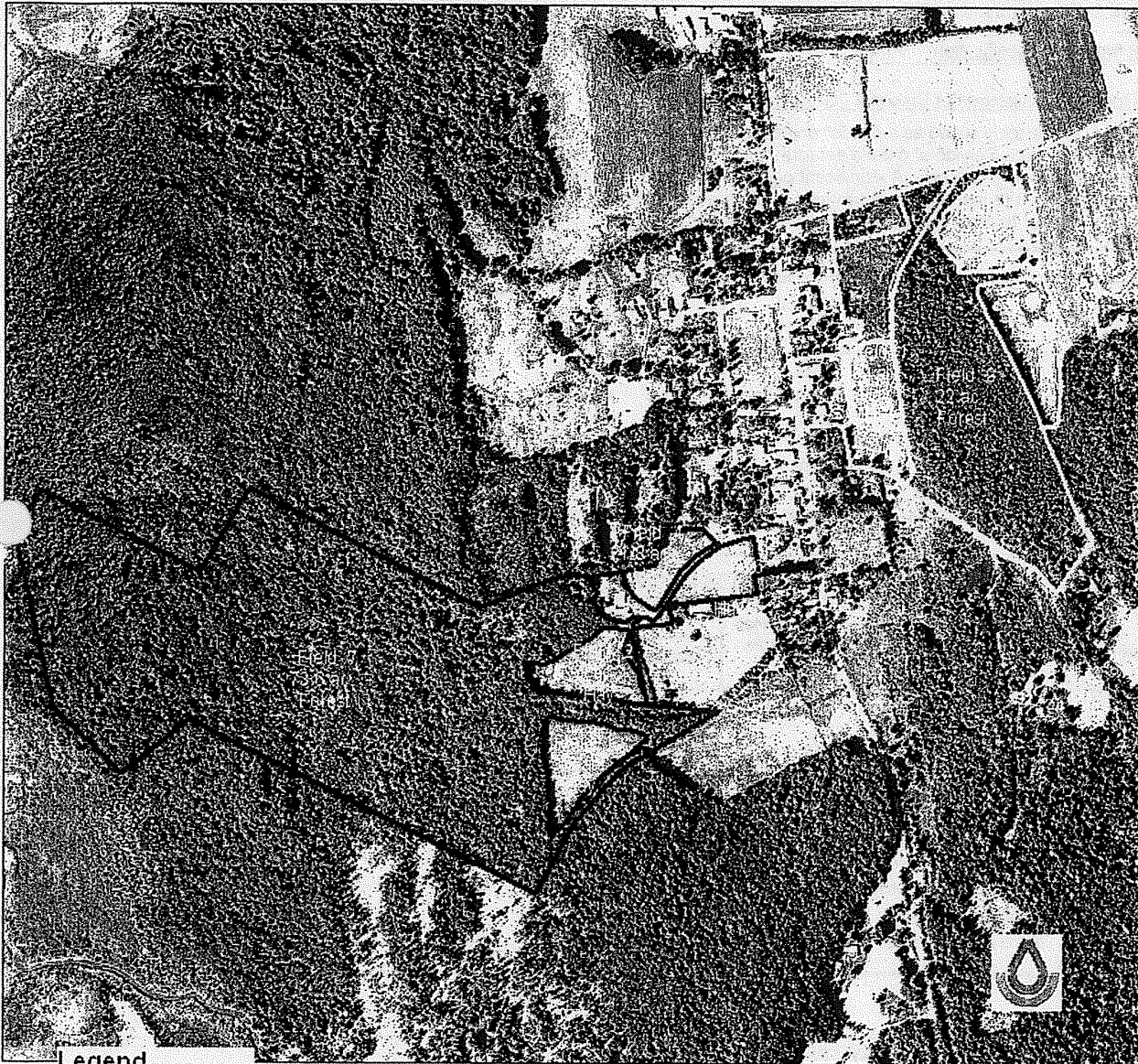


Land Base

Date: 7/1/2010

Customer(s): STERLING COLLEGE
District: ORLEANS CO. CONSERVATION DISTRICT

Field Office: NEWPORT SERVICE CENTER
Agency: USDA-NRCS
Assisted By: MARYBETH WHITTEN
State and County: VT, ORLEANS



Legend

Consplan

Tract number

182

☐ 2564

☐ 2941

Scale 1: 9,000
1" = 750'



3B: Vershire-Lombard complex, 3 to 8 percent slopes, rocky

The Vershire series consists of moderately deep, well drained soils. These soils formed in loamy till on tops and sides of hills. Permeability is moderate throughout the soil.

The Lombard series consists of very deep, well drained soils. These soils formed in a mantle of loamy till overlying saprolite, on tops and sides of hills. Permeability is moderate in the solum and C horizon, and moderately rapid in the 2C horizon.

This map unit is well suited to cultivated crops, hay, and pasture. Erosion is a hazard. Rock outcrops near the surface are troublesome in tillage and harvesting operations.

Important farmland classification: Prime	Land capability: 2 e	Vermont Agricultural Value Group: 3
--	----------------------	-------------------------------------

Vermont Residential Wastewater Disposal - Group and Subgroup:

IIc.- This unit is moderately suited as a site for soil-based residential wastewater disposal systems, based on a review by the Natural Resources Conservation Service of criteria set forth in the Vermont 2007 Environmental Protection Rules. The depth to bedrock in some areas is the primary concern. A significant percentage of this map unit has sufficient soil depth over bedrock to accept a range of designs. On-site investigations can help avoid areas with limited depth to bedrock. Additional fill material may be needed in some areas in order to meet the separation distance requirement between the bottom of the leachfield and bedrock.

PHYSICAL and CHEMICAL PROPERTIES							EROSION FACTORS		
Soil name	Depth (In)	Typical texture	Clay (Pct)	Soil reaction (pH)	Permeability (In/Hr)	Organic matter (Pct)	Kw	Kf	T
Vershire	0-8	VFSL	1-15	4.5 - 6.5	0.6-2	1.0-6.0	.37	.37	2
	8-19	VFSL	1-15	4.5 - 6.5	0.6-2	0.5-3.0	.24	.28	
	19-22	VFSL	1-10	4.5 - 7.3	0.6-2	0.0-1.0	.24	.28	
	22-26	UWB	—	—	0.01-20	—	—	—	
Lombard	0-8	VFSL	1-15	5.6 - 7.3	0.6-2	1.0-6.0	.37	.37	3
	8-31	VFSL	1-15	5.6 - 7.3	0.6-2	0.5-3.0	.24	.28	
	31-61	CN-FSL	1-15	6.1 - 7.3	2-6	0.0-1.0	.20	.24	
	61-65	UWB	—	—	0.01-20	—	—	—	

WATER FEATURES						SOIL FEATURES		
Soil name	Hydrologic group	Depth to seasonal high water table (Feet)	Flooding		Ponding		Hydric soil?	Depth to bedrock (range in inches)
			Frequency	Duration	Frequency	Duration		
Vershire	C	---	None		None		No	20-40
Lombard	C	---	None		None		No	60-72

LAND USE LIMITATIONS				AGRICULTURAL YIELD DATA	
Soil name	Land use	Rating	Reason **	Crop name	Yield / acre
Vershire	Dwellings with basements:	Very limited	Depth to hard bedrock	Corn silage	20 Tons
Lombard	Dwellings with basements:	Not limited		Pasture	10.5 AUM
Vershire	Pond reservoir areas:	Somewhat limited	Depth to bedrock	Grass-legume hay	4 Tons
Lombard	Pond reservoir areas:	Very limited	Seepage		

WOODLAND MANAGEMENT				
Soil name	Management concern	Rating	Reason	Vermont natural communities
Vershire	Harvest equip operability:	Well suited		Northern Hardwood Forest, Rich Northern Hardwood Forest
Lombard	Harvest equip operability:	Well suited		
Vershire	Road suitability:	Well suited		
Lombard	Road suitability:	Well suited		
Vershire	Erosion hazard (off-road):	Slight		
Lombard	Erosion hazard (off-road):	Slight		

Adams loamy fine sand, 3 to 8 percent slopes

The Adams series consists of very deep, somewhat excessively drained soils. These soils formed in sandy glaciofluvial deposits on outwash plains and outwash terraces. Permeability is rapid in the solum and very rapid in the substratum.

This map unit is suited to cultivated crops, hay, and pasture. Low available water capacity and droughtiness are the major management concerns.

Important farmland classification:	Statewide	Land capability:	3 s	Vermont Agricultural Value Group:	6
------------------------------------	-----------	------------------	-----	-----------------------------------	---

Vermont Residential Wastewater Disposal - Group and Subgroup:

1a.- This unit is well suited as a site for soil-based residential wastewater disposal systems, based on a review by the Natural Resources Conservation Service of criteria set forth in the Vermont 2007 Environmental Protection Rules. The rapid permeability in the substratum is a concern. Backfilling absorption trenches with at least one foot of finer textured material or other site modifications may be necessary to slow the percolation rate enough to allow for thorough filtering of effluent.

PHYSICAL and CHEMICAL PROPERTIES							EROSION FACTORS		
Soil name	Depth (in)	Typical texture	Clay (Pct)	Soil reaction (pH)	Permeability (ln/Hr)	Organic matter (Pct)	Kw	Kf	T
Adams	0-1	SPM	---	3.6 - 5.5	2-6	35-100	---	---	5
	1-8	LFS	0-5	3.5 - 6.0	6-20	2.0-5.0	.17	.17	
	8-23	S	0-5	3.5 - 6.0	6-20	1.0-3.0	.17	.17	
	23-65	S	0-5	5.1 - 6.5	20-100	1.0-3.0	.17	.17	

WATER FEATURES						SOIL FEATURES		
Soil name	Hydrologic group	Depth to seasonal high water table (Feet)	Flooding		Ponding		Hydric soil?	Depth to bedrock (range in inches)
			Frequency	Duration	Frequency	Duration		
Adams	A	—	None		None		No	—

LAND USE LIMITATIONS				AGRICULTURAL YIELD DATA	
Soil name	Land use	Rating	Reason **	Crop name	Yield / acre
Adams	Dwellings with basements:	Not limited		Corn silage	20 Tons
Adams	Pond reservoir areas:	Very limited	Seepage	Grass-legume hay	4 Tons
				Pasture	10.5 AUM

WOODLAND MANAGEMENT				
Soil name	Management concern	Rating	Reason	Vermont natural communities
Adams	Harvest equip operability:	Well suited		Hemlock-Northern Hardwood Forest,
Adams	Road suitability:	Well suited		Hemlock-White Pine-Northern Hardwood Forest Variant,
Adams	Erosion hazard (off-road):	Slight		White Pine-Northern Hardwood Forest Variant

94C: Vershire-Glover complex, 8 to 15 percent slopes, very rocky

The Vershire series consists of moderately deep, well drained soils. These soils formed in loamy till on tops and sides of hills. Permeability is moderate throughout the soil.

The Glover series consists of shallow, somewhat excessively drained soils. These soils formed in loamy till on tops and sides of hills. Permeability is moderate throughout the soil.

This map unit is poorly suited to cultivated crops, hay, and pasture because of the stones and boulders on the surface and the rock outcrops.

Important farmland classification: NPSL	Land capability: 6 s	Vermont Agricultural Value Group: 10
---	----------------------	--------------------------------------

Vermont Residential Wastewater Disposal - Group and Subgroup:

IIc.- This unit is moderately suited as a site for soil-based residential wastewater disposal systems, based on a review by the Natural Resources Conservation Service of criteria set forth in the Vermont 2007 Environmental Protection Rules. The depth to bedrock in some areas is the primary concern. A significant percentage of this map unit has sufficient soil depth over bedrock to accept a range of designs. On-site investigations can help avoid areas with limited depth to bedrock. Additional fill material may be needed in some areas in order to meet the separation distance requirement between the bottom of the leachfield and bedrock.

PHYSICAL and CHEMICAL PROPERTIES							EROSION FACTORS		
Soil name	Depth (In)	Typical texture	Clay (Pct)	Soil reaction (pH)	Permeability (In/Hr)	Organic matter (Pct)	Kw	Kf	T
Vershire	0-2	MPM	—	3.6 - 5.5	2-6	35-100	—	—	2
	2-5	VFSL	1-15	4.5 - 6.5	0.6-2	1.0-6.0	.32	.37	
	5-19	VFSL	1-15	4.5 - 6.5	0.6-2	0.5-3.0	.24	.28	
	19-22	VFSL	1-10	4.5 - 7.3	0.6-2	0.0-1.0	.24	.28	
	22-26	UWB	—	—	0.01-20	—	—	—	
Glover	0-1	MPM	—	3.6 - 5.5	2-6	35-100	—	—	1
	1-4	VFSL	1-15	4.5 - 6.5	0.6-2	1.0-6.0	.32	.37	
	4-18	VFSL	1-15	4.5 - 6.5	0.6-2	0.5-3.0	.24	.28	
	18-22	UWB	—	—	0.01-20	—	—	—	

WATER FEATURES						SOIL FEATURES		
Soil name	Hydrologic group	Depth to seasonal high water table (Feet)	Flooding		Ponding		Hydric soil?	Depth to bedrock (range in inches)
			Frequency	Duration	Frequency	Duration		
Vershire	C	—	None		None		No	20-40
Glover	D	—	None		None		No	10-20

LAND USE LIMITATIONS				AGRICULTURAL YIELD DATA	
Soil name	Land use	Rating	Reason **	Crop name	Yield / acre
Glover	Dwellings with basements:	Very limited	Depth to hard bedrock	Pasture	7.5 AUM
Vershire	Dwellings with basements:	Very limited	Depth to hard bedrock		
Glover	Pond reservoir areas:	Very limited	Slope		
Vershire	Pond reservoir areas:	Very limited	Slope		

WOODLAND MANAGEMENT				
Soil name	Management concern	Rating	Reason	Vermont natural communities
Glover	Harvest equip operability:	Well suited		Northern Hardwood Forest, Rich Northern Hardwood Forest
Vershire	Harvest equip operability:	Well suited		
Glover	Road suitability:	Moderately suited	Slope	
Vershire	Road suitability:	Moderately suited	Slope	
Glover	Erosion hazard (off-road):	Slight		
Vershire	Erosion hazard (off-road):	Slight		

Cabot silt loam, 8 to 15 percent slopes, very stony

The Cabot series consists of poorly drained soils. These soils are shallow to dense till and very deep to bedrock. They formed in loamy basal till on sides of hills and mountains. Permeability is moderate in the solum and slow or very slow in the substratum.

This map unit is poorly suited to cultivated crops, hay, and pasture because of the stones and boulders on the surface and the seasonal high water table.

Important farmland classification: NPSL	Land capability: 6 s	Vermont Agricultural Value Group: 10
---	----------------------	--------------------------------------

Vermont Residential Wastewater Disposal - Group and Subgroup:

IIId.- This unit is marginally suited as a site for soil-based residential wastewater disposal systems, based on a review by the Natural Resources Conservation Service of criteria set forth in the Vermont 2007 Environmental Protection Rules. The depth to the seasonal high water table is the major limitation. A detailed, site-specific analysis is generally required. On-site groundwater level monitoring and determination of induced groundwater mounding is often necessary to establish the suitability of this unit. Curtain drains may help lower the water table to an acceptable level.

PHYSICAL and CHEMICAL PROPERTIES							EROSION FACTORS		
Soil name	Depth (In)	Typical texture	Clay (Pct)	Soil reaction (pH)	Permeability (In/Hr)	Organic matter (Pct)	Kw	Kf	T
Cabot	0-3	HPM	—	3.6 - 5.5	2-6	35-100	—	—	2
	3-5	SIL	1-15	5.1 - 7.3	0.6-2	4.0-12	.28	.32	
	5-19	FSL	1-15	5.1 - 7.3	0.6-2	0.5-4.0	.28	.32	
	19-65	FSL	1-15	5.6 - 7.3	0.002-0.2	0.0-1.0	.28	.37	

WATER FEATURES						SOIL FEATURES		
Soil name	Hydrologic group	Depth to seasonal high water table (Feet)	Flooding		Ponding		Hydric soil?	Depth to bedrock (range in inches)
			Frequency	Duration	Frequency	Duration		
Cabot	D	0.0-1.5	None		None		Yes	—

LAND USE LIMITATIONS				AGRICULTURAL YIELD DATA	
Soil name	Land use	Rating	Reason **	Crop name	Yield / acre
Cabot	Dwellings with basements:	Very limited	Depth to saturated zone	Pasture	6 AUM
Cabot	Pond reservoir areas:	Very limited	Slope		

WOODLAND MANAGEMENT				
Soil name	Management concern	Rating	Reason	Vermont natural communities
Cabot	Harvest equip operability:	Poorly suited	Wetness	Lowland Spruce-Fir Forest, Alder Swamp, Northern White Cedar Swamp, Spruce-Fir-Tamarack Swamp, Red Maple-Black Ash Swamp, Calcareous Red Maple-Tamarack Swamp
Cabot	Road suitability:	Poorly suited	Wetness	
Cabot	Erosion hazard (off-road):	Slight		

26B: Adams loamy fine sand, 3 to 8 percent slopes

The Adams series consists of very deep, somewhat excessively drained soils. These soils formed in sandy glaciofluvial deposits on outwash plains and outwash terraces. Permeability is rapid in the solum and very rapid in the substratum.

This map unit is suited to cultivated crops, hay, and pasture. Low available water capacity and droughtiness are the major management concerns.

Important farmland classification: Statewide	Land capability: 3 s	Vermont Agricultural Value Group: 6
--	----------------------	-------------------------------------

Vermont Residential Wastewater Disposal - Group and Subgroup:

1a.- This unit is well suited as a site for soil-based residential wastewater disposal systems, based on a review by the Natural Resources Conservation Service of criteria set forth in the Vermont 2007 Environmental Protection Rules. The rapid permeability in the substratum is a concern. Backfilling absorption trenches with at least one foot of finer textured material or other site modifications may be necessary to slow the percolation rate enough to allow for thorough filtering of effluent.

PHYSICAL and CHEMICAL PROPERTIES							EROSION FACTORS		
Soil name	Depth (In)	Typical texture	Clay (Pct)	Soil reaction (pH)	Permeability (In/Hr)	Organic matter (Pct)	Kw	Kf	T
Adams	0-1	SPM	—	3.6 - 5.5	2-6	35-100	—	—	5
	1-8	LFS	0-5	3.5 - 6.0	6-20	2.0-5.0	.17	.17	
	8-23	S	0-5	3.5 - 6.0	6-20	1.0-3.0	.17	.17	
	23-65	S	0-5	5.1 - 6.5	20-100	1.0-3.0	.17	.17	

WATER FEATURES						SOIL FEATURES		
Soil name	Hydrologic group	Depth to seasonal high water table (Feet)	Flooding		Ponding		Hydric soil?	Depth to bedrock (range in inches)
			Frequency	Duration	Frequency	Duration		
Adams	A	—	None		None		No	—

LAND USE LIMITATIONS				AGRICULTURAL YIELD DATA	
Soil name	Land use	Rating	Reason **	Crop name	Yield / acre
Adams	Dwellings with basements:	Not limited		Corn silage	20 Tons
Adams	Pond reservoir areas:	Very limited	Seepage	Grass-legume hay	4 Tons
				Pasture	10.5 AUM

WOODLAND MANAGEMENT				
Soil name	Management concern	Rating	Reason	Vermont natural communities
Adams	Harvest equip operability:	Well suited		Hemlock-Northern Hardwood Forest, Hemlock-White Pine-Northern Hardwood Forest Variant, White Pine-Northern Harwood Forest Variant
Adams	Road suitability:	Well suited		
Adams	Erosion hazard (off-road):	Slight		

Adams loamy fine sand, 3 to 8 percent slopes

The Adams series consists of very deep, somewhat excessively drained soils. These soils formed in sandy glaciofluvial deposits on outwash plains and outwash terraces. Permeability is rapid in the solum and very rapid in the substratum.

This map unit is suited to cultivated crops, hay, and pasture. Low available water capacity and droughtiness are the major management concerns.

Important farmland classification: Statewide	Land capability: 3 s	Vermont Agricultural Value Group: 6
--	----------------------	-------------------------------------

Vermont Residential Wastewater Disposal - Group and Subgroup:

1a.- This unit is well suited as a site for soil-based residential wastewater disposal systems, based on a review by the Natural Resources Conservation Service of criteria set forth in the Vermont 2007 Environmental Protection Rules. The rapid permeability in the substratum is a concern. Backfilling absorption trenches with at least one foot of finer textured material or other site modifications may be necessary to slow the percolation rate enough to allow for thorough filtering of effluent.

PHYSICAL and CHEMICAL PROPERTIES							EROSION FACTORS		
Soil name	Depth (In)	Typical texture	Clay (Pct)	Soil reaction (pH)	Permeability (In/Hr)	Organic matter (Pct)	Kw	Kf	T
Adams	0-1	SPM	—	3.6 - 5.5	2-6	35-100	—	—	5
	1-8	LFS	0-5	3.5 - 6.0	6-20	2.0-5.0	.17	.17	
	8-23	S	0-5	3.5 - 6.0	6-20	1.0-3.0	.17	.17	
	23-65	S	0-5	5.1 - 6.5	20-100	1.0-3.0	.17	.17	

WATER FEATURES						SOIL FEATURES		
Soil name	Hydrologic group	Depth to seasonal high water table (Feet)	Flooding		Ponding		Hydric soil?	Depth to bedrock (range in inches)
			Frequency	Duration	Frequency	Duration		
Adams	A	—	None		None		No	—

LAND USE LIMITATIONS				AGRICULTURAL YIELD DATA	
Soil name	Land use	Rating	Reason **	Crop name	Yield / acre
Adams	Dwellings with basements:	Not limited		Corn silage	20 Tons
Adams	Pond reservoir areas:	Very limited	Seepage	Grass-legume hay	4 Tons
				Pasture	10.5 AUM

WOODLAND MANAGEMENT				
Soil name	Management concern	Rating	Reason	Vermont natural communities
Adams	Harvest equip operability:	Well suited		Hemlock-Northern Hardwood Forest,
Adams	Road suitability:	Well suited		Hemlock-White Pine-Northern Hardwood Forest Variant,
Adams	Erosion hazard (off-road):	Slight		White Pine-Northern Harwood Forest Variant

5B: Nicholville very fine sandy loam, 3 to 8 percent slopes

The Nicholville series consists of very deep, moderately well drained soils. These soils formed in silty glaciolacustrine deposits on lake terraces. Permeability is moderate throughout the soil.

This map unit is well suited to cultivated crops, hay, and pasture. Erosion is a hazard. A seasonal high water table may inhibit the establishment of some crops.

Important farmland classification: Statewide	Land capability: 2 e	Vermont Agricultural Value Group: 4
--	----------------------	-------------------------------------

Vermont Residential Wastewater Disposal - Group and Subgroup:

11h.- This unit is moderately suited as a site for soil-based residential wastewater disposal systems, based on a review by the Natural Resources Conservation Service of criteria set forth in the Vermont 2007 Environmental Protection Rules. The depth to the seasonal high water table is the primary concern. Mound system construction and other site modifications are often necessary. On sloping sites, curtain drains can help lower the water table to an acceptable level. In some cases, a detailed, site-specific analysis with groundwater level monitoring and determination of induced groundwater mounding may be required to establish the suitability of this unit.

PHYSICAL and CHEMICAL PROPERTIES							EROSION FACTORS		
Soil name	Depth (in)	Typical texture	Clay (Pct)	Soil reaction (pH)	Permeability (in/hr)	Organic matter (Pct)	Kw	Kf	T
Nicholville	0-7	VFSL	2-18	4.5 - 6.0	0.6-2	2.0-6.0	.49	.49	5
	7-25	VFSL	2-18	4.5 - 7.3	0.6-2	0.5-3.0	.64	.64	
	25-65	VFSL	2-18	4.5 - 7.3	0.6-2	0.0-1.0	.64	.64	

WATER FEATURES						SOIL FEATURES		
Soil name	Hydrologic group	Depth to seasonal high water table (Feet)	Flooding		Ponding		Hydric soil?	Depth to bedrock (range in inches)
			Frequency	Duration	Frequency	Duration		
Nicholville	B	1.6-2.5	None		None		No	—

LAND USE LIMITATIONS				AGRICULTURAL YIELD DATA	
Soil name	Land use	Rating	Reason **	Crop name	Yield / acre
Nicholville	Dwellings with basements:	Very limited	Depth to saturated zone	Corn silage	22 Tons
Nicholville	Pond reservoir areas:	Somewhat limited	Seepage	Grass-legume hay	4.5 Tons
				Pasture	11.5 AUM

WOODLAND MANAGEMENT				
Soil name	Management concern	Rating	Reason	Vermont natural communities
Nicholville	Harvest equip operability:	Well suited		Northern Hardwood Forest, Red Spruce-Northern Hardwood Forest
Nicholville	Road suitability:	Well suited		
Nicholville	Erosion hazard (off-road):	Slight		

cultivated crops, hay and pasture because of the stones and boulders on the surface and the seasonal high water table. Although wet this soil found on the wetter areas in Forest Area 1 are considered **Site II**.

Watershed

The watershed drainage of the Sterling property is westerly directly to a small stream that drains into directly to the Black River. The Black River flows north to Lake Memphramagog, and to the St. Lawrence via the St. Francis River. It is the land where the river flows north.

Wetlands

The maps of the National Wetland Inventory indicate there are wetlands on the Sterling property, and a map of these wetlands from maps and GIS layers from the Department of Forests and Parks is enclosed. The National Wetlands Inventory of the US Fish and Wildlife Service inventoried and mapped wetlands nationally, and the federal laws regulating wetlands followed. Permits are required for certain uses, Conditional Use Permits, and other uses are regulated or prohibited. However, on the Sterling property there are no operations planned that will impact wetlands and normal silvicultural work is exempt from regulation.

Natural Heritage Information

A check of the maps developed by the Non-game and Natural Heritage Program of the Vermont Department of Fish and Wildlife, Agency of Natural Resources, indicates there are no rare, endangered or uncommon species known on the Sterling property. It does not indicate that there is a deer wintering yard either, but there is and has been for twenty years or more. It connects to deer wintering areas on other properties than run along the ridge west of the Common. Further information is provided about deer wintering yards under silvicultural recommendations of Forest Area 4.

Cultural Resources

There are cultural resources on the property, including old cedar rail fences, a beautiful developed spring box, where it is alleged an early settler lived as a hermit, an old well in the field by the barn. Students have built three Adirondack style lean-tos, and one well-hidden pole frame shelter, which was probably not supposed to be found by the aging forester doing inventory.

Invasive Species

Four invasive plants were located on the property; they are:

Bishop's weed south of Forest Area 1, the cedar swamp,

Poison ivy spreading into swamp,

Shiny buckthorn, which is all over Forest Area 2, a real problem,

and Japanese Knotweed, located near the barns.

It is strongly recommended that Sterling College contact the appropriate personnel at both the Nature Conservancy and Natural Resource Conservation Service to get assistance dealing with the troublesome plants. The degree which shiny buckthorn has invaded Forest Area 2 and its patch cuts is very aggressive. Cornell University had this description of buckthorn on its website.

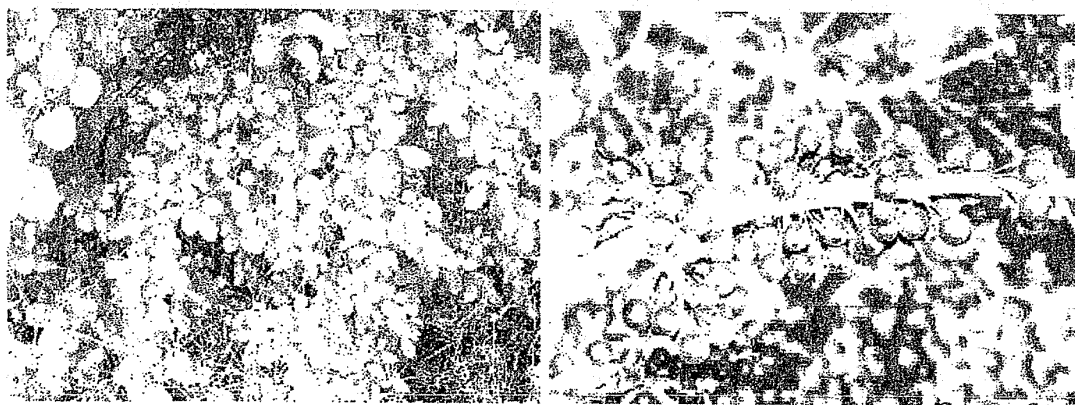
Buckthorn (*Rhamnus cathartica*)

Background

Common buckthorn (*Rhamnus cathartica*) is a small deciduous tree or large shrub that can grow to six meters in height. It has dull green oval or egg shaped leaves and is easily identified by the small thorns at the tip of its branches. It is also known as European buckthorn, European waythorn, and Hart's thorn. Common buckthorn is considered an invasive species throughout most of the northeastern and central United States and southeastern Canada because of the dense thickets it forms.

Origin

Common buckthorn is native to most of Europe (except Iceland and Turkey) and western Asia. It was brought to North America some time in the 1800s for use as an ornamental shrub and wind break but did not have wide spread distribution until the early 1900s. It is found in hedgerows, along roadsides and on ravine slopes.



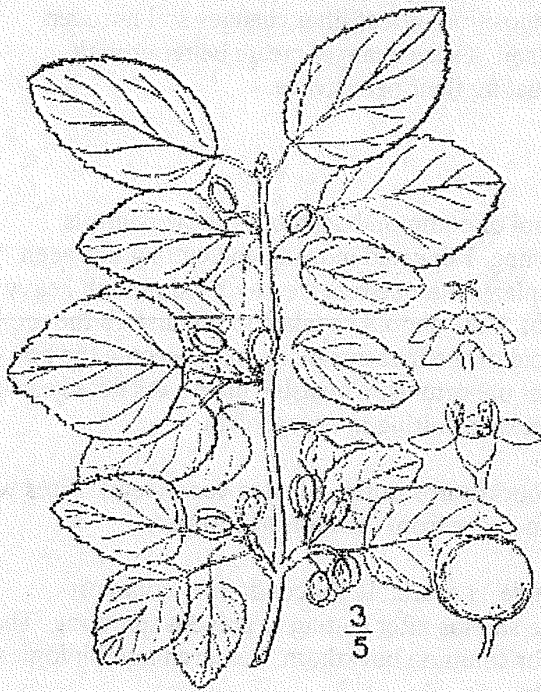
Common buckthorn summer foliage
September

Berries ripen in August or
September

Biology and Identification

Common buckthorn is a perennial shrub or small tree. It is found in lightly shaded areas and is tolerant of many soil types from well-drained sand to clay. Branches are tipped with a short thorn; a thorn may also be found in the fork between two branches. The leaves may be opposite or in an alternating pattern (both may be found on the same branch). The leaves are oval or egg shaped with small, serrated teeth. The leaf may be a dull green or a dark green with a lighter green on the under side. Flowers are small with four sepals (a modified leaf that encloses the petals and other parts of the flower) and four petals and they form small

clusters from the axils (the space between a leaf or branch and the stem/stalk of the plant) of leaves or on short twigs along the stem. The flowers are a yellowish to green color. Each flower is unisexual with either four stamens or one pistil with a plant being either male or female (dioecious). The fruit or berries are small (5-6 mm in diameter) and are a dark purplish or black color. Each berry will contain four hard seeds. The common buckthorn flowers during late spring (May-June) while leaves are emerging. The berries ripen during August and September and can be found still attached to the plant through out the winter.



Common buckthorn leaves may be opposite or alternating with both possible on the same branch. Leaves are oval or egg shaped with small, serrated teeth

Buckthorn seeds are easily spread by birds and other wildlife. It is fast growing and will reproduce from seeds or by stump sprouting. The seeds may remain viable in the soil for up to five years.

Common buckthorn can be distinguished from native and other non-native buckthorns by its sharp, thorn-tipped branches and from native Hawthorns (*Crataegus* spp.) on which the thorns grow from the sides of branches. It also has noticeable forward-curved side veins on its leaves and clusters of purplish-black berries that have 4 hard seeds.

Impacts

Common buckthorns form thick hedges with long branches that crowd out and shade out native shrub and herbaceous species, preventing regeneration of native plants. In fire prone

areas the lack of herbaceous ground cover underneath the buckthorn hedge may prevent fires from spreading.

The common buckthorn is a host for the crown rust fungus (*Puccinia coronata*), an agricultural pest that inhibits the yield and quality of oats. It may also serve as a overwintering host for the Asian soybean aphid (*Aphis glycines* Matsumura), a pest known to damage soybeans and can spread a variety of horticultural viruses. Buckthorn leaves have a high concentration of nitrogen and the decomposition of leaf litter changes soil nitrogen content and can increase the pH levels in the soil. These changes create better growth conditions for the common buckthorn perpetuating their persistence.

Prevention and Control

There are several methods available for control of common buckthorn. These controls include mowing, excavation, cutting and burning. Repeated mowing and cutting has been shown to reduce the vigor of the plants. The plants may be removed by hand or with heavy equipment depending on the size of the shrubs. Care should be taken to not disturb the roots of other plants. The disturbed area, now devoid of the invasive plant, may become the home for new common buckthorn seedlings or other opportunistic invasive plants. As noted earlier, the seeds may persist in the ground for five years resulting in new growth.

Prescribed burns are another way to control buckthorns in fire-adapted ecosystems. Fires will top-kill mature plants; however sprouting can occur from the roots and trunks.

There are also several chemical methods (Table 1) available for controlling common buckthorn. These are generally applied to the stumps after cutting to prevent sprouting. There are no currently known biological controls for common buckthorn. Research into biological controls for common buckthorn is in progress.

Table 1. Herbicides effective on Common buckthorn (*Rhamnus cathartica*)

Chemical Name	Use
Triclopyr amine	Cut stump
Triclopyr ester	Cut stump or basal bark
Glyphosate	Cut stump

(MNDNR 2008)

It is strongly recommended that Sterling College contact the appropriate personnel at both the Nature Conservancy and Natural Resource Conservation Service to get assistance dealing with the troublesome plants. The degree which shin

Natural Community

Natural communities are the working units of silvicultural operations. In their book, Wetland, Woodland, Wildland, A Guide to the Natural Communities of Vermont, authors Elizabeth Thompson and Eric Sorenson provide the following definition and explanation. "A natural community is an interacting assemblage of organisms, their physical environment,

and the natural processes that affect them.” The dynamic functioning of natural communities involves water flowing through them, nutrients cycling from the soils through plants and animals, natural disturbances such as windstorms and fire, succession and changes, and the building of organic detritus. Bedrock geology and soils often have significant influence on what natural communities will develop there. A discrete example lies in comparing the forest land here with forest land to the west across the Black River valley. The difference is in the bedrock. This property is subtended by the calcium rich Waits River Formation and to the west is underlain by more acidic mica schists. The communities that have developed on the Sterling property are influenced by the presence of calcium.

All of the forests of this area have been affected by natural disturbances, and most have changed from human intervention, logging, hurricanes and fire, and most dramatically, the clearing for agricultural production and later abandonment. It is this clearing and abandonment that has the great impact on this property. There is an interesting twist to this story of land with calcium rich bedrock and deep soils; it is reasonable to assume that the present community would be a rich northern hardwoods, yet over half of it is spruce, cedar, pine, hemlock and balsam fir. This is because after the Great Depression, after World War II and when bulk tanks were first used to store milk before pick up for markets, there was a periods of agricultural land abandonment. The natural succession would have been toward rich northern hardwoods, but the pastured cows probably ate hardwoods and did not eat the spruce, fir, cedar, hemlock and pine. These species developed into fast growing stands, often with a few hardwoods. The natural tendency for these stands if left alone would be to be replaced by hardwoods. This natural direction is one that we do not plan to fight, but rather to accommodate by keeping hardwoods for seed sources, and growing newly established hardwood seedlings.

Understory plants often indicate the nature of the community that would eventually occupy the land. Indicator plants that are helpful in seeing this are northern white cedar, blue cohosh and maiden hair fern.

Wildlife Habitat

Integrating wildlife habitat improvements and maintenance into silvicultural work has become more common, as these two disciplines merge in research and practice. Specific practices in wildlife habitat improvement include buffers around vernal pools when logging, keeping mast and fruit trees, mowing open land, keeping nesting trees and rough and rotten trees. This has been done in past work. In a general sense on the Sterling property there are two ways that improving and maintaining wildlife habitat can be implemented, at the niche habitat level and the landscape habitat. Niche level often involves leaving things, leaving buffers of uncut trees, leaving nest sites for hawks, retaining dead trees and leaving a buffer around the vernal pool; most of the decisions at this level are done when marking the trees to be harvested.

The deer wintering yard on the Sterling property is a small piece of a much larger yard, which should be viewed at the landscape level in order to understand its long-term function. The yard extends from west of the village of Craftsbury, northerly along the ridge west of the Common, along the west end of Little Hosmer Pond, along the west shore of Big Hosmer

Pond, connecting with a long part of the yard that runs from Craftsbury Village to the Village of Albany, approximately nine miles. The Sterling property is at the southern end of the deer wintering yard, which is usually a softwood forest area where white-tailed deer spend the winter when snow depths exceed 18 inches. The deer use the same areas year after year, unless the forest is heavily cut or developed. Biologists have shown that deer travel over 10 miles to a good wintering yard from their summer range, and those high in the Lowell Mountains come to the Black River valley.

Wintering yards provide cover. Snow falling on softwoods is held on branches and sublimated back into the atmosphere, never falling to the ground. One winter in Stannard, Vermont four snow depth measurements samples were made within 100 yards of one another. It was assumed that each sample area received the same snow fall. In a field, the maximum snow depth was 34 inches, the sugarbush had 32 inches, the spruce and fir stand had 19 inches and the Norway spruce plantation never had more than 9 inches. The deer were yarded up for the winter in the latter two stands, occasionally went to the sugarbush to find food and never went into the field. In a publication of the Vermont Department of Fish and Wildlife, "Management guide for Deer Wintering Areas in Vermont", three goals for deer wintering areas are listed. They are providing perpetual shelter, maintaining deer mobility and access through out the wintering area, and provide accessible browse for food. Travel lanes are often laid out to connect over the landscape and ideally are maintained as areas with dense overstories where deer can travel easily. At the landscape level these travel lanes connect up and allow the yard to be functional. In the winter of 2004, the deer were using the Sterling property as a yard quite heavily.

Specific recommendations for maintaining the deer wintering yard suggestions are made under silvicultural recommendations for Forest Area 3 and 4.

The Vermont Audubon Society in conjunction with the Vermont Department of Forest, Parks and Recreation, developed a program for helping foresters understand the role of silviculture in preparing and maintaining habitat for birds. The program was called "Foresters for the Birds, and one of the documents provided to field foresters is offered here in part as a guideline for understanding, and for marking the timber to harvested, while trying to provide habitat in all four stands:

"1) Create/Enhance Vertical Structure – *Vertical structure refers to the variety of plant or tree heights, from the canopy to the forest floor. Different birds use different parts of the forest for breeding and foraging. Encourage a diverse vertical structure that pays attention to the four layers typically found in the forest; herbaceous layer, shrub layer, subcanopy and canopy. One method for enhancing vertical structure is single tree or small group selection removal. Keep these openings less than 1.25 acres in general, and preferably 0.25 acres.*

2) Limit Management Activities During the Breeding Season – *Most Vermont birds breed during the spring & early summer; from April until about August. Winter, late summer or fall harvesting is preferred to protect breeding birds and forest*

soils. Choosing to delay harvesting in the summer until after August 10th allows breeding birds the opportunity to fledge both first and second broods of young.

3) Keep Forest Buffers Along Streams – Riparian forest buffers, along streams and rivers, provide key habitat for a great diversity of plant & animal life. Birds use riparian buffers during migration, as well as during the breeding season. Some birds, like the Louisiana Water thrush forage & nest only along streams. Where no buffers exist, re-establish them. Buffers greater than 200-300 feet have the greatest use to songbirds, although buffers of at least 50 feet wide will provide baseline habitat needs for songbirds.

4) Retain Overstory Trees When Harvesting – Leaving large-canopied trees of varying type and size will allow birds the ability to perch, nest, and forage. Keep trees that produce fruits, seeds, or nuts like serviceberry, beech, black cherry, and oak. These trees will be of particular interest to birds during fall migration and to resident birds during the winter. Small clusters of conifers left in harvested areas provide shelter and food for resident birds during the winter.

5) Retain Deadwood – Snags and downed trees all have significant wildlife value. Dead or dying trees will provide roosting, perching, foraging and nesting sites for roughly 40 species of birds. Let sleeping logs lie- as they are also good for forest regeneration. Retain at least six snags per acre on average with one exceeding 18 inches in diameter at breast height (DBH) and three exceeding 16 inches DBH. Leave trees that have cavities of varying sizes and are located in the upper trunk of the tree. Give priority to hardwood trees with cavities, rather than softwood, as they remain intact longer.

6) Soften Edges Between Habitats – An “edge” can be defined as a place where two differing types of vegetation meet, i.e. deciduous forest meets grassland. Sharp edges, or an abrupt change between habitats often have negative impacts on songbirds; these impacts are known as “edge effects”. Nest predation (by animals such as cats, skunks, raccoons) and nest parasitism (by cowbirds) are greatest within about 150 feet of the forest edge. These negative edge effects can be reduced by creating irregular edges or by feathering edges. Feathered edges have more trees closer to the uncut forest and gradually fewer trees closer to the harvested area.

7) Minimize Linear Openings – Linear openings (like straight roads or ATV trails) in a forest block can serve as pathways for increased predation by animals and parasitism by cowbirds. Minimize the width, number and extent of truck/skidder roads when harvesting. Larger trails and woods roads introduce sunlight into the forest interior that can dry out leaf litter and reduce moist habitat for invertebrates consumed by ground nesting birds. Wherever possible, maintain forest canopy closure over trails and woods roads.

8) Maximize Forest Interior – Forest patches that are large (50 acres or more) will increase the diversity of birds your woodlot can support. Forest interior is defined as

habitat that occurs in unbroken forest at least 200-300 feet from the habitat edge. Increasing forest interior will benefit birds like the Scarlet Tanager, Blackthroated Green Warbler and Eastern Wood-pewee. Look at the shape of your stand; circular and squareshaped patches have a greater ratio of interior to edge than stands that are oblong, rectangular or irregularly shaped. When harvesting, strive to leave the largest possible patch intact.

9) Retain Early Successional Forest Habitat – Early successional habitat is young forest habitat comprised of tree seedlings and saplings between one and fifteen years of age. If you have a lot of openings already, you may not need more. Early successional habitat may be accomplished through patch cutting or managing abandoned agricultural land as it grows and reverts back to forest. Taking care to avoid fragmenting interior forest blocks, patch cuts made to forest blocks should be at least two acres in size in order to provide enough habitat for breeding birds like the Chestnut-sided Warbler."

Forest Health

There does not appear to be a problem with insects or fungal disease, although the following were noted: sugar maple borer, *Eutapella* canker, which looks like a cobra on maple trees, *Oxyporus populinus* has a fungus conk with a moss on it in the cracks of maple trunks, and *Inonotus obliquus* which looks like a black rhino horn on yellow birch. The later two indicate internal decay of trees, and should be discriminated against in thinning. Historically an insect had an impact on the hardwood stands; it was the forest tent caterpillar, which caused some defoliation in the early 1980's for two summers; maple leaf cutter, an insect is seen periodically. Beech Bark Disease, a combination of a fungus, Nectria, and an insect, beech scale, has infected all but some of the smaller beech. Balsam fir often has trunk decay and a few larger red spruce are dead standing with no obvious cause.

Sterling College student, Zak Haywood, cooperated with the Vermont Department of Forest and Parks personnel to set up Forest Health monitoring plots on an adjacent property owned by Virginia Russell.

Forest Inventory

To update this plan an inventory was made of the conditions by stand. Each of four stands was sampled with 36 independent inventory plots. This information included volumes of timber in cords and board feet and silvicultural information such as basal area and trees per acre by diameter groups. The inventory focused on gathering information to be used in updating the plan. Some adjustments were made in the lines between forest areas. The inventory samples were processed in a software program called Cruisesheet 1.2 available from Noble and Noble Forestry. With each forest area are accompanying tables that show the detailed results of this program.

Two charts are presented for each stand from this projection to provide information about the forest from the inventory; each is set up by species of trees and two-inch diameter classes. They are:

1. **Basal Area Summary** which shows the density of trees. Basal area is the number of square feet in the cross sections of trees per acre. Knowledge of basal area helps the forester understand when the forest is too dense for individual trees to grow, and how much to remove in harvesting wood.
2. **Trees per Acre Summary** shows the different species of trees by diameter groups on an average acre.

FOREST AREA 1 The Cedar Swamp

TECHNICAL INFORMATION FROM 9 POINT SAMPLES USING BASAL AREA FACTOR 10

Area:	16.0 Acres
Forest Cover Type:	Spruce-Fir-Cedar
Stocking Level:	
Mean Stand Diameter:	10.5
Basal Area:	
Total Growing Stock:	143
Acceptable Growing Stock:	108 including all brown ash that might make baskets
Trees Per Acre:	232
Species Composition:	Spruce 2 %, Balsam Fir 12 %, Hemlock and Tamarack 1%, Cedar 40%, Brown Ash 7%, Yellow Birch 8%, White Birch 2%, Red Maple 2%, Elm 1% and Unacceptable growing stock for cedar post and logs, hardwood logs and basket ash 24%

See attached inventory sheets for further details of Basal Area, Trees per Acre

PRESENT CONDITIONS

Stand History and Structure:

No major logging operation has been conducted in recent years as the stand is very wet in the middle and has surface water near the surface of the soil, even in summer. Drainages that come down the old town highway from the Common add water to this area, and there is a drainage ditch on the west side of the stand, but the culvert on the town road acts as a low-level dam. This stand has some nice sawlog size trees along the edge, and with the exception of balsam fir are long-lived species in good condition given the wetness of the soil.

Site Quality and Growing Conditions

The soils and site classes on this property are site III with Cabot soils and vary from wet to soggy. Previously, the soils were typed Peacham, a very wet organic soil.

Forest Health

Overall, no forest insect and disease problems were detected. The one exception is some trunk decay in a few balsam firs. There is some redness in spruce foliage. There was some wind throw. Tamarack that was thinned 20 to 30 years ago have all died, presumed to be from damage of the Larch sawfly.

SILVICULTURAL SYSTEM, HISTORY AND RECOMMENDATIONS

Rotation or Cutting Cycle: The length of time that species will be grown varies by species; this period is called a **rotation**. The length of time between logging entries is called a **cutting cycle**. The cutting cycle here is the approximately 15 to 20 years and the rotation for balsam fir is 60 years, cedar, red maple, and spruces are 80 to 100 years, and hemlock and which usually is grown for longer periods are also grown for 80 to 120 years approximately.

Avg. DBH
 of overstory
 tree
 % ground surface
 covered
 % grass cover
 % foraging cover
 % canopy cover
 %
 100

(together)
 statement
 goal

Goal: connecting us with
 wildlife diversity
 education
 intrinsic worth
 use natural resources
 Objectives:
 1) Create infrastructure for
 access more property (birds)
 a) manage the "living classroom"
 3) maintain protected areas

habitat variables
 life requirements
 cover types

Forest Area 1 Sterling College Forest Swamp Basal Area Summary (square feet/acre)

Statistics:		St Dev		CV		Std Err		Confidence Intervals		CI at 85%		CI at 75%	
Mean		39		27		16		41		27		21	
143													
Diameter	ALL	Spruce	Balsam Fir	Cedar	Tamarack	Y Birch	W Birch	B Ash	R Maple	Elm	unaccept		
5	15		2	5				3			5		
6	13		2	7		2		2			2		
8	43	2	7	15		5	2	2	2	2	8		
10	38		3	20		3		2			10		
12	18			7	2	2	2	2			5		
14	8	2	2	2							3		
16	7		2	2					2		2		
Total	143	3	17	57	2	12	3	10	3	2	35		
Percent	100%	2%	12%	40%	1%	8%	2%	7%	2%	1%	24%		

Forest Area 1 Sterling College Forest Swamp Trees Per Acre Summary

Statistics:		St Dev		CV		Std Err		Confidence Intervals		CI at 85%		CI at 75%	
Mean		161.111		39.463		65.773		169.1		111.8		85.6	
408.3													
Diameter	ALL	Spruce	Balsam Fir	Cedar	Tamarack	Y Birch	W Birch	B Ash	R Maple	Elm	unaccept		
5	110		12	37				24			37		
6	68		8	34		8		8			8		
8	124	5	19	43		14	5	5	5	5	24		
10	70		6	37		6		3			18		
12	23			8	2	2	2	2			6		
14	8	2	2	2							3		
16	5		1	1					1		1		
Total	408	6	49	162	2	31	7	43	6	5	98		

Produced by: R Morgan

Cruise Sheet 1.2 © 2002

15
 10
 5
 0

5) WILDLIFE
 a) creek habitat away

Silvicultural Recommendations

Recommendations are to leave this alone for at least ten years and keep it as a “timber bank” of durable species that can be harvested to support the needs of the farm, as there is annual need for fencing, some firewood, and black or brown ash for basket projects. Timber should be marked to provide control, and to assure that the cutting is of light hand in this fragile stand.

No residual basal area figure is provided as the usable trees are scattered and basal area is not very useful here. It should be noted that faculty member, Richard Smythe, is working with a student to inventory the plant life in four permanent plots in this stand. Their work is not available at the time this is being submitted.

Forest Area 1 Timeframe:

2011 to 2016	No stand level work required, harvest for farm needs, and mark timber to be removed.
2016 to 2021	No stand level work required, harvest for farm needs, and mark timber to be removed.
2021	Reinventory and update forest management plan

FOREST AREA 2

TECHNICAL INFORMATION FROM 7 POINT SAMPLES USING BASAL AREA FACTOR 10

Area:	12.9 Acres
Forest Cover Type:	Mixed woods with Spruce-fir
Stocking Level:	
Mean Stand Diameter:	7.8
Basal Area:	
Total Growing Stock:	105 (range 60 to 170)
Acceptable Growing Stock:	83
Trees Per Acre:	289
Species Composition:	Red Maple 8%, Hemlock 10%, Spruce 21%, Balsam Fir 5%, Tamarack 2%, White Pine 19%, Cedar 13%, Black Cherry 3%, Sugar Maple 12%, Yellow Birch 16%, White Ash 17%, Beech and Basswood 2 % each, Hophornbean less than 1%, ,and Unacceptable Growing Stock for Sawtimber 21%.

PRESENT CONDITIONS

Stand History and Stand Structure:

This stand was treated with a first silvicultural entry nearly 20 years ago. Since that time three patch cuts and some light thinning was done. The timber removed was harvested by Sterling College students for building projects, firewood and timber. The cutting was based on opening up the canopy to allow regeneration for wildlife habitat. The three small clear cuts or patch cuts were completely cut, and total about two acres. Each was visited and the following plants were noted:

Elderberry, shinny buckthorn(invasive), red raspberry and blackberry, goldenrod, St. Johnswort, shadbush, pin and black cherry, red maple, aspen and black cherry, and spruce and balsam fir.

The vegetation is up to 22 feet tall in places. The areas that were thinned have regained crown closure, and the quality of the trees for sawlogs is often good. The density is quite uniform with an average basal area of 105 square feet. In the middle of the stand is a small stream, flowing from springs and running on the bedrock. Although it does get dry in dry summers, it always has water well into summer.

One acre was separated out for special scrutiny, the acre next to the College barn. The inventory from 5 point samples shows a very different stand that was thinned over 10 years ago, when the basal area was higher and there were many clumps of cedar that were removed for fencing and to give the single stem cedar, better pine and hardwoods a chance to grow. The striking observation of this little stand is the quality of the black cherry, ash and red maple

Forest Area 2 Sterling College - One acre stand by Barn Basal Area Summary (square feet/acre)

Statistics:		Confidence Intervals								
Mean	St Dev	CV	Std Err	CI at 95%	CI at 85%	CI at 75%				
120	29	25	15	47	28	21				
Diameter	ALL	B Cherry	Cedar	W Pine	R Maple	S Maple	W Ash	Aspen	Y Birch	Unaccept
6	30	3	15			3			3	8
8	43	15	13		3			3	3	8
10	25	8	3				3	3	3	8
12	10	3						3	3	3
14	5			3						3
16	5			3						3
18	3									3
Total	120	28	30	5	3	3	3	8	10	33
Percent	100%	23%	25%	4%	2%	2%	2%	6%	8%	27%
Produced by: R Morgan										

Cruise Sheet 1.2 © 2002

Cruise Sheet 1.2 © 2002

Forest Area 2 Sterling College - One acre stand by Barn Trees Per Acre Summary

Statistics:		Confidence Intervals								
Mean	ST Dev	CV	Std Err	CI at 95%	CI at 85%	CI at 75%				
343	167	49	84	266	161	119				
Diameter	ALL	B Cherry	Cedar	W Pine	R Maple	S Maple	W Ash	Aspen	Y Birch	Unaccept
6	153	13	76			13			13	38
8	122	43	36		7			7	7	21
10	46	14	5				5	5	5	14
12	13	3						3	3	3
14	5			2						2
16	4			2						2
18	1									1
Total	343	73	117	4	7	13	5	15	28	82

Produced by: R Morgan

Cruise Sheet 1.2 © 2002

Produced by: R Morgan

Cruise Sheet 1.2 © 2002

Sterling College Area 2 Mixed Woods with Patch Cuts Basal Area Summary (square feet/acre)

Statistics:		Confidence Intervals									
Mean	St Dev	CV	Std Err	CI at 95%	CI at 85%	CI at 75%					
105	38	37	16	40	27	20					
Diameter	ALL	R Maple	Spruce	B Fir	Tamarack	W Pine	Cedar	B Cherry	Hemlock	Unaccept	
5	3						2			2	
6	18		5	2		3	3			5	
8	35	2	10	2		2	7	2	5	7	
10	25	3	5	2		5	2	2	2	5	
12	15	3	2		2	5			2	2	
14	3					2			2		
16	2					2					
18	2					2					
20											
22	2									2	
Total	105	8	22	5	2	20	13	3	10	22	
Percent	100%	8%	21%	5%	2%	19%	13%	3%	10%	21%	

Produced by: Ross Morgan

Cruise Sheet 1.2 © 2002

Sterling College Area 2 Mixed Woods with Patch Cuts Trees Per Acre Summary

Statistics:		Confidence Intervals									
Mean	St Dev	CV	Std Err	CI at 95%	CI at 85%	CI at 75%					
289	146	50	60	153	101	77					
Diameter	ALL	R Maple	Spruce	B Fir	Tamarack	W Pine	Cedar	B Cherry	Hemlock	Unaccept	
5	24						12			12	
6	93		25	8		17	17			25	
8	100	5	29	5		5	19	5	14	19	
10	46	6	9	3		9	3	3	3	9	
12	19	4	2		2	6			2	2	
14	3					2			2		
16	1					1					
18	1					1					
20											
22	1									1	
Total	289	15	65	16	2	41	51	8	21	69	

Produced by: Ross Morgan

One-acre Area within Forest Area 2:

Forest Cover Type:	Mixed woods
Stocking Level:	
Mean Stand Diameter:	8.3
Basal Area:	
Total Growing Stock:	120
Acceptable Growing Stock:	87
Trees Per Acre:	343
Species Composition:	Black Cherry 23%, Cedar 25%
	Red Maple 2%, White Pine 4%, Sugar Maple 2%, Yellow Birch
	16%, White Ash 2%, Aspen 6%, Yellow Birch 8%, and
	Unacceptable Growing Stock for Sawtimber 27%.

Site Quality and Growing Conditions:

The site index measurements support this soil as a Site I with Vershire-Glover Soils Complex and Vershire-Lombard measured on ash and white pine

Forest Health

Overall, no forest insect and disease problems were detected. There is some trunk decay in a few fir, ice damage on white ash and sapsucker damage on hemlock. There is a bed of Japanese Knotweed next to the stand.

SILVICULTURAL SYSTEM, HISTORY AND RECOMMENDATIONS

Rotation or Cutting Cycle: The length of time that species will be grown varies by species; this period is called a **rotation**. The length of time between logging entries is called a **cutting cycle**. The cutting cycle here is the approximately 10 to 15 years and the rotation black cherry, white ash, red maple and spruces are 80 to 100 years, and hemlock, yellow birch and sugar maple for 120 years or more.

Silvicultural Recommendations

One-acre demonstration area

The silviculture for the one-acre area near the barn will be a second thinning with further space provided the most promising trees with a diversity of species remaining. The target for basal area will be approximately 70 square feet, and grow some nice cherry. Cherry gives up growing well if its crown size is reduced, aggressive crop tree thinning is recommended, with basal area near the B line or lower.

The remaining stand

The silvicultural goal for the rest of the stand is to create more patch cuts, and to thin more. However, the shiny buckthorn invasion of this stand is severe, and before any more wood is harvested, putting sunlight on the forest floor, the staff of the Natural Resource Conservation Service should be contacted to provide technical advice to help the College contain and get rid of this invasive pest. There is one large tree that should be cut down immediately as it has probably provided many birds with its fruit, birds in turn distribute the seed, along with an organic fertilizer packet. The tree is located between the two small fields south of the barn, and next to the farm road. Woodsman, spare no buckthorn.

Then the silvicultural treatment over the next ten years is to carry out two more patch cuts and to thin the remaining stand to grow high quality sawtimber. It is important to maintain the aesthetic value, provide harvestable timber domestic use as needed. These softwoods are often provide cover and travel zones for the deer yard;

In the stocking chart for mixed wood stands from "A Silvicultural Guide for Northern Hardwood Types in the Northeast" by William Leak, Dale Solomon, and Paul DeBald, USDA Forest Service Research Paper NE-603, 1987, the stand is near the B line, meaning that the stand should be allowed to grow 5 to 10 years before more logging work is done to carry out this thinning, normally. However, the coverage of this stand has been spotty and there remain areas to be treated, some salvage. The scheduling of work is different from most stands as light entries annually are possible. The parameters used to calculate this position are basal area and trees per acre, and these vary in this stand.

Mixedwood Leak et al. (1987)

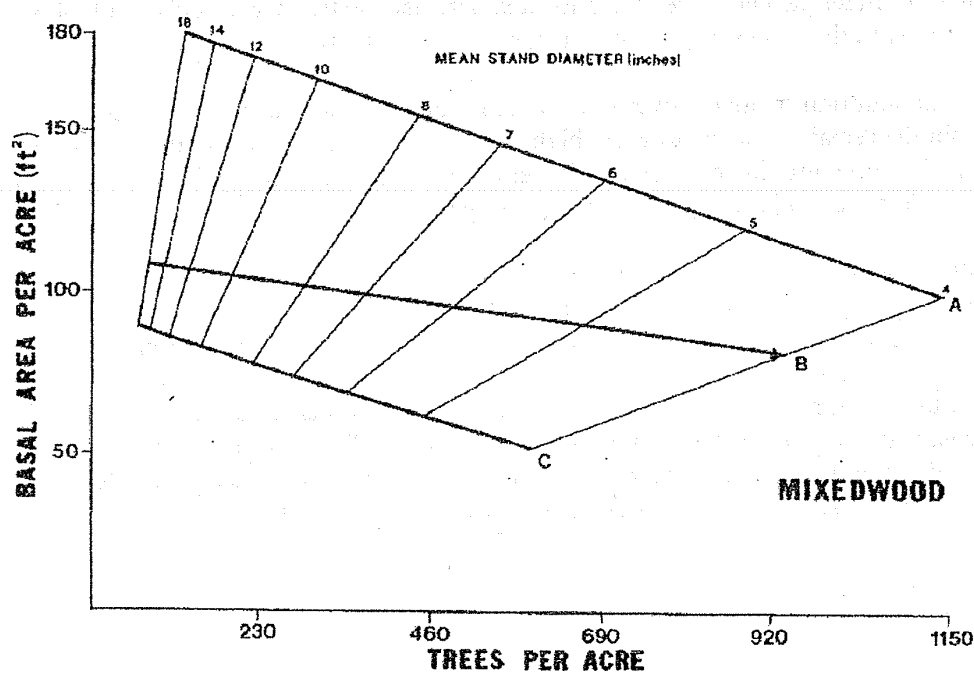


Figure 7—Stocking guide for main crown canopy of mixedwood stands (25 to 65 percent softwoods) shows basal area and number of trees per acre and quadratic mean stand diameter. The A line is fully stocked, the B line is suggested residual stocking, the C line is minimum stocking.

The following recommendations are made as instructions to the forester marking trees to be removed in the thinning

1. Where the stocking is mostly spruce and other softwoods 6 to 14 inches in diameter, the mature fir should be removed, and spruce, smaller spruce, hemlock and pine should be thinned to give the better trees space. This thinning will leave softwoods with a range of diameter from 6 to 18 inches. Ideally the soil should be roughed up to encourage the establishment of softwood reseeding, which is best done in partial shade. After thinning the stand should have a basal area of 90 to 110 square feet, and the stand will not be uniform, due to the continuous release of seedlings and saplings.
2. Salvage trees that are windthrown or that have ice damage.
3. Where there are cherry and other hardwoods of good quality, space should be given to these individual trees by thinning.

4. Where the stocking is mostly hardwoods, a low thinning is in order to provide space to the most promising hardwoods to produce higher quality sawlogs; this also called a crop tree thinning. In these conditions a residual basal area of 60 to 80 square feet of basal area, more in the softwoods, less in the hardwoods is acceptable. Standards of thinning hardwoods in a crop tree release are applicable in this work.
5. Care should be exercised to keep buffers around the vernal pool area. When logging, it is acceptable and encouraged to leave rotten and unusable wood in the woods to decay rather than bring it out to a landing, and to leave rough, "bully" and rotten trees, as well as dead trees, standing for habitat niches.

Forest Area 2 Time frame:

This work is scheduled for the five-year block of time 2011 to 2016 by acreage and half of the stand can be treated in this time and the other half in the following five years, 2016 to 2021. In this way small amounts of timber can be harvested at any time. It should be marked by a forester using the above guidelines. Treat the one acre by the barn first.

FOREST AREA 3 White Pine-Northern White Cedar

TECHNICAL INFORMATION FROM 10 POINT SAMPLES with BASAL AREA FACTOR 20

note

Area:	11.7 acres
Forest Cover Type:	White Pine
Stocking Level:	
Mean Stand Diameter:	11"
Basal Area:	
Total Growing Stock:	128 after cutting only
Acceptable Growing Stock:	118 after cutting only
Total Growing Stock:	153 combined cut and uncut
Acceptable Growing Stock:	142 combined cut and uncut
Total Growing Stock:	225 before cutting
Trees Per Acre:	288 combined cut and uncut
Species Composition:	White Pine 38 %, Cedar 42%, Red Pine 5%, Spruce % Balsam Fir 3%, Yellow Birch 5%, Sugar Maple 2%, B Cherry and Unacceptable Growing Stock 7-8%

(See attached inventory sheets for further details of Basal Area, Trees per Acre.)

PRESENT CONDITIONS

Stand Structure: This is an evenage stand of white pine sawlogs with an understory of cedar which is the same age as the pine overstory. The stand has received treatments over about half the acreage, including a shelterwood cut in the northeast corner, low thinnings, and patch cuts. Low quality pine is cut, and when thinning the overstory pine, cedar is cut to make way for the falling cedar. Red pine is thinned, and the occasional hardwood is retained. Growth on the white pine is excellent. Most of this work was done from 19894 to 2010. Internodal growth is very good, in some places exceeding three feet.

The inventory work done gives a picture of the half of the stand where there has been no felling, the half where there has been felling, and the whole stand. Basal area ranges from 80 to 200 square feet with an average of 128 after cutting and 225 before cutting, and these parameters are plotted on an accompanying stocking guide for white pine. The chart has three arced lines running from right to left and labeled "A", "B" and "C" lines. When basal area and trees per acre are plotted on the chart, the relative position is observed to help make decisions about when to thin and about stand conditions. When the basal area and trees per acre plotting is near the "A" line, it is too dense for individual trees to grow well; if near the "B" line then the stand is should be left to grow at least ten years, and it will grow to toward the "A" line, getting denser. Below the "B" line and toward the "C" is understocked or the trees are too scattered for better growth or often for good response to thinning later. This

Sterling College Forest Area 3 Pine-Cedar Basal Area Summary (square feet/acre) Cut and Uncut Areas

Statistics: Mean 153 St Dev 58 CV 38 Confidence Intervals: Std Err 22 Cl at 95% 54 Cl at 85% 36 Cl at 75% 28

Diameter	ALL	W Pine	Cedar	Red Pine	B Fir	Spruce	S Maple	B Cherry	Y Birch	Unaccept
6	17		14				1		1	
8	21	1	14	1	1			1		1
10	39	10	23	1					1	3
12	24	11	7		1				1	3
14	20	11	4		1	1				1
16	14	9	1	1	1					1
18	7	6								1
20	7	7								
22	1	1								
24	1	1								
Total	153	59	64	4	6	1	1	1	4	11
Percent	100%	38%	42%	3%	4%	1%	1%	1%	3%	7%

Cruise Sheet 1.2 © 2002

Sterling College Forest Area 3 Pine-Cedar Trees Per Acre Summary Cut and Uncut Areas

Statistics: Mean 288 St Dev 230 CV 80 Confidence Intervals: Std Err 87 Cl at 95% 213 Cl at 85% 143 Cl at 75% 111

Diameter	ALL	W Pine	Cedar	Red Pine	B Fir	Spruce	S Maple	B Cherry	Y Birch	Unaccept
6	87		73				7		7	
8	61	4	41	4	4			4		4
10	71	18	42	3					3	5
12	31	15	9		2				2	4
14	19	11	4		1	1				1
16	10	6	1	1	1					1
18	4	3								1
20	3	3								
22	1	1								
24	0	0								
Total	288	61	170	8	8	1	7	4	12	16

Produced by: Ross Morgan

Sterling College Forest Area 3 Pine-Cedar Basal Area Summary (square feet/acre)										
Cut Area only										
Statistics:										
Mean	128	St Dev	38	CV	30	Std Err	17	Confidence Intervals		
								CI at 95%	CI at 85%	CI at 75%
								48	30	23
Diameter	ALL	W Pine	Cedar	R Pine	B Fir	Y Birch	S Maple	B Cherry	Unaccept	
6	12		8			2	2			
8	18	2	8	2	2			2	2	
10	34	12	16	2		2			2	
12	24	14	6			2			2	
14	18	12	4						2	
16	10	6	2	2						
18	6	4							2	
20	6	6								
Total	128	56	44	6	2	6	2	2	10	
Percent	100%	44%	34%	5%	2%	5%	2%	2%	8%	
Cruise Sheet 1.2 © 2002										

Sterling College Forest Area 3 Pine-Cedar Trees Per Acre Summary										
Cut Area only										
Statistics:										
Mean	236	St Dev	176	CV	75	Std Err	79	Confidence Intervals		
								CI at 95%	CI at 85%	CI at 75%
								218	140	106
Diameter	ALL	W Pine	Cedar	R Pine	B Fir	Y Birch	S Maple	B Cherry	Unaccept	
6	61		41			10	10			
8	52	6	23	6	6			6	6	
10	62	22	29	4		4			4	
12	31	18	8			3			3	
14	17	11	4						2	
16	7	4	1	1						
18	3	2							1	
20	3	3								
22										
24										
Total	236	66	106	11	6	16	10	6	15	
Produced by: Ross Morgan										

stand plots out midway between the “A” and the “B” line, so wait to thin for another 5 to 10 years. However, the basal area is variable and the average is somewhat misleading.

Site Quality and Growing Conditions:

The well drained soils in Forest Area 3 are Vershire-Glover soil which is Site I. Site I conditions are confirmed with site index measurements of 80 to 90 feet on a 50 year basis.

Forest Health:

Blister rust and red rot on white pine, and butt rot in balsam fir were noted, but there appears to be no major insect or fungi problems.

SILVICULTURAL SYSTEM, HISTORY AND RECOMMENDATIONS

Rotation or Cutting Cycle:

The length of time that species will be grown varies by species; this period is called a **rotation**. The length of time between logging entries is called a **cutting cycle**. The cutting cycle here was the approximately 15 years or less. The rotation for white pine is 80 to 100 years with a maximum diameter of 34 inches.

Silvicultural Recommendations:

The remaining white pine and cfdar should be treated with a combination crown and low thinning, generally removing the small diameters trees with small crowns, but also the “bully” ones with larger branches. This should be done when the markets are favorable. More trees should be removed in the areas with higher basal area, and there are places where the basal area of pine is less than 100 square feet that do not need thinning. For these recommendations reference is made to a new publication “Thinning in the Maine Forest”, Cooperative Forestry Research Unit of the University of Maine, Orono, 1999, where silvicultural models for white pine thinnings have been updated. The chart for this stand and Forest Area 2 comes from this publication. Basal area after thinning in should be approximately 110 to 120 or more square feet of basal area.

Eastern White Pine (Revised) Leak and Lamson (1999)

Application

In practice, we suggest using the Managed B-line and Managed C-line for stands that have been thinned at least once beginning at 8-10 inches mean stand dbh or earlier. The first thinning would use the Unmanaged B-line or Unmanaged C-line definitions. Subsequent thinnings would use the Managed B-line and Managed C-line specifications. Thinnings in older/larger previously unmanaged stands (12 inches plus mean stand dbh) probably will never fully achieve the crown sizes required for full crown closure at the Managed B-line and Managed C-line. In such stands, stocking recommendations probably should follow the Unmanaged B-line and Unmanaged C-line standards. However, additional experience will be needed to verify or revise this recommendation.

Literature Cited

- Frothingham, E. H. 1914. White pine under forest management. USDA Bull. 13, 70 p.
- Lancaster, K.F. and W.B. Leak 1978. A Silvicultural guide for white pine in the Northeast. USDA For. Ser. Gen. Tech. Rep. NE-41, 13 p.
- Leak, W.B. 1982. More on stocking guides. J. For. 80:503.
- Philbrook, James B.; James P. Barrett, and William B. Leak 1973. A stocking guide for eastern white pine. USDA For. Ser. Res. Note NE-168, 3 p.
- Seymour, R.S. and D.M. Smith 1987. A new stocking guide formulation applied to eastern white pine. For. Sci. 33:469-484.

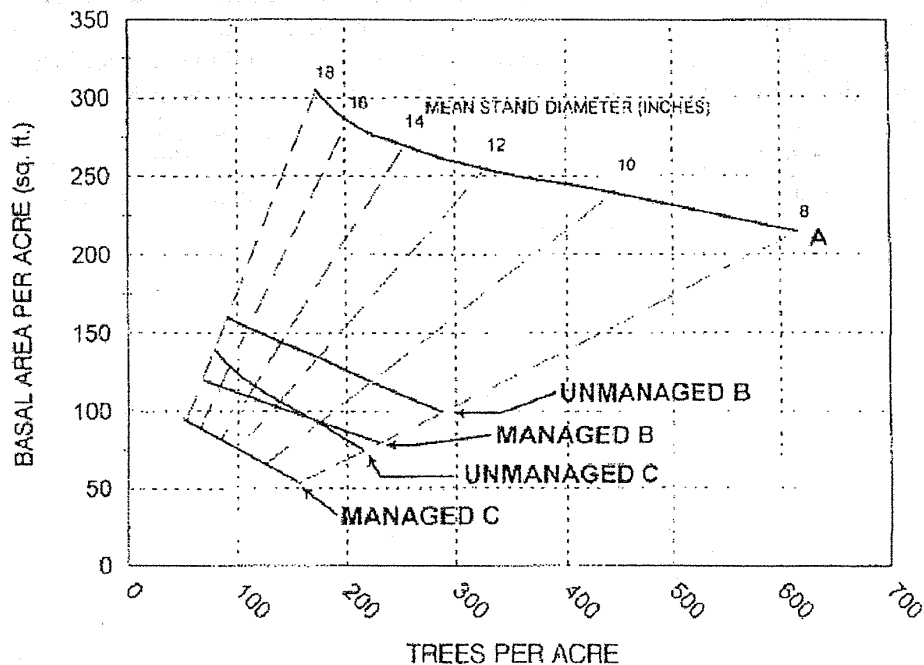


Figure 1. Revised white pine stocking guide for managed stands

When doing this cutting cedar can be harvested as needed for felling the larger white pine, but cedar can be grown in this mid story level. Certainly some cedar of higher quality should be left. Mature balsam fir should be harvested; this will lessen the chances of a natural reseeding of to fir, and the better quality spruce should be retained. Previously written information under natural communities mentions that this stand is a hardwood growing site for Enriched Northern Hardwoods. When cutting in this stand it is important to leave any northern hardwoods to provide seed for the conversion back to this natural community. These species include: sugar maple, yellow birch, white ash and black cherry.

Some of the more open areas could be planted with white pine seedlings.

This is the stand where over one hundred students at Sterling have been taught the professional timber felling course, "The Game of Logging".

Forest Area 3 Time frame:

- | | |
|--------------|---|
| 2011 to 2016 | Continue to treat this stand until the entire area is treated |
| 2016 to 2021 | No work is required after treatment is completed. |
| 2021 | Reinspect the stand approximately ten years from now. |

FOREST AREA 4 Spruce-Fir-Hemlock with Hardwoods

TECHNICAL INFORMATION FROM 11 POINT SAMPLES USING BASAL AREA FACTOR 10

Area: 35.3 Acres
Forest Cover Type: Mixed Woods: Spruce-Fir-hemlock with Red Maple, Yellow Birch and other Hardwoods

Stocking Level:

Mean Stand Diameter: 8
Basal Area:
 Total Growing Stock: 164
 Acceptable Growing Stock: 120
Trees Per Acre: 325
Species Composition: Spruce 7 %, Balsam Fir 15 %, Hemlock 5%, Aspen 2%, Red maples 7%, Yellow and White birch 10%, Black Cherry 1%, B Ash 1% and Unacceptable growing stock for sawlogs 27%.

PRESENT CONDITIONS

Stand Structure:

This is a diverse stand in terms of species, density and opportunity. It has been heavily effected by balsam fir blowing down in several storms over the past 15 years. The trees were not salvaged, and hardwoods and spruce and fir seedlings have grown in. There are three very large pine trees in the stand, over 30 inches in diameter. Twenty years ago this was considered a spruce-fir-cedar stand, but hardwoods have replaced the softwoods, as often happens on the calcareous soils. The basal area varies from 0 in the thickets of seedlings and saplings. The most promising aspect of the stand are the areas where the basal area is high, there are a few scattered pines and yet are dominated by spruce 6 to 14 inches in diameter. It is considered a two-aged, evenaged stand, and where there are good hardwoods and cedar

Larger hardwoods such as red maple and yellow birch are most often unacceptable growing stock. One has an awful plastic owl in residence.

Site Quality and Growing Conditions

The soils and site classes on this stand are **Site I** on the Vershire-Glover soil; it is **Site II** on the Nicholville soil, which has the limiting factor of wetness from high seasonable water table.

Forest Health

Overall, no forest insect and disease problems were detected. The minor exceptions are some trunk decay in balsam fir, hypoxylon canker in aspen, and there is some redness in spruce foliage.

Sterling College Forest Area 4 Lower Mixed Woods Basal Area Summary (square feet/acre)

Statistics:
 Mean 164 St Dev 36 CV 22 Std Err 11 CI at 95% 26 CI at 85% 18 CI at 75% 14

Diameter	ALL	Cedar	Hemlock	Spruce	B Fir	Y Birch	W Birch	R Maple	B Ash	B Cherry	Unaccept
6	18	4	2	8					2		2
8	30	12	4	4				2			2
10	42	12	2	6				2			12
12	28	6	4	2			2				12
14	18	4		4				4			6
16	16	4	2			2		2			6
18	6	2								2	2
20	6					2		2			2
Total	164	44	8	12	24	14	2	12	2	2	44
Percent	100%	27%	5%	7%	15%	9%	1%	7%	1%	1%	27%

Sterling College Forest Area 4 Lower Mixed Woods Trees Per Acre Summary

Statistics:
 Mean 325 St Dev 144 CV 44 Std Err 46 CI at 95% 103 CI at 85% 72 CI at 75% 56

Diameter	ALL	Cedar	Hemlock	Spruce	B Fir	Y Birch	W Birch	R Maple	B Ash	B Cherry	Unaccept
6	92	20	10	41					10		10
8	86	34	6	11		11		6			6
10	77	22	7	4		7		4			22
12	36	8	5	3		3					15
14	17	4		4				4			6
16	11	3	1			1		1			4
18	3	1								1	1
20	3					1		1			1
Total	325	92	14	30	69	24	3	15	10	1	65

Produced by: Ross Morgan

SILVICULTURAL SYSTEM, HISTORY AND RECOMMENDATIONS

Rotation or Cutting Cycle: The length of time that species will be grown varies; this period is called a **rotation**. The length of time between logging entries is called a **cutting cycle**. The cutting cycle here is the approximately 15 to 20 years and the rotation for balsam fir is 60 years, red maple and spruces are 80 to 100 years.

Silvicultural Recommendations

Making a cutting following the guidelines presented below will lead to a more fully developed two age stand, which will be considered in the following silvicultural work, 10 to 15 years after the cutting is completed for conversion to unevenage management or the selection system of silviculture. It can be implemented as fuel wood is needed for domestic use or for sale as the landowner wishes; it can all be cut at once in a commercial logging operation.

1. Harvest mature balsam fir and aspen.
2. There are areas of excessive wetness and where basal area is low that do not need to be treated in this 10 year planning period
3. The rest of the stand should receive a combination of improvement cutting, thinning and release of seedling and sapling thickets. This is an evenage treatment where the best trees are kept for further growth increment and seedlings on the forest floor are further released to partial sunlight.
4. There are a few valued hardwoods, yellow birch in particular, that should be thinned to give space to more promising trees.
5. The highest concentration of work would be in the areas dominated by spruce and pine, and here a thinning to give the most promising trees space to grow is the goal. In the spruce dominated areas the basal area is 100 to 150 square feet, and after thinning this should be around 100, which is low, but the thinning is coupled with release of seedlings and saplings.
6. Basal area after the cutting would be difficult to predict standwide, because of the variable nature of the stand. The cutting in this stand is irregular and not easily controlled with basal area, but rather by the quality of the trees left.
7. When logging it is acceptable and encouraged to leave rotten and unusable wood in the woods to decay rather than bring it out to a landing. This creates what ecologists call coarse woody debris, which is essential for forest health. Also, leave rough, "bully" and rotten trees, as well as dead trees, standing for habitat niches.
8. Remove all yellow birch with *Inonotus obliqua*, the conk that looks like a black rhinoceros horn.
9. Make small patch cuts of 1/10 to 1/2 acre in denser cedar areas, and then thin between the patch cuts leaving 100 or more square feet of basal area.
10. Although a deer wintering yard is not mapped on the property, there is winter use by deer and with further development in the neighborhood reducing the area available for yards elsewhere, this stand will probably be used more and more as a wintering yard. The yard can be maintained and made functional for the future by developing travel lanes that can be used by deer in the deepest snows. The lanes are corridors oriented along the ridges and between 100 to 200 feet wide... Within the zones, a minimum of 120 square feet of basal area should be retained to hold the snow in its

SCHEDULE OF WORK on the STERLING FOREST 2011 to 2021

Forest Area 1 Timeframe:

2011 to 2016	No stand level work required, harvest for farm needs, and mark timber to be removed.
2016 to 2021	No stand level work required, harvest for farm needs, and mark timber to be removed.
2021	Reinventory and update forest management plan

Forest Area 2 Time frame:

This work is scheduled for the five-year block of time 2011 to 2016 by acreage and half of the stand can be treated in this time and the other half in the following five years, 2016 to 2021. In this way, small amounts of timber can be harvested at any time. It should be marked by a forester using the above guidelines. Treat the one acre by the barn first.

Forest Area 3 Time frame:

2011 to 2016	Continue to treat this stand until the entire area is treated
2016 to 2021	No work is required after treatment is completed.
2021	Reinspect the stand approximately ten years from now.

Forest Area 4 Time frame:

2011 to 2016	No work is required as the next five years, as there are other priorities in the curriculum uphill.
2016 to 2011	Complete treatment as described over at least half of the stand.
2021	Update forest management plan

OTHER RECOMMENDATIONS AND INFORMATION

Boundary Lines should be maintained by blazing and painting. The south line against Stone is in very good shape, but other lines are barely discernable and should be repainted within two years, before the evidence that was made by a land surveyor disappears. When doing this work the old blazes should be repainted but never recut; instead a new blaze is placed on another part of the same tree or another tree. The old blazes are evidence to the line by a surveyor and a landowner or forester may maintain the line but not destroy or alter the original evidence. It may be a good idea to contract Mutrux Surveys to finish the transit of the property boundary lines.

The problem with invasive species discussed on pages 10 and 11 is very serious. Contacting the Nature Conservancy and the Natural Resource Conservation Service for help is important. It is also a good thing for students at the College to witness.

List of Contacts and Information:

Raymond Toolan
Orleans County Forester
29 Sunset Drive, Suite 1
Morrisville, VT 05661

802-888-7753

Current Use Program
Property Valuation and Review
Vermont Department of Taxes
Box 1577

Montpelier, VT 05601-1577
802-828-5861

canopies. In general other softwoods are kept, especially the few hemlock, which is an excellent tree to have in a travel zone as it is very long lived.

Forest Area 4 Time frame:

2011 to 2016	No work is required as the next five years, as there are other priorities in the curriculum uphill.
2016 to 2011	Complete treatment as described over at least half of the stand.
2021	Update forest management plan

OPEN LAND

According to the regulations of the Current Use Program up to twenty percent of the forest land enrolled can be non productive forest, which includes land too wet for trees to grow well, beaver flows, rock ledges, cliffs and open land which is reverting back to forest or being used for pasture or agricultural crops.

On the Sterling property, there are 6.1 acres of open land enrolled as non-productive forest; these are the field south of the barn. The percentage of non-productive land enrolled is 6.1/82 acres or 7.5 percent. The open land may be bush hogged to keep it open, pastured by the College, or used for any agricultural pursuit.

APPENDIX IV

HOUSTON HOUSE KITCHEN SAFE WORKING CONDITIONS

Houston House Kitchen Use Guidelines

Here are some guidelines for using the Houston house Kitchen. This is a classroom laboratory space and the space is used and cared for like a commercial kitchen.

- a. **Use the check-off sheet each time you use the kitchen:**
 - i. Be sure to clean up after you use the space. This means washing all dishes and waiting for them to dry and putting them away. Taking care of all compost and trash generated, sweeping and mopping the floor. Cleaning all counter tops including the top of the oven, counter spaces at low levels as well as cutting boards. Be sure cutting boards are dried or left out to dry ((not left on the counter to mold). Turn the fan on when using the oven. Turn the oven off and fan off when you are done.
 - ii. Label any food left in the walk-in and remove it after a week if you have not used it unless labeled otherwise (write on the label when you will remove it). Put the responsible persons name on the label and date.
 - iii. Get compost bucket, dish towels and aprons from the kitchen. Return them when you are done.
 - iv. Be sure you have dish soap.
- b. **Safe Working Conditions**
 - i. *Wash Your Hands!*
Before, during and after! Use the hand washing sink
 - ii. *Personal Protective Clothing*
 - a. *Aprons*
Must be worn at all times – to protect your clothes and the food from your clothes!
Be sure it is clean. Remove your apron when you leave the work area.
 - b. *Gloves*
Should be worn if you will be mixing food with your hands.
 - c. *Shoes*
Full toed and sturdy
 - d. *Long Hair*
Tied back
 - e. *Personal Injury*
You will be sharing this kitchen with others. Slips and falls, cuts and burns are common in the kitchen.
 - iii. *Prevent injury*
 - a. Walk in the kitchen
 - b. Wipe up spills immediately
 - c. Wear slip resistant shoes
 - d. Always close cabinet drawers and doors
 - iv. *Knives*
 - a. Use knives for their intended purpose only
 - b. Cut away from your body
 - c. Carry it down at your side with the blade tip pointed toward the floor and the sharp edge facing behind you.
 - d. Do not try to grab a knife as it falls

- e. Keep knives sharp
 - f. Use a cutting board (put cloth under it)
 - g. Wash sharp tools separately. Never leave them soaking in the sink.
- v. *Burns*
- a. Tilt pot lids away from your body to let steam escape
 - b. Use dry pot holders or oven mitts
 - c. Turn pot handles away from front of range
 - d. Step aside when you open an oven door to avoid the rush of heat
 - e. Keep paper, plastic and other flammable materials away from hot cooking areas.

APPENDIX VI

COMMON STANDARDS FOR WRITTEN WORK

Sterling College Common Standards for Written Work

*Please use the following guidelines when submitting writing assignments for a Sterling class, **unless specified otherwise by your instructor.***

Format

*Submission: Your instructor will specify whether your papers are expected to be submitted electronically or printed. If printed, double-sided printing or printing on the blank side of used paper are encouraged.

*Name: Always include your name and the submission date on any work you submit.

*Title: Be sure to title your work.

*Margins: 1" on all sides for the body of the text. (1.25" on sides is acceptable.)

*Spacing: Double spacing *with no extra spaces between paragraphs*. (If your word processing program does this automatically, change the paragraph default settings.)

*Font: 12-point font. Use a standard font like Times New Roman.

*Length: Be sure that your paper is the appropriate length, as specified by your instructor.

*Stapling: If printed, papers should be stapled in the upper left-hand corner.

Style

*Follow APA or MLA style guidelines, as specified by your instructor. The expected style will determine how you will format your paper, including the first page (whether or not you have a separate title page, for example), pagination, and citations. An excellent resource for how to use APA and MLA format is the [Purdue University Online Writing Lab](#) (OWL).

*These models illustrate what your paper should look like, with helpful hints:

[Sample Essay in MLA Style](#)

[Sample Essay in APA Style](#)

Editing Hints

*Central idea. Is this clear? Be sure to check. Although expectations differ across fields, it is essential that you *say something* in your paper. If you are writing a thesis-driven essay, your thesis should be clearly stated at the beginning (and used to structure your essay). Even if you are not forwarding a specific argument, your central idea should generally be made clear early and referred to, as appropriate, throughout the paper.

*Organization. Be sure also to check your organization: Does each paragraph have one clear central idea? Are there examples of and evidence for this idea? Are there appropriate transitions between ideas/paragraphs?

*Introduction and conclusion: Does the introduction state clearly the paper’s focus and (if appropriate) your thesis? Does the conclusion address the “so what?” of your paper?

*Word choice: Be sure that each word “does work”—and the work you want it to do. Choose the exact word, and don’t use extra words. In general, you want to be as direct and concise as possible. (Of course, this is true for sentences too.)

*Proofreading. Always proofread your papers carefully before submitting them. Reread carefully (or read aloud), checking spelling, punctuation, diction, and grammar. Spell-check programs, while valuable, should not substitute for careful proofreading.

*If you are writing an experimental lab report, be sure to follow the expected structure. [Here is a helpful resource for writing lab reports.](#)

Preventing Plagiarism

Academic ethics demand that we acknowledge our intellectual debts and credit the source of ideas, information, opinions, and words that are not our own (and not “common knowledge,” generally considered information you can find undocumented in at least five credible sources). Plagiarism is when this is intentionally ignored. A good definition of plagiarism is found on the [Writing Program Administrators](#) website: “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers.” Misuse or careless use of sources is also a serious problem. For more information about the Sterling College Academic Honesty Policy, see the *Community Guidebook* (on the Sterling web site). If you are ever unsure about when and how to cite another’s ideas or words, ask your instructor.

Resources: Online

- The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu/>
- Grammar Girl: <http://www.quickanddirtytips.com/grammar-girl>
- Harvard College Writing Center, *Writing Resources*: <http://writingcenter.fas.harvard.edu/pages/resources>
- UW-Madison Writing Center, *The Writer’s Handbook*: <http://www.writing.wisc.edu/Handbook/index.html>
- Amherst College Writing Center, *Online Resources for Writers*: <https://www.amherst.edu/academiclife/support/writingcenter/resourcesforwriters>

Resources: Books (available in the Brown Library)

- Toby Fulwiler & Alan Hayakawa, *A College Writer’s Reference*
- Gerald Graff & Cathy Birkenstein, *They Say, I Say: The Moves that Matter in Academic Writing*
- Joseph Williams, *Style: The Basics of Clarity and Grace*
- Catherine Prendergast, *Can I Use I? Because I Hate, Hate, Hate College Writing*

Other resources include your course instructors and your peer Learning Support Team.

Please ask your instructors if you have questions about their expectations for your written work!

APPENDIX VIII

STERLING COLLEGE CHAINSAW POLICIES OUTLINE

Sterling College Chainsaw Policies and Practices Outline

Policies apply to gas-powered and electric chainsaws

- a. All chainsaw use must be conducted with direct oversight of a Chainsaw Supervisor, whether for class or work.
- b. Student Chainsaw Supervisors may assist in supervision of other students using a chainsaw, but only with a faculty or staff Chainsaw Supervisor present.
- c. Sterling chainsaw use, with Sterling's saws or on Sterling's property, must always always have at least 2 people present (even for Chainsaw Supervisors).
- d. Chainsaw use requires personal protective equipment being worn at all times:
 - i. protective chaps or pants
 - ii. sturdy boots
 - iii. eye, ear, and head protection
- e. Sterling's chainsaws may not be borrowed for personal use.
- f. Who are currently trained Chainsaw Supervisors? (For bucking, limbing, and tree felling)
 - i. Rick Thomas,
 - ii. Adrian Owens,
 - iii. Allison Van Akkeren,
 - iv. (others supervise just bucking: Anne M, Charlie R, John Z, Tony V.)
- g. Currently Trained Student Supervisors: None
- h. 4 Step Procedure to become a Chainsaw Supervisor:

(Student supervisors still operate under the guidance of a faculty chainsaw supervisor)

 - i. Take and pass the Woodlot Practices class (including pre-reqs) One part of Woodlot Practices class is usually Game of Logging Level 1 + 2 training/certification.
 - ii. Work/Teach as a TA in Woodlot Practices or similar Work Program position (showing responsible behavior)
 - iii. Be designated a Chainsaw Supervisor by a faculty Chainsaw Supervisor with whom you TA'd.
 - iv. First Aid training minimum: 16 hr WFA
- i. **Practices:**

General procedures for chainsaw use:

 - i. Chainsaw training starts with a classroom session (a brief version happened for most students in the Fall 2018 Work and Tools) including: when to use the chain brake, proper grip of the saw, throttle control, reactive forces, and kickback awareness.
 - ii. Required PPE: Protective chaps or chainsaw pants, hard-hat with hearing and eye protection, and sturdy boots are worn at all times when the saw is being started or running. The same PPE is required of people working near the saw (within 20 feet). Hearing protection is required within 50 ft.(less with electric saw)
 - iii. Before every use the Chainsaw is checked for proper sharpness, chain tension and direction, bar nut tightness, tension pin fully in bar, chain catch present, chain brake function, and that the bar oil tank is full.
 - iv. Any gasoline added must be certain to be mixed with engine oil at the proper ratio. All gas tanks should be stored outside the shop.
 - v. The chain brake must always be on (to stop the chain from turning) when: the saw is being started, whenever less than two hands are holding the saw, when taking three or more steps

while holding the saw.

- vi. Start the saw either with it on the ground or with a leg-hold position. No drop starts.
- vii. When finished cutting, return the saw to the shop and clean the air filter and cutting assembly. Return the saw to the locked shelves once it has cooled.