Southern Vermont College 2015-2016 Catalogue

The Southern Vermont College Catalogue is intended to provide general information about the College. The information in the Catalogue is current as of the time of online publication, but policies and course listings as stated in this Catalogue are subject to change. The College will make every effort to notify schools, students and prospective students of these changes. Updates will also be placed online. Questions about the details of specific programs should be directed to appropriate representatives of the College, including the Provost, Division Chairs and faculty members, who will be happy to respond to inquiries.

Please refer to the Southern Vermont College Student Handbook for additional information on campus policies and regulations.

This Catalogue is published by the Southern Vermont College Office of Communications.

Southern Vermont College, in accordance with Federal and State laws and regulations, does not discriminate on the basis of race, color, creed, religion, national origin, sexual orientation, sex, age, veteran’s status or handicap, in regards to treatment, access to, or employment in its program or activities. In compliance with the Americans with Disabilities Act (ADA), individuals with disabilities requesting accommodations should contact the Learning Differences Support Program at 802-447-6360.
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Academic Calendar

Fall 2015
August 29  “First Days” for New Students
August 30  Late Registration, Check-in
August 31  First Day of Classes and Academic Convocation
September 1 Opening Convocation
September 7  Labor Day – No Classes
September 9  Add/Drop Deadline – Last Day to Add or Drop a Class (without a W Grade)
October 12  Columbus Day – No Classes
October 19-23  Mid-term Examinations Period
November 6  Withdrawal Deadline – Last Day to Withdraw from a Class (with a W Grade)
November 9  Spring 2016 Registration Begins
November 25-27  Thanksgiving Holiday – No Classes
November 30  Classes Resume
December 14  Last Day of Classes
December 15-18  Final Exam Period
December 19  Fall 2015 Graduation Date
December 21  Final Grades Due to Registrar by 9:00 a.m.

Spring 2016
January 17  New Student Orientation – for Students Entering Spring 2016
January 18  Late Registration, Check-in
January 19  First Day of Classes
January 27  Add/Drop Deadline – Last Day to Add or Drop a Class (without a W Grade)
February 15  President’s Day – No Classes
March 7-11  Mid-term Examination Period
March 14-18  Spring Break – No Classes
March 21  Classes Resume
April 1  Withdrawal Deadline – Last Day to Withdraw from a Class (with a W Grade)
April 4  Fall and Summer Registration Begins
May 5  Last Day of Classes
May 6-12  Final Exam Period
May 12  Graduating Students’ Grades Due by 4:00 p.m.
May 14  Commencement; Spring Graduation Date
May 16  Final Grades Due to Registrar by 9:00 a.m.

Summer 2016
May 23  First Day of Classes – Summer Session 1 and 3
May 27  Add/Drop Deadline – Summer Session 1 and 3
June 10  Withdrawal Deadline – Summer Session 1
July 1  Last Day of Classes – Summer Session 1, Withdrawal Deadline – Summer Session 3
July 5  First Day of Classes – Summer Session 2
July 8  Add/Drop Deadline – Summer Session 2
July 22  Withdrawal Deadline – Summer Session 2
August 12  Last Day of Classes – Summer Session 2 and 3
The College

Southern Vermont College is a private, career-enhancing, liberal arts college located on the slope of a mountain overlooking the town of Bennington in the southwest corner of the state. The student-faculty ratio of 14:1 enables students to express their ideas, give and receive feedback, and grow intellectually and socially within a supportive environment. The exchange of ideas and information continues when classes end, occurring anywhere that students, faculty and staff come together, for the College recognizes that education takes place in many places and spaces.

Southern Vermont College students participate in numerous extracurricular activities offered on campus and in the Bennington community. SVC’s NCAA Division III student-athletes play 12 intercollegiate sports, including baseball, basketball, cross country, lacrosse, soccer, softball, outdoor track and field, and volleyball. Intramural athletics and club sports include popular pastimes for students who like the challenge of indoor soccer, basketball, skiing, snowboarding and flag football. These opportunities in the SVC community challenge minds and change lives.

The history of the College dates to 1926, when the Sisters of St. Joseph established a business school that later became St. Joseph College. In 1974, the College, no longer with a religious affiliation, was renamed and moved to its present location at the Everett Estate, on 371 acres with a spectacular mountain view. The Everett Mansion, serving as the College’s primary administrative and classroom building, has 27 rooms. The grounds feature a 13-tier cascading stone fountain which overlooks the Mansion’s courtyard.

The Everett Mansion is home to the College’s library, theatre, Center for Teaching and Learning, Financial Aid, Registrar, Burgdorff Gallery, café, classrooms and main administrative offices. The Mansion also provides wireless Internet access.

Hunter Hall, a living and learning facility that houses 110 students, provides conference rooms and classroom space, science labs, the Hungry Moose Café and student lounge, laundry, and a multipurpose atrium. The Wellness Center is also part of Hunter Hall. Most recently, the College acquired the Gatehouse, originally part of the Everett Estate, and renovated it for use as a grand entrance to the College and its Office of Admissions.

Other campus buildings include Birchwood (the stone carriage barn next to Everett Mansion) which houses the offices of Student Life and Residence Life, Career Development, Mountaineer Scholar Program and Campus Shop. There are five residence halls, Dining Hall, laundry facility, Mountaineer Athletic Center with Fitness Center, and a 24-hour Computer Lab with wireless workstations for remote Internet access and high-speed data transfer. The Office of Admissions is located in Wagner House, a few feet from the College’s main entrance.

In 2012, the College opened its new Healthcare Education Center (HEC) in downtown Bennington. The HEC encompasses all learning facilities for Nursing and Radiologic Sciences majors. The state-of-the-art equipped center, located in the historic Vermont Mill properties, features simulation labs, student lounge, lecture halls, classrooms, study and research facilities, and faculty/administrative offices.

Southern Vermont College is a career-enhancing, liberal arts college. SVC educates students for careers and prepares them to be citizens and leaders who understand the complexities of today’s world and can succeed in whatever fields they undertake.
The College’s faculty members challenge students to think independently and creatively, integrating theory and practice in the classroom. Students are encouraged to pursue an interdisciplinary focus as individuals and teams apply course knowledge to “live case” problems for local organizations and start-up ventures.

**Service-learning** at Southern Vermont College offers students opportunities to serve in our local communities while earning academic credit. In 2010, Southern Vermont College was designated by the Carnegie Foundation for the Advancement of Teaching as a Community-Engagement Classification institution. SVC’s award-winning Quest For Success course—required of all first-time, first-year students—introduces the value and experience of service-learning by enabling students to engage in community-based projects at local sites that have included The Bennington Museum, Oldcastle Theatre, Pownal Elementary School, Vermont Veterans’ Home, Project Independence, and CAT-TV, among others.

Through the service-learning program and civic engagement opportunities—always under the skillful supervision of SVC faculty members and site-based supervisors and coordinators—students develop a range of necessary professional, interpersonal, and communications skills along with a body of knowledge that will afford them greater opportunities, confidence, and competence in both academic and professional spheres.

Serving in our local communities is rewarding and beneficial, providing each student with skills and time to further develop and refine their oral and written communication skills, passion for lifelong learning, ability to be engaged citizens, critical and analytical thinking, social understanding, in-the-moment problem-solving skills, and their sense of the value that attends accomplishment and achievement. In addition, students will appreciate that they are improving themselves and the local and global communities in which they will work and live. Service-learning opportunities may take place throughout a student’s stay at SVC through academic courses and other learning situations.

**Connecting with the community.** The relationship between the Town of Bennington and the College is a vigorous and cooperative one, with students volunteering at many area organizations. At the same time, Bennington welcomes students and offers them opportunities for employment and internships.

**Mission Statement**
Southern Vermont College offers a transformative living and learning experience that cultivates lifelong learners in a personalized setting, emphasizes active learning and exploration, and encourages empowered citizenship and environmental sensibility.
Admissions

Southern Vermont College offers Rolling Admission which means the College accepts applications on a continuous basis, and, based on space available, applications are considered up to two weeks before the start of a semester. Applicants can apply for fall or spring semesters. Admission to the College is based on prior academic performance, personal character, and potential for achievement.

Application Procedure
Applications for admission are available on the College’s Web site at www.svc.edu/apply or by contacting the Office of Admissions at 802-447-6300 or admissions@svc.edu. SVC offers a paper or electronic application. We also accept the Universal College Application and the Nursing CAS application (the $30 application fee is waived for those who apply electronically). Applications are reviewed once all application materials have been submitted and an admission decision is made within two weeks. Prospective students are encouraged to visit campus and meet with an admissions counselor. To learn more about visit opportunities, please visit www.svc.edu.

First-Year Student Application Requirements:

- Completed application
- $30 non-refundable application fee (if applicable)
- An official high school transcript with graduation date or GED
- Personal Statement/Essay (about 300 words)
- Two letters of recommendation (one which must be from a school counselor or teacher)
- Official SAT or ACT test scores (waived if you have been out of high school for more than 1 year)

Transfer Student Application Requirements:

- Completed application
- $30 non-refundable application fee (if applicable)
- Official transcripts from all post-secondary institutions attended*
- An official high school transcript with graduation date or GED
- Personal Statement/Essay (about 300 words)
- One letter of recommendation
- SAT or ACT (waived if you have successfully completed at least 15 college credits)

*Credits earned at other accredited institutions of higher education are granted when a grade of C or better has been earned (specific programs may have additional grade and course requirements) and the course content parallels one offered at SVC. A credit evaluation will be provided upon acceptance to the College. Students receive transfer credit, but no grades, for the transfer courses. Only courses taken at Southern Vermont College are used to compute a student’s grade-point average (GPA). Credits may also be earned through Advanced Placement (AP), College Level Examination Program (CLEP), Defense Activity for Non-Traditional Educational Support (DANTES), Assessment of Prior Learning though the State of Vermont, and International Baccalaureate (IB). In addition, Veterans may be eligible for transfer credit based on the recommendations set by the American Council on Education. To learn about community college articulation agreements, visit www.svc.edu.
International Students:

- Completed application
- Official transcripts from secondary schools, colleges or universities (transcripts must be evaluated in English and verified by an approved evaluation agency. Please visit our Web site for a list of approved evaluators (www.svc.edu/international).
- Personal Statement (250 word minimum)
- Two letters of recommendation
- Score a minimum of 65+ ibt or equivalent on the Test of English as a Foreign Language (TOEFL)
- Completed and signed College Board Certification of Finance demonstrating the ability to pay an entire year of comprehensive fees and living expenses
- Copy of valid passport photo ID page

Reentry Students

Students who have attended Southern Vermont College previously and wish to re-enroll should submit the Reentry Student Application (available from the Admissions Office). In addition to filing an application, a student must be academically and financially cleared to return. If the student attended a new post-secondary institution(s) while un-enrolled, they must also submit official transcript(s).

Acceptance Policy

The College uses a portfolio approach to assess an applicant’s file. The decision regarding admission to Southern Vermont College is based on a review of application materials, interview (if required), and any relevant information obtained by Admissions personnel. The College reserves the right to deny admission to an applicant who, for any reason, does not demonstrate the capabilities, qualities, skills or commitment believed to be essential for a student at Southern Vermont College.

Special program admission requirements:

For additional Nursing program admission criteria, see the Division of Nursing page.

For additional Radiologic Sciences program admission criteria, see The John Merck Division of Science and Technology page.

Deferred Admission

Students who have applied to the College and have been accepted may defer admission for up to one year without reapplication to the College. Students who have earned transfer credits after their original acceptance will be required to submit official transcripts and be reevaluated by the Office of Admissions.

Enrollment Confirmation

Students who have been offered admission and who wish to attend SVC must submit a one-time, nonrefundable enrollment deposit of $150 by May 1. After May 1, deposits will be accepted on a space-available basis. Submitting the deposit and completing the Enrollment Confirmation Form confirms matriculated status.

In addition, residential students are required to submit a non-refundable $200 housing deposit. Full-time first-year and sophomore students are required to live in on campus housing for the first two years, unless they are 23 years of age or older, or live less than 50 miles from campus. Students seeking exceptions to this policy should contact the Office of Admissions.
Dual Enrollment (High School Students)
Southern Vermont College participates in the Vermont Dual Enrollment Program, which enables high school juniors and seniors access to two free college courses. To learn more and apply for your vouchers, please visit [www.vtdualenrollment.org](http://www.vtdualenrollment.org) or contact the Office of Admissions. In addition to the Vermont Dual Enrollment Program, SVC offers qualified high school students who have used their state vouchers or who are residents of New York and Massachusetts, residing within 50 miles of campus, the opportunity to enroll in courses at a reduced rate. To learn more or apply, please contact the Admissions Office or visit [www.svc.edu/dualenroll](http://www.svc.edu/dualenroll).

Additional Information
The Office of Admissions and its staff members agree to follow the Statement of Principles of Good Practices as outlined by the National Association for College Admission Counseling ([www.nacacnet.org](http://www.nacacnet.org)).

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Fall 2015 - Spring 2016 Tuition & Fees

Tuition and Instructional Fees (per semester)

Per credit unless otherwise noted

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Tuition (12+ credits)</td>
<td>$11,492.50</td>
</tr>
<tr>
<td>Part Time (up to 11 credits) Cost per credit</td>
<td>$ 960</td>
</tr>
<tr>
<td>Audit (part time) Flat Fee per course</td>
<td>$ 250</td>
</tr>
<tr>
<td>65+ Years of Age (audit) Flat Fee per course</td>
<td>$ 100</td>
</tr>
</tbody>
</table>

Other Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room &amp; Board (unlimited access)</td>
<td>$5,350</td>
</tr>
<tr>
<td>Premium Rooms Additional (subject to availability)*</td>
<td></td>
</tr>
<tr>
<td>Activities Fee (for entire academic year for residents)</td>
<td>$ 275</td>
</tr>
<tr>
<td>Activities Fee (for entire academic year for non-residents)</td>
<td>$ 120</td>
</tr>
<tr>
<td>Clinical Course Fee</td>
<td>$ 325</td>
</tr>
<tr>
<td>Course Materials/Lab Fee (where required)</td>
<td>varied</td>
</tr>
<tr>
<td>Health Insurance Student Coverage for Entire Academic Year</td>
<td>$1,424</td>
</tr>
<tr>
<td>Health Insurance Student Coverage for Only Spring Semester</td>
<td>$ 883</td>
</tr>
<tr>
<td>ID Replacement</td>
<td>$ 25</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$ 10</td>
</tr>
<tr>
<td>Rush Transcript Fee</td>
<td>$ 15</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$ 30</td>
</tr>
<tr>
<td>Enrollment Deposit (nonrefundable)</td>
<td>$ 150</td>
</tr>
<tr>
<td>Room Deposit (nonrefundable)</td>
<td>$ 200</td>
</tr>
<tr>
<td>New Student Fee</td>
<td>$ 100</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$ 125</td>
</tr>
</tbody>
</table>

Total comprehensive fees (2015-2016): $33,685 a year (tuition, room & board)

*Housing Options and Rates

The rates below will be added to the base cost ($10,700 for the full year) of room and board:

Premium Doubles in A-E (additional $300 for the full year): Premium doubles, located in A-E, are triple rooms with two people assigned to the room. While all of the furniture will need to remain in the room, students who choose to live in a premium double will have access to both the walk-through single and double.

Singles in A-E (additional $700 for the full year): Singles, located in A-E, are designated as one-person occupant rooms. These rooms are the same as previous years.
**Premium Singles, A-E (additional $800 for the full year):** Premium singles, located in A-E, are double rooms housed with one person. While all of the furniture will need to remain in the room, a student that chooses to live in a premium single will have full access to the double room.

**Singles, Hunter - juniors and seniors only (additional $900 for the full year):** Singles, located in Hunter Hall, are designated as one-person occupant rooms. The majority of rooms in Hunter Hall are considered singles.

**Premium Singles, Hunter - juniors and seniors only (additional $1,000 for the full year):** Premium singles, located in Hunter Hall, are currently one-person occupant rooms. The “longer, end rooms” are considered premium singles, specifically; HN124, HN223, HN335, HN323, HS208, HS309, HW200, HW312, HW300.
Student Financial Services

Financial Aid
Southern Vermont College is committed to the premise that a quality education should be within reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state and institutional financial aid. While the basic responsibility for financing education lies with the student and family, his or her resources can be supplemented with employment, grants, scholarships and loans. The amount of institutional aid available through the College is awarded on the basis of need as demonstrated through the Free Application for Federal Student Aid (FAFSA) and merit based on academic achievement and community engagement. All financial assistance from the College is subject to adjustment if the recipient is later granted aid from other sources or as a result of changes in eligibility. Financial aid awards are contingent upon the student maintaining good academic standing and satisfactory academic progress as outlined in this catalogue.

Application Procedures and Deadlines
Students who wish to be considered for financial aid eligibility, whether it be through institutional, federal or state funds, must submit the FAFSA each year, listing Southern Vermont College’s Federal School Code (003693) to allow the College to receive the application data electronically. By submitting the FAFSA electronically at www.fafsa.ed.gov, a student is applying for all forms of Title IV Federal Student Aid Programs, including the Federal Pell Grant, the Supplemental Educational Opportunity Grant (SEOG), Federal Work Study, and the Federal Direct Lending Program. The FAFSA is also used to determine an applicant’s eligibility for the College’s need-based scholarship/grant programs. The FAFSA must be completed by March 1 of each year. Failure to submit by March 1 may result in a reduction of a student’s institutional need based aid.

Submission of the FAFSA will generate an Institutional Student Information Report (ISIR) and a Student Aid Report (SAR). The ISIR is the electronic document transmitted to each institution indicated on the FAFSA. If Southern Vermont College (003693) is listed on the FAFSA, the College will receive the ISIR electronically. The SAR is the document containing the same information as the ISIR and is mailed or e–mailed to the applicant. The ISIR/SAR contains data required to determine an applicant’s financial aid eligibility.

Code of Conduct
SVC’s code of conduct prohibits any officer, employee, or agent of the College to enter into a revenue-sharing arrangement with any lender, or to accept gifts, take compensation and receive anything of value from any lender.

Verification
The U.S. Department of Education automatically selects approximately one third of all applications for Federal Student Aid for a review process called Verification. The College also has the authority to select other applications for verification to determine financial aid eligibility.

If an application is selected for Verification, the Financial Aid Office is required by law to obtain copies of various documents and certification forms for the applicant, the applicant’s spouse, if applicable, and the applicant’s parents, if applicable. Failure to submit the requested documents will prevent an applicant from receiving disbursements of institutional and federal financial aid awards.
The Verification process must be completed within sixty (60) days of notification. If the Verification process is not completed in this time, an applicant will be considered ineligible for federal or institutional financial aid, including federal student loans. As a result of the Verification process, the data reported on the FAFSA may need to be corrected. The Financial Aid Office will electronically submit corrections to the Federal processor. If financial aid eligibility changes, as a result of the Verification process, the Financial Aid Office will notify the applicant.

Institutional Scholarships and Grants

Please Note: If a student earns SVC scholarships or grants in addition to outside scholarships or tuition assistance, SVC holds the right to reduce the SVC scholarships or grants accordingly as these awards are designed to assist in payment of the tuition bill. Eligibility for these awards is based upon a variety of criteria, including, but not limited to, academic merit, financial need and community service. Regardless of the type of institutional award, it may not exceed the cost of tuition when combined with other awards that are designed for tuition only. All students who receive Southern Vermont College scholarships and grants are required to maintain at least a 2.0 GPA. Students who earn less than this standard will have an opportunity to appeal, if there were extenuating circumstances that occurred during the academic year. Institutional financial aid is awarded for full-time study (at least twelve credits per semester) during the fall or spring semesters only.

Students who withdraw from the College or enroll for part-time study will become ineligible for institutional financial aid awards indefinitely. If a student must take a leave of absence or enroll in part-time study for one semester and he or she wishes to defer eligibility for an institutional financial aid award until a subsequent semester of full-time study, he or she must submit a written request for such a deferment to the Office of Student Financial Services. Any such deferment of financial aid eligibility will be at the discretion of the Office of Student Financial Services and will be for one semester only.

If a student withdraws from some or all credits during a semester and is liable for less than 100 percent of the tuition charges, institutional financial award(s) will be proportional to the percent of tuition liability for that semester. In such case, the student is responsible for any account balance that may result.

SVC Success Grant

This need-based award is administered and funded by the College. Students who receive the SVC Success Grant and are eligible for a Federal Stafford loan and/or the Federal Work Study program are expected to take advantage of that eligibility to the extent possible. Failure to do so might indicate that the student has other resources available to cover need. This grant is renewable each year for four years or eight semesters as long as the student demonstrates a similar level of need measured through the FAFSA and maintains a 2.0 GPA.

Engaged Student Award

This merit-based award is given to an incoming freshman who demonstrates outstanding leadership skills through high school extracurricular activities, and/or community service. Southern Vermont College service-learning opportunities enhance what is taught in the class by extending learning beyond the classroom and into the community. This award is renewable each year for four years or eight semesters as long as the student maintains a 2.0 GPA.

Everett Scholarship

This merit-based scholarship is available to an incoming freshman who demonstrates strong academic skills and motivation for successful college performance. This award is renewable each year for four years or eight semesters as long as the student maintains a 2.0 GPA.
Presidential Scholarship
This merit-based scholarship is offered to an incoming freshman who has participated in community service-based organizations. Southern Vermont College’s service-learning opportunities enhance what is taught in class by extending learning beyond the classroom and into the community. This award is renewable each year for four years or eight semesters as long as the student maintains a 2.0 GPA.

SVC Opportunity Grant
This merit-based scholarship is available to an incoming freshman who demonstrates outstanding leadership skills through high school extracurricular activities, athletics and/or community service. This award is renewable each year for four years or eight semesters as long as the student maintains a 2.0 GPA.

Southern Vermont College Transfer Scholarships
This merit-based scholarship is offered to a transfer student from a two or four-year college who has completed more than 24 credits at his or her prior institution. This award is renewable each year for four years or eight semesters as long as the student demonstrates a similar level of need measured through the FAFSA and maintains a 2.0 GPA.

TRIO Scholarship
This scholarship is awarded to eligible students from Upward Bound or Talent Search participants active in their high school communities. This award is renewable each year for four years or eight semesters as long as the student maintains a 2.0 GPA.

Financial Aid Satisfactory Academic Progress
Federal regulations require the College to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act.

Noted below are the policies and procedures regarding Satisfactory Academic Progress (SAP):

Standards for Financial Aid Recipients:
Recipients of federal, state and need-based institutional student aid retain their eligibility by maintaining Satisfactory Academic Progress (SAP). The College is required to have a written policy that is published and available to all students. The SAP policy must be the same as or more strict than the academic policy that is applied to students enrolled in the same program who are not receiving federal student aid.

The SAP policy must include quantitative measure (maximum timeframe and pace of completion), qualitative measure (GPA) and must determine regular intervals when SAP will be measured. The policy must address how a student’s GPA and pace of completion are affected by course incompletes, withdrawals, or repetitions, or transfer of credit from other institutions.

Termination of Title IV funds and the student’s right to appeal must be disclosed along with the terms and conditions of financial aid probation and reinstatement of financial aid eligibility.

Quantitative Standard:
Maximum timeframe: The maximum timeframe cannot exceed 150% of the published length of the program in credit hours attempted. The maximum timeframe is determined by multiplying the number of credit hours required for graduation by 150% and rounding down to the nearest whole number.
Pace: The College must calculate the pace at which the student is progressing by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student attempted. In making this calculation the College is not required to include remedial courses. Students must earn at least 83% of the credit hours they attempt.

**SVC Credit Completion Requirements (per year enrollment)**

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Attempted Credits</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Three-Quarter Time</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Half Time</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

**Attempted Credits:** A credit hour is considered attempted if a student is officially registered for the credit at the conclusion of the add/drop period for the applicable term with the following exceptions:

A credit hour is considered attempted if the credit hour is officially added after the conclusion of the drop/add period.

A credit hour is not considered attempted if a student is officially registered for a credit hour at the conclusion of the add/drop period for the applicable term but the course professor subsequently certifies that the student never attended the course and as a result the credit hour is retroactively dropped.

The minimum earned credit requirement for students with mixed enrollments will be calculated based on the student’s enrollment status each term. For example, a student who enrolls three-quarter time fall semester and half time spring semester must earn a minimum of 12 credits.

Bachelor’s degree students who enroll full time must complete their degree requirements within six years to continue to qualify for financial aid. Maximum time frames will be adjusted proportionally for students who enroll part time.

**Qualitative Standard:**
Students must make satisfactory academic progress in their degree program to qualify for financial aid at Southern Vermont College. Students must maintain at least the minimum Grade Point Average (GPA) as listed below:

**GPA Requirements:**

<table>
<thead>
<tr>
<th>Total Number of Credits</th>
<th>Minimum Cumulative GPA*</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 credits or less</td>
<td>1.75</td>
</tr>
<tr>
<td>24+ credits</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*Minimum cumulative GPA required for federal and state financial aid funds. Higher GPA requirements may be required for institutional and private scholarships.

**Incompletes and Withdrawals:**
Grades of Incomplete and Withdrawal are counted as courses attempted but not earned and count towards the maximum timeframe. Students, who have incomplete grades in one or more academic periods that have not been resolved by the end of the spring semester for that academic year, will have
until the end of the summer semester to have all grades for classes indicating an incomplete submitted and SAP reviewed.

Repeated Courses:
A course is repeated when a student takes the same course with the same content more than once.

When a course is repeated:
- The credit hours for both attempts are counted in the GPA calculation.
- The credit hours for both attempts are counted in the calculation of attempted credits.
- A student may not earn credits twice for the same course; therefore:

If a student successfully passes both attempts, the calculation of earned credit includes only one attempt.

If a student completes neither attempt; the calculation of earned credits includes neither.

Transfer of Credit from Other Institutions:
Credits hours from another institution that are accepted toward the student’s educational program must count as both attempted and completed credit hours.

Satisfactory Academic Policy - SVC Policy and Procedure:
Satisfactory academic progress will be evaluated at the end of the spring semester. It will be reevaluated at the end of the summer semester for students who enroll in summer courses. Students are measured against both the qualitative and quantitative standards. If a student is not meeting the standard, the student’s eligibility for federal, state and need-based aid is terminated.

Notification: A notice is sent to the student stating that their eligibility for financial aid has been terminated. The notice also includes information about SAP standards along with information about how the student can appeal the decision to terminate their eligibility for aid.

Right to Appeal:
Students may appeal a termination of financial aid based on failure to maintain satisfactory academic progress. Students are advised to appeal within 30 days of the date of their termination notice. All appeals must be submitted in writing using the SAP Appeal Form and must clearly document why the student failed to meet satisfactory academic progress standards.

The basis on which a student may file an appeal:
- The death of a relative;
- An injury or illness of the student;
- Other special circumstances; and
- Information regarding any change that would allow the student to meet the standards.

All appeals must be accompanied by the academic plan created by the Provost or academic advisor. The academic plan needs to indicate the specific actions the student will take to meet the standard and when the student will meet the standard. Complete appeal forms, along with the academic plan and supporting documentation, should be submitted to the Director of Student Financial Services. The appeal is reviewed by a committee of three members of the Student Financial Services Office. The decision of the members is final. Two decisions can be made by the committee: grant the appeal and place the student on Financial Aid Probation or deny the appeal and financial aid.
Appeal Granted-Financial Aid Probation:
Financial aid probation status is assigned to a student who has failed to meet the satisfactory academic progress standards and whose financial aid eligibility has been reinstated based on a successful appeal. During a period of financial aid probation, a student who meets all other eligibility requirements remains eligible for federal and institutional aid. When a student’s appeal is granted, financial aid probation is granted for one or more terms based on an academic plan provided as part of the student’s appeal. Students remain on financial aid probation provided they comply with the terms of their academic plan. A student on financial aid probation for one payment period may not receive Title IV funds for the subsequent payment period unless a student makes SAP or the school determines that the student met the requirements specified in the academic plan for the student.

Appeal Denied-Re-Establishing Satisfactory Academic Progress:
After financial assistance has been withdrawn, students may reestablish satisfactory academic progress by either of the following methods:

1. Attend summer sessions at their own expense and improve hours and/or semester grade-point average to meet the required standards, or
2. Attend subsequent semester at their own expense and improve hours and/or semester grade-point average to meet the required standards.

Eligibility will be reinstated for the terms following the one in which the students meets the minimum SAP requirements. Students who comply with either method should submit to the Office of Student Financial Aid a written request asking that their eligibility for financial aid be reinstated.

Federal Student Aid Programs
The College administers the full range of Title IV Federal Student Aid Programs. These include the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant (SEOG), the Federal Work Study Program and the Direct Lending Loan Programs. To be considered for funding from these programs, a student must submit the Free Application for Federal Student Aid (FAFSA) indicating Southern Vermont College's School Code: 003693.

To be considered for SEOG or Federal Work Study, the Institutional Student Information Report (ISIR), which is generated by filling out the FAFSA, must be received by the College no later than March 1 for the summer and fall semesters or November 1 for the spring semester. The FAFSA may be completed online at www.fafsa.ed.gov.

Federal Pell Grant
Matriculated undergraduate students will be considered for Federal Pell Grant eligibility. Pell Grant eligibility is based upon the FAFSA calculation using student/family income and assets, the cost of attendance, family size and enrollment status. The range of annual award amounts for the Pell Grant for full-time study during 2015-2016 academic year is $588-$5,775.

Federal Supplemental Educational Opportunity Grant (SEOG)
Grants from this federally funded program are awarded to Pell-eligible students who have the greatest financial need. Awards range from $1,000 to a maximum of $4,000.

State Incentive Grant
State Incentive Grants are offered by most states to eligible residents. The VSAC Grant Program provides full- and part-time, need-based grants to eligible Vermont residents who are pursuing their first
undergraduate degree. Students must complete the FAFSA and VSAC grant applications. Out-of-state students should check with their state grant agency for information on grant availability and application procedures.

Federal Work Study (FWS) Program
The FWS program provides on- and off-campus employment opportunities for eligible students. To be eligible, a student must demonstrate financial need through submission of the FAFSA. FWS employees typically work an average of four hours per week. The pay rate is determined by the College and is at least the minimum wage rate. Students awarded FWS cannot earn wages in excess of their financial aid award amount. Students are responsible for finding a position at the College. Before commencing employment, students must complete FWS paperwork, W-4 and I-9 forms.

Federal Direct Lending Program
A Federal Direct Student Loan provides the student with a means to borrow money from the federal government to pay for some of his or her educational expenses. Southern Vermont College will use the Federal Direct Student Loan to pay a student’s school charges and will disburse the remaining money to the student in accordance with the directive as noted on the Title IV Authorization Form.

There are three types of Federal Direct Loans:

- **Federal Direct Subsidized Loans**
  These student loans are based on financial need. The federal government will subsidize the interest on these loans while the student is in school.

- **Federal Direct Unsubsidized Loans**
  Eligible students may apply for these loans regardless of need. Students are responsible for all interest charged on these loans which accrue from the date the loan is disbursed to the student’s account.

- **Federal Direct PLUS Loans**
  Parents of eligible dependent students may apply for these loans to assist with their child’s educational expenses.

**Application Procedures:** Eligibility for the Federal Direct Subsidized and Unsubsidized loans is automatically determined for all students who complete the Free Application for Federal Student Aid (FAFSA).

**Selection of Recipients and Allocation of Awards:** To be eligible for a Federal Direct Student Loan, the student must:

- be a U.S. citizen or permanent resident alien;
- be enrolled in at least six degree applicable credit hours and be matriculated in an eligible degree program; and
- not owe any refunds from the Federal Pell Grant or any other award program, and must not be in default on any student loan.

**Loan Schedule**
A first-year undergraduate student (0-29 credits earned) may borrow up to $3,500 per year. Eligibility increases to $4,500 for students defined as second-year students (30-59 credits earned). Students in their third (60-89 credits earned) and fourth (90-120 credits earned) years qualify for $5,500 per year. Students may qualify for additional unsubsidized federal direct loan funds depending on their dependency status.
An undergraduate may borrow up to an aggregate limit of $31,000 or $57,500 if the student is considered independent for federal financial aid purposes.

**Repayment Terms:** The interest rate for the Federal Direct Subsidized and Unsubsidized Loan programs is fixed at 4.29% with a 1.072% origination fee. The interest rate for the Federal Direct PLUS Loan is fixed at 6.84% with a 4.22% origination fee. The interest rates noted are for those loans first disbursed on or after July 1, 2015, and before July 1, 2016. There are several different ways to repay a Federal Direct Loan, including:

- A standard repayment plan has a fixed monthly repayment amount for a fixed period of time, usually 10 years.
- An extended repayment plan has a lower fixed monthly payment amount, and loan repayment can be extended beyond the usual 10 years.
- A graduated repayment plan usually begins with lower payments, and payment amounts increase at specified times. Payments may be for the usual 10-year period, or they may be extended beyond 10 years.

An income-driven repayment plan sets an annual repayment amount based on the borrower’s income after leaving school. The loan is repaid over an extended period of time, not to exceed 25 years.

- Income Based Repayment Plan
- Pay As You Earn Repayment Plan
- Income Contingent Repayment Plan

The Servicers for the Direct Loan Program will be responsible for maintaining the student’s loan account and repayments. It is the student’s responsibility to maintain contact with that servicer. The student will receive information at both the entrance and exit interviews counseling sessions on line.

**Rights and Responsibilities of Recipients:** The student must continue to make satisfactory academic progress while in his or her program. The student must not owe any refunds from the Federal Pell Grant or any other award program and must not be in default on any student loan. The student must be enrolled in degree-applicable credit hours and continue to attend classes regularly.

**Alternative Loans**

An alternative loan is a non-federal loan that is used for educational expenses. Most alternative loans are deferrable until the student graduates; however, some may require the student to pay interest while he or she is attending school.

Alternative loans exist as an additional means to pay for the student’s college education. These loans are often used as a supplement to a student’s existing financial aid package. Some alternative loans can be used to pay for prior balances up to one year old. Students who fall into unsatisfactory academic progress may also apply for certain alternative loans to help with expenses until they make good academic progress and become eligible for federal financial aid again.

**Know the Basics**

It is to the student’s advantage to become well-informed before he or she takes on the responsibilities that come with an educational loan. The student should first apply for all other forms of financial aid, including grants, scholarships, employer tuition payments, Direct Loans, etc., before applying for an alternative loan.
Get All the Facts
Students should educate themselves before borrowing. Before taking out an alternative loan, the student should have a clear understanding of what type of loan he or she has and its characteristics; for example:

- **What is the interest rate?** Most loans come with a variable rate. The student should estimate his or her total indebtedness.
- **What fees will be charged?** Most (not all) loans have origination fees that are deducted from the principal amount the student borrows. In some cases, the origination fee may be added to the principal amount the student borrows.
- **Will the student have to make payments while in school?** Repayment may vary with loan type.
- **Who is eligible?** Each program may have its own criteria for determining loan eligibility. Creditworthiness and a credit worthy co-signer are most often at the top of the list. The number of credits the student is taking for the loan period is also considered.
- **How much can a student borrow?** Each lender has different minimum and maximum lending amounts for each loan period and a cumulative borrowing limit.
- **What is the co-signer’s responsibility?** If the principal borrower does not repay the loan, the co-signer is responsible for full payment.

Understand Repayment Options Before Borrowing
Repayment may seem a long way off, but choosing an alternative loan carefully now can mean a less expensive and more manageable loan later. Some lenders have loans that enter repayment immediately after full disbursement. Some lenders offer programs that let the student pay electronically and offer rewards, such as lower interest rates, to those who consistently pay on time. Understanding the student’s options will help him or her decide how much he or she can borrow.

Before Signing Anything
Keep in mind that these are loans, not grants. When the student enters repayment, he or she will be required to make monthly payments. The student should make sure not to put himself or herself in a situation he or she cannot handle.

Important Application Process Information
According to the Higher Education Opportunity Act (HEOA) and the Truth in Lending Act (TILA), all private education lenders must obtain a completed and signed self-certification form from the applicant prior to processing a private education loan.

Veterans Educational Benefits
Eligible veterans may receive Veterans Administrations Educational Benefits while attending Southern Vermont College. The Registrar serves as the College representative for the Veterans Administration (VA) and completes Enrollment Certifications for all veterans enrolled at Southern Vermont College. All VA forms for independent study must be endorsed by the Registrar.

Financial Aid Refund Calculations
The Higher Education Act of 1998 governs what must happen to a student’s federal student aid if he or she completely withdraws from school in any semester. The policy governs all federal grant and loan programs, including Federal Pell Grant, Federal SEOG, Direct Lending Program (both subsidized and Unsubsidized), and Direct PLUS Loans to parents. Southern Vermont College institutional funding (SVC grants/scholarships) are not governed by this policy. Instead, they are prorated in accordance with the tuition charge for which the withdrawing student is responsible.
In general, students “earn” their financial aid awards directly in proportion to the number of days of the term attended. If a student completely withdraws from school during a term, the school must calculate, according to a specific formula, the portion of the total scheduled financial assistance the student has earned and is, therefore, entitled to receive up to the time of withdrawal. If a student receives more assistance than the student earns, the unearned excess funds must be returned to the source from which they came.

If a student has completed more than 60 percent of the semester, he or she has earned 100 percent of their aid. If the student withdraws from the College (either officially or unofficially) before completing 60 percent of the semester, he or she may have to repay any unearned federal monies that were already disbursed. The Financial Aid Office will determine the date corresponding to the 60 percent completion of each semester, and examples of the Title IV Refund Formula results will be available by contacting the Financial Aid Office.

A student’s withdrawal date will be determined by the College as (1) the date the student began the College’s withdrawal process, or the date the student officially notified the College of the intent to withdraw; (2) the midpoint of the semester if the student withdraws without notifying the College; or (3) the student’s last date of attendance at an academically-related event as documented by the College.

If the student has received excess funds that must be returned, the College shares with the student the responsibility of returning those excess funds. The College’s portion of the excess funds to be returned is equal to the lesser of the entire amount of the excess funds or the student’s total tuition and fee charges multiplied by the percentage of unearned funds, depending upon whether the unearned funds were used to pay College charges or were refunded directly to the student. If the return of unearned assistance causes any portion of the student’s tuition and fees to become uncovered, the College will bill the student. In such cases, the student will be required to make arrangements with the Office of Student Financial Services to pay the balance.

**Residence Hall Fees**

Students with fewer than six full-time semesters of college enrollment are required to reside in College housing. If a student transfers to the College with fewer than six full-time semesters of college enrollment, the student will be required to live in College housing until the requirement is met. Housing contracts are in effect for the entire academic year. For a student to be exempt from the residency requirement, he or she must meet one of the following criteria: (1) have at least six semesters of full-time college enrollment, (2) be 23 years of age or older, (3) be a veteran of the U.S. armed forces, (4) be married and/or have children, and (5) be considered a local resident by living within a 50-mile commuting radius of the College and have established that residency for at least three months prior to enrollment. Students who live off campus without approval will be billed for room and board. Residence hall contracts cannot be broken mid-year. Moving off campus may affect his or her financial aid package, if applicable. It is the student’s responsibility to contact both the Office of Student Financial Services. Each student’s residence hall damage expenses will be assessed and charged throughout the year to his or her student account.

**Student Accounts**

**Payment of Bills**

Prior to the beginning of each semester, August 1 for fall semester, January 1 for spring semester and May 15 for summer semester, students are responsible for full payment of their tuition balance, minus pending financial aid. SVC encourages students to communicate with their parents regarding the status of their accounts and to contact the Office of Student Financial Services with any questions or concerns.
Forms of Payment
Online with a credit card at www.svc.edu/studentaccounts; check or money order mailed to: Southern Vermont College, Student Financial Services, 982 Mansion Drive, Bennington, VT 05201. Cash payments can be made in the Student Financial Services Office in the Everett Mansion, Room 209, during regular office hours (Monday – Friday, 8:30 a.m. - 4:45 p.m.).

SVC maintains a relationship Tuition Management Systems (TMS) to provide a monthly tuition payment plan for qualifying students. Students may set up a payment plan by contacting TMS directly at 1-800-356-8329 or www.svc.afford.com. An enrollment fee is mandatory to open a payment plan. It is a one-time fee for the year, and the plan will not accrue interest. It is the student's responsibility to make sure that the payment plan contract agrees with the amount owed to Southern Vermont College. If at any time the payment plan is not up to date or is in default, the student's account will be placed on transcript and registration holds until the account has been brought current. Students are expected to contact the Student Accounts Manager any time if a recalculation of the balance due is needed. Students are responsible to settle any balances that remain on their student account after their payment plan through TMS has ended.

Unpaid Balances
Students with unpaid balances will not receive grades, transcripts, diplomas, or be allowed to enroll in future classes at Southern Vermont College. Transcript and registration holds will remain in place until the outstanding balance has been paid in full.

College Work Study: A work-study award may be part of the student's financial aid package. However, this award will not be deducted from the student’s bill. If the student is employed in a work-study position, his or her paycheck will be available at the Student Financial Services Office on Thursdays after 12 p.m. Students have the option to sign over paychecks to be applied against any outstanding balance on their student account.

Outside Scholarships and Funding: If the student anticipates receiving an outside scholarship, grant, or loan that will not be paid by the semester bill due date, a letter from that agency must be provided to the Office of Student Financial Services. If a letter is not provided, the student will be responsible for payment.

Employer Reimbursement: Students who have official verification of employer’s intent to pay are eligible for this option. Students must be paid in full from the prior semester in order to exercise this option. Official verification in the form of a letter and/or payment voucher must be signed and submitted by the employer and submitted to the Student Accounts Manager prior to the first day of classes. There may be instances where employers reimburse directly to the students upon completion of the course. In those circumstances, students are required to pay their tuition balance to SVC by the bill date.

Veteran Payment Option: Eligible students are those who are certified for VA educational benefits by the Registrar, who is the SVC VA representative. Students must be paid in full from prior semester. Students will need to submit an authorized veteran payment voucher to the Student Accounts Manager in lieu of payment.

Refund Policy
Students with a credit on their account may be eligible for a refund. Refunds may only be requested by the student (student’s signature is required). The Refund Request Form is available through the Office of Student Financial Services and on the Student Accounts Forms Web page. The form must be completed in
full before a refund will be processed. Refunds will be reviewed and processed after the semester begins, the request form is received, and a credit balance appears on the student account.

Refunds will be issued to the student, except for those students whose parents have Parent PLUS loans or TMS payment plans on account. In those instances, refunds will first be issued to the holders of the PLUS Loan or TMS Pay Plan, but not exceeding the amount applied to the student account. If a parent or other holder of PLUS loans or TMS payment plan wishes to have the refund check made payable to the student, they can do so by completing the authorization form that is available at the Student Financial Services Office.

For in-office pickups, refund checks are available after the Student Accounts Manager has notified the student through e-mail. Photo identification is required when picking up a refund check.

Students should direct any questions regarding the status of their refund check to studentaccounts@svc.edu.

Federal Student Aid Refund Policy
In cases where the student’s Federal Financial Aid exceeds the charges for tuition, room, and board and other approved charges, a Federal credit balance may appear on the account. When this happens, the College is required to refund the Federal credit balance within 14 days, unless the student or other person eligible to receive the refund authorizes the College to leave the credit on the account. To authorize the College to leave Federal credit balances on the account, complete the Title IV Federal Student Aid Authorization form, available in the Office of Student Financial Services.

Students who receive Federal Financial Aid: If a student should decide to withdraw from class(es) after a semester begins, and have not completed more than 60 percent of the semester, he or she can be subject to loss in Federal Funds. Please refer to the Financial Aid Office’s section on refund calculations for more information. A withdrawal from class may result in a balance owed to SVC. It is the student’s responsibility to contact the Student Accounts Manager to pay his or her balance due.

Questions regarding Federal Pell, SEOG, Parent PLUS loans, Federal Stafford loans, or alternative loans should be directed to the Financial Aid Manager.

Room and Board Refunds
There will be no room and board refunds issued after the end of the add/drop period. Students who leave the College during the semester for academic or disciplinary reasons are not eligible for room and board refunds or deposits.

Textbook Vouchers
Textbooks are the student’s responsibility. SVC offers textbook vouchers in order to help assist students with purchasing their textbooks in a timely manner. Students, whose pending financial aid is scheduled to exceed the charges on their account, are eligible for these vouchers. A textbook voucher can be requested by completing the Book Store Voucher form and to returning it to the Student Accounts Manager.

Student Accounts Information
Student Health Insurance
Every student enrolled at least part time will be billed for health insurance through Consolidated Health Plans (CHP). The student may waive the insurance offered by the College, if the student is currently
covered by another insurance policy. Students may waive the insurance by visiting www.chpstudent.com and completing the online waiver. If the student DOES NOT submit the Health Insurance Waiver (online at www.chpstudent.com) indicating the decision to decline the insurance by the due date, the student will be charged for the insurance.

Please read the brochure from CHP concerning the insurance offered through SVC. This brochure is included with the tuition billing packet and can be located online at www.chpstudent.com. The brochure is also available in the Student Financial Services Office.

Students and families must contact CHP directly with any questions and/or concerns regarding coverage and claims. SVC cannot advise students and/or families regarding these issues.
Student Life

The Student Life offices work in partnership with students, faculty and staff to provide a well-rounded experience for all students. Students are encouraged to take advantage of all that SVC has to offer and to become engaged and successful members of the campus community.

The Student Life offices include the Dean of Students, Residential Life, Student Programs, Health Services, Counseling Services, International Student Advising and Campus Safety. All of these offices work toward providing an outstanding co-curricular experience for all of our students.

Orientation
All new students, entering in the fall or spring semester, are required to participate in the College’s Orientation program. Typically, Orientation is scheduled in June, July and January. In September, new students also arrive early for “First Days.” Please refer to the Student Life Web site for more details. The program is designed to assist students in making the transition to college, introduce them to academic life at the College and provide an opportunity to get acquainted with College faculty, staff, facilities and student services. New students meet faculty and attend a variety of workshops to acquire a sense of what Southern Vermont College has to offer.

Residential Life and Housing
The Southern Vermont College Residence Life Program encourages students to develop independence and responsibility. Currently, the College has six residence halls: Aldis, Bowen, Cady, Darby and Ellinwood Hall, which typically house first-year students as well as some transfer and returning students. Hunter Hall is home to students beyond their first year and nontraditional students. Each area has a computer lab and laundry facilities for student use. Additionally, Hunter Hall has a kitchen, game room, snack bar and conference room as well as classroom space.

The Director of Residence Life and two full-time, live-in Residence Directors are on hand to help develop and support the residential community. In addition to the professional staff, each residence hall has one or more Community Advisors (CAs). CAs are upper-class students who are there to assist other residential students in making the most of his or her living environment. They are carefully selected and trained to provide community members with support, assistance and referrals to other campus departments. Through the development of positive relationships, social and educational programming and policy enforcement, they seek to build strong, respectful, cooperative communities— to make their residence hall feel like a home away from home. All full-time students entering in Fall 2015 and thereafter with fewer than four full-time semesters of college enrollment are required to reside in College housing. If a student transfers to the College with fewer than six full-time semesters of college enrollment, the student will be required to live in College housing until the requirement is met. Note, however, that housing contracts are in effect for the entire academic year. For a student to be exempt from the residency requirement, he or she must meet one of the following criteria:

- Have at least four semesters of full-time college enrollment;
- Be 23 years of age or older;
- Be a veteran of the U.S. armed forces;
- Be married and/or have children; and
- Be considered a local resident by living within a 50-mile commuting radius of the College and have established that residency for at least three months prior to enrollment.

Students who live off campus without approval may be billed for room and board.
Dining Services and Meal Plans
The Dining Hall provides a full-service food court with multiple menu options for breakfast, lunch and dinner, plus continuous service on the weekdays—continental breakfast and afternoon deli and salad—between meals. The staff prepares daily selections from pizza and pasta dishes to a variety of healthy entrees.

Dining Hall Service
Breakfast, lunch and dinner are served Monday through Friday; continental breakfast, brunch and dinner are served on the weekends. Meal service will begin with dinner the evening before classes start and end with lunch on the day before break or the last day of final examinations. In the event that classes are cancelled due to weather or other conditions, the Dining Hall will operate on the weekend hour schedule.

The meal card must be presented each time a student enters the Dining Hall. In addition to the meal plans, students may deposit “Mountain Money” into their meal card. This money can then be used at the Moose Café in Hunter Hall and at Jazzman’s Café, located in the Burgdorff Gallery. The meal card must be validated each semester in Dining Services for both the meal plans and Mountain Money.

Burgdorff Gallery Café
The wireless Burgdorff Gallery Café, located in the Mansion, is convenient for a meal on-the-go or as a great place to visit with friends. Open Monday through Friday, the Burgdorff Gallery Café offers a variety of delicious prepared sandwiches and salads for lunch as well as muffins, bagels and specialty coffee for a quick morning break. Burgdorff Gallery Café is à la carte, accepting only Mountain Money or cash.

Campus Safety – Aldis Hall, First Floor
Campus Safety Officers are on duty 24 hours a day, seven days a week, year round. Throughout the day, Campus Safety Officers conduct mobile and foot patrols on campus. A Campus Safety Officer may be contacted by calling 802-447-4001, the Campus Safety Cell Phone: 802-384-1648, or by the call box phone outside of the Campus Safety Office. The College uses 911 for emergencies when the fire department, rescue squad, or police are needed immediately (both 911 and 9-911) from an internal phone line will also connect). Various College staff and administrators are available on an emergency on-call basis.

Campus Notification System – (e2campus)
The College utilizes a College-wide notification system (e2campus) to send instant notifications to the College community via e-mail and text message capable devices. The system is used only in cases of campus-wide closings or delays, emergency situations, and major facility or technological failures. This system is an ‘opt-in’ system, which means that the student is required to create his or her own account. The student can create an account by checking on e2campus notification system in the left margin of either the SVC main Web page, or SVC Connections Web page. Once there, he or she can select his or her preferred mode(s) of notification.

Identification Cards (Mountaineer Card)
At Southern Vermont College, students are required to carry a Student Identification Card (or Mountaineer Card) at all times, and present it at the request of any College official. Mountaineer Cards can be obtained from the Campus Safety Office at designated times throughout the week. The Mountaineer Card is required to enable access to Hunter Hall and the Healthcare Education Center (HEC), for the College meal plan and Mountain Money, for College library services, for printing and
copying, and for use of the Mountaineer Athletic Center (MAC). The first Mountaineer Card is free; replacement cards cost $25 each.

For detailed information on campus safety at Southern Vermont College, consult the Student Handbook.

**International Student Advising**
SEVIS and visa issues are supported by the Registrar’s Office. Note it is very important for international students to follow the procedures set forth by SEVIS and their home country as the student is ultimately responsible for ensuring their paperwork is up to date and complete.

**Student Counseling Services**
Students in a college environment may encounter personal difficulties. In such instances, students may benefit from speaking with a professional counselor. Such counseling can assist students with coping skills, stress management, interpersonal or family concerns and in developing new ways of meeting goals and resolving problems. Generally, the College provides students with brief counseling services. In some instances, the counselors provide referrals to off-campus mental health services. Payment for any services received from off-campus resources is the responsibility of the student. In all instances, confidentiality is maintained within the legal professional guidelines of Vermont. In addition to individual counseling, the counseling Service can offer workshops and presentations on a variety of mental health issues and has a self-help library of books, brochures and videotapes.

The Counseling Service is open Monday to Friday from 9 a.m. to 5 p.m. when classes and finals are in session during the academic year. There are limited counseling hours available on campus during the summer months. One may contact the Counseling Service Office by calling 802-447-6343. For emergencies or after hours, contact Campus Safety at 802-447-4001 or 802-384-1657.

**Student Government Association**
The Student Government Association (SGA) is a diverse and committed group of individuals elected to be the voice of the student body and is advised by the Assistant Dean of Students/Director of Student Involvement and Leadership. SGA places an emphasis on building strong student leaders, respecting shared campus settings and role modeling responsibility within the College community. The Student Government deeply believes in and is dedicated to the quality of student life at Southern Vermont College.

Strong emphasis is placed on student involvement in all facets of life at the College. The SGA works closely with faculty and staff to ensure that students’ needs and concerns are addressed. Students are represented on standing committees and student input is considered in the formulation of College policy. The SGA recommends representatives for the Conduct Review Board and for various other committees at the College.

**Clubs and Organizations**
Students are strongly encouraged to participate in the College’s clubs and organizations. If a student wishes to start a new club, support is provided by the Director of Student Involvement. Some of the current clubs and organizations include:

- Alpha Chi (National Honor Society)
- Alternative Spring Break
- Big Brothers Big Sisters
- Bio Club (National Association of Biology Teachers Chapter)
Colleges Against Cancer (CAC)
First Amendment (acappela singing group)
Golf
Japanese Culture and Animation Club
Mad Hatters Drama Club
McLOVIN (Mountaineers Committed to Leading Others to Valuable Information Now)
MooseCorps
Mountaineer Events Board
Multicultural Club
The Looking Glass (online newspaper)
Nursing Student Association
Radiology Club
Stand-Up
Student Government Association (SGA)

Community Service
Our co-curricular community service programs are designed to promote leadership and service to the community while providing students with the tools and resources to become leaders and socially responsible citizens, both on and off campus. MooseCorps is a dedicated group of students who develop and facilitate various community service projects. Some of these programs include: the Big Brothers Big Sisters program. Red Cross Blood Drives, Days of Service: Our Neighbors/Our Selves and Martin Luther King, Jr., Day of Service, and many more. MooseCorps is also instrumental in planning the Alternative Spring Break trip each March.

Student Programs
Under the guidance of the Director of Student Involvement (DSI), many on- and off-campus events are offered that are educational, cultural and social. The DSI advises the Mountaineer Events Board (MEB), an energetic group of student leaders who develop the numerous programs throughout the year. Some of the programs include: Laser tag, hypnotists, magicians, comedians, bingo night, mini-golf, trips to New York City and Boston, musicians and more.

Campus Store
The Campus Store offers a variety of Southern Vermont College clothing, souvenirs, school supplies and some class specific handouts and recommended reading material.

The Campus Store hours will be posted on campus. Students may contact the Campus Store at 802-447-6318 or campusshop@svc.edu.

The Campus Store will not accept any returned merchandise without a sales receipt. Merchandise returned, unless defective, must be in the same condition as when originally purchased. The Campus Store reserves the right not to accept returns based on the condition of the merchandise or failure to provide a receipt. The type of refund given is based on the method of payment (cash for cash/checks and charges are credited to the accounts used).

Textbook Purchases
Southern Vermont College wants students to find the best prices for their books. To that end, unless an instructor has a specific reason why he or she should only purchase books from the virtual bookstore, students are encouraged to do comparison shopping in order to find the most affordable option. Students can access the information on the required textbooks for each class from SVC’s virtual bookstore link:
http://bookstore.mbsdirect.net/svc.htm. Regardless of where books are purchased, it is the student’s responsibility to make his or her purchase in time for the start of classes. One important piece of information to remember is that sometimes items are backordered and may take longer to receive. Students should not wait until the last week to purchase books. Students who wish to use their excess financial aid towards books can do so ONLY when purchasing through the SVC bookstore Web site. These students will be given a Voucher ID and login information to complete this transaction. This information will be provided by the Student Accounts Office ONLY when asked to do so. When purchase is complete using a voucher ID, the amount of purchase will be deducted from that student’s account.

To access the textbook information online, go to the SVC homepage and follow the link to the Campus Store. Upon entry, click the link associated with “Purchasing Books” and follow the prompts to either pay with credit card or voucher information. Check the boxes associated with a course and then [you] will be given an option to buy new or used. Some instructors require a new edition, in which case you will not be asked to purchase a used version of that text.

Textbook purchases may be sent directly to the Campus Store at:

SVC Campus Store
(Student’s Name)
982 Mansion Drive
Bennington, VT 05201-6002.

For more specific information please contact 802-447-6341 or bookstore@svc.edu.

Book Buyback
Textbooks may be sold back only to the virtual bookstore at the end of the fall and spring semesters through the virtual bookstore by accessing www.svc.edu and entering the bookstore link. For more information, call 1-800-325-3252.
Mountaineer Athletics

Southern Vermont College is an NCAA Division III institution with 12 intercollegiate programs, including men’s and women’s soccer, men’s and women’s cross country, men’s and women’s volleyball, men’s and women’s basketball, baseball, softball, women’s lacrosse, and coed outdoor track and field.

The mission of the Southern Vermont College Department of Athletics is threefold:

1. To provide the student-athlete with the opportunity to achieve athletic success through proficiency of mind and body;

2. To instill in the student-athlete the principle of respect for self, others and the institution; and

3. To support and encourage the student-athlete to succeed academically and socially as members of the Southern Vermont College community, with the goal of graduating with the skills and maturity necessary to succeed in life.

This mission and the privilege of participation as an NCAA student-athlete at Southern Vermont College will be embodied with the core values of Integrity, Commitment, Responsibility, Positive Attitude, Preparation, Citizenship, Sportsmanship, Community Service and Professionalism. The Student-Athlete should Mountaineer Athletics leave Southern Vermont College with a sense of personal growth, a superior work ethic and the skills to succeed in their chosen path.

Southern Vermont College is a member of the New England Collegiate Conference (NECC), the North East Collegiate Volleyball Association (NECVA) and the Eastern Collegiate Athletic Conference (ECAC). These affiliations enable Southern Vermont College to compete against many of the best teams in New England, New York and beyond.

Athletic teams play home contests at the College’s Mountaineer Athletic Center (basketball and volleyball), Bill Epstein Athletic Field (baseball), Everett Field (soccer and women’s lacrosse), and Bennington’s Willow Park Field (softball). The cross country course is laid out in the heart of SVC’s 371-acre campus. The Mountaineer Athletic Center includes a fitness and weight-training room, batting cage, locker rooms and gymnasium as well as the Athletic Training Office with a full-time Certified Athletic Trainer and assistant.

Southern Vermont College is very interested in hearing from prospective student-athletes. Those students may contact coaches by phone, e-mail or fax. Contacts are available www.athletics@svc.edu, along with information about teams, schedules and results.

Clubs and Intramurals

The College also sponsors club sports, intramural programs and fitness/recreation programs. These programs provide opportunities for students of all skill levels and interests to participate and compete. Clubs can be organized with staff support from the Student Life Office. Strength-training machines, free weights and cardiovascular equipment are available in the Mountaineer Athletic Center for student use.
Academic Affairs

Academic Affairs includes the academic programs, academic policies, special academic offerings and academic support services.

Core Competencies
To accomplish its mission and to achieve campus-wide goals, Southern Vermont College addresses four College competencies throughout its curriculum. Through learning within and across disciplines, students completing the curriculum will be able to demonstrate skills in the following areas.

Communicate
- Communicate in writing
- Communicate in speaking
- Communicate in rhetorically effective ways

Think
- Think critically
- Think creatively
- Think practically and situationally

Act
- Act to learn
- Act to change oneself
- Act to effect change in the world

Value
- Value oneself
- Value others
- Value professional standards

Southern Vermont College has implemented a 4x4 curriculum. Simply stated, most courses will be four (4) credits, and a standard full-time load will be constituted by four (4) of these courses (4x4). The key feature of the curriculum is the engaged classroom brought about by a progressive pedagogy, called “laboratory learning.” What laboratory learning means is that, in every class, there will be co-learners. Professors will facilitate opportunities for students to learn from each other, but everyone in every class will be teaching and learning.

Bachelor’s Degree Core

Entering into the Discussion

Writing Courses (two courses)
- Traditional: En101 English Composition I and En102 English Composition II or
- Advanced Option: En150 Advanced Composition and any other Cw or En course

Introductory Bookend Courses
- Fy100 Quest for Success: The First Year Experience – Transfer students may use an elective course to fulfill this requirement.
Exploring the Diversity

Humanities (two courses)
Ar, Cm, Cw, En, Hu, Mu and Ph Prefixes; also includes any language courses

Social Sciences (two courses)
Cj, Hp, Py and So Prefixes

Natural Sciences and Mathematics (two courses)
Ev, Ma and Ns Prefixes

Career Enhancing Courses (two courses)
Mg Prefix; also includes En100, En300, En303 and any language course

Consolidating Knowledge

Advanced Bookend Course
These advanced courses in professionalization are set by each major or academic division.

Students are required to take at least two courses from the Exploring the Diversity section at the 300-400 level.

Certain areas of study must be part of a student's coursework in the following areas:
Sustainability, Ethics and Human Diversity.

Associate’s Degree Core

Entering into the Discussion

Writing Courses (two courses)
Traditional: En101 English Composition I and En102 English Composition II or
Advanced Option: En150 Advanced Composition and any other Cw or En course

Bookended Course
Fy100 Quest for Success: The First Year Experience – Transfer students may use an elective course to fulfill this requirement.

Exploring the Diversity

Humanities (one course)
Ar, Cm, Cw, En, Hu, Mu and Ph Prefixes; also includes any language course

Social Sciences (one course)
Cj, Hp, Py and So Prefixes

Natural Sciences or Math (one course)
Ev, Ma and Ns Prefixes
 Programs of Study

The McCormick Division of Business offers:

Bachelor Degrees
- Business Administration
- Business Administration – Entrepreneurship
- Business Administration – Healthcare Management
- Business Administration – Sports Management

Minor: Students in The McCormick Division of Business may not pursue a minor within the Division. However, they are encouraged to use their general electives to obtain a minor from another division. This decision will require careful planning with the student’s advisor.

The Hunter Division of Humanities offers:

Bachelor Degrees
- Communication
- Creative Writing
- English
- Liberal Arts

Associate Degree
- Liberal Arts

Minors
- Communication
- Creative Writing
- English
- Humanities
- Music
- Rhetoric
- Visual Arts

The Division of Nursing offers:

Bachelor Degree
- Nursing (with Pre-Licensure BSN and RN-BSN Tracks)

The John Merck Division of Science and Technology offers:

Bachelor Degrees
- Biological Sciences
- Radiologic Sciences

Certificate
- Computed Tomography

Minor
- Environmental Studies
The Donald Everett Axinn Division of Social Sciences offers:

Bachelor Degrees
- Criminal Justice
- Healthcare and Community Advocacy
- History and Politics
- Psychology

Minor
- Psychology
The McCormick Division of Business


Faculty
Stacey Hills, PhD (Chair)
Charles Crowell, MA, ABD
Jebediah Gorham, PhD
Robert Flower, BA*
Elizabeth Greaney, PhD*
Ashley Hodges, MS*
Kevin Johnston, MA, ABD*
James McDonald, MBA*

*Adjunct Appointment

Mission Statement
The Division of Business offers students the skills and competencies necessary to succeed in a dynamic and globalized business world. Our coursework is both challenging and relevant, incorporating a focus on strategic thinking with applied practice in the community. Through this focused preparation, we strive to build intellectual curiosity, build critical thinking and analytical skill, and encourage the ethical strength and behavior needed for jobs and career advancement in our complex business environments.

The Curriculum
All students in The McCormick Division of Business complete 12 courses of general education (The General Core). This is followed by 6 courses of business foundation courses fundamental to all industries and markets (The Professional Core). The remainder of the major is comprised of focused upper-level courses for the major, upper division business electives and general electives of the student’s choice.

This balanced approach prepares students with competencies in business fundamentals, oral and written communications, reading, writing, information literacy, critical and creative thinking, ethical decision-making and global citizenship. Required class projects, practica and internships put students in the “real world lab” working with local businesses and non-profit organizations.

Upon Graduation
Within the Division of Business, we are committed to developing students into young professionals with integrity and a commitment to excellence. Graduating students are prepared to be employed by large corporations, small/family businesses, professional practices, financial institutions, governmental agencies, or to start their own business.

Students may also prepare for advanced training programs in business and graduate studies. Southern Vermont College currently maintains several articulation agreements with graduate programs at local colleges and universities that allow SVC graduates to better prepare for and transition to post-bachelor’s degree education.
We encourage students to think of their Division experience as the start of their professional career, and to work closely with their advisor and each of the faculty to develop and work toward their goals.

**BUSINESS ADMINISTRATION**  
(Bachelor of Science Degree)

In today’s business environment, managers and supervisors must have the ability to communicate and motivate employees in a changing work environment. In addition, managers must have the technical expertise and financial skills necessary to make decisions in a dynamic economy. The Business Administration degree provides an in-depth study of management, allows students to have laboratory-learning opportunities through internships and class projects to put theory into practice.

**Program of Study: Business Administration**

**General Core Requirements (12 courses)**

**Entering the Discussions (3 courses):**  
*Writing Courses*  
En101  English Composition I  
En102  English Composition II

*Bookend Course*  
Fy100-Mg Quest for Success: The First Year Experience (Business Division)

**Exploring Diversity (8 courses)**  
*Humanities Courses*  
Two courses in Art History, Communication, Creative Writing, English, Humanities, Music, Philosophy or Visual Arts

*Social Sciences*  
Two courses in Criminal Justice, History & Politics, Psychology or Social Sciences

*Natural Sciences and Math*  
Two courses in Biology, Environmental Studies, Math or Natural Science

**Career Enhancing**  
Two courses in Business Administration, Management or related discipline

**Consolidating Knowledge (one course)**  
Mg480 Business Ventures or Mg490 Internship

**Professional Core (6 courses):**

Mg110 Accounting Fundamentals  
Mg120 Foundations of Economics  
Mg130 Marketing Fundamentals  
Mg150 Organizational Management  
Mg210 Operational Finance  
Mg225 Business Law

**Management Core (6 courses):**  
Six 300/400-level Business Division Courses

**General and Recommended Business Electives (8 courses)**
Sample Program Sequence

First Year – Fall
En101 English Composition I
Fy100-Mg Quest for Success: The First Year Experience
Mg120 Foundations of Economic OR General Core
Mg150 Organizational Management

First Year – Spring
En102 English Composition II
Mg110 Accounting
Mg130 Marketing Fundamentals OR General Core
General Core

Second Year – Fall
Mg210 Operational Finance
Mg225 Business Law
General Core OR Mg201 Foundations of Economics
General Core

Second Year – Spring
Mg130 Marketing Fundamentals OR General Core
300/400-level Management Core
300/400-level Management Core
General Core

Third Year – Fall
300/400-level Management Core
300/400-level Management Core OR Business Elective
General Core
General Elective

Third Year – Spring
300/400-level Management Core
300/400-level Management Core OR Business Elective
General Core
General Elective

Fourth Year – Fall
Mg455 Strategic Management OR Business Elective
300/400-level Management Core OR Business Elective
General Core
General Elective

Fourth Year – Spring
Mg455 Strategic Management OR Business Elective
300/400-level Management Core OR Business Elective
General Core OR General Elective
General Elective
BUSINESS ADMINISTRATION – ENTREPRENEURSHIP
(Bachelor of Science Degree)
For those wishing to build their own enterprise, our Entrepreneurship degree provides the chance to accomplish the following: (1) to create innovative, entrepreneurial organizations, with an emphasis on sustainability and the green economy, and (2) to manage organizations in a highly competitive, global environment that is infused with technological innovation. The major is built upon the educational philosophy that we learn best while doing, by practicing and improving upon what we are learning. After acquiring a sound foundation in finance and organizational practice, a student begins to put to work what he or she has learned by creating his or her own enterprise as part of the degree program.

Program of Study: Business Administration – Entrepreneurship

General Core Requirements (12 courses)
Entering the Discussions (3 courses):
Writing Courses
En101 English Composition I
En102 English Composition II

Bookend Course
Fy100-Mg Quest for Success: The First Year Experience (Business Division)

Exploring Diversity (8 courses)
Humanities Courses
Two courses in Art History, Communication, Creative Writing, English, Humanities, Music, Philosophy or Visual Arts

Social Sciences
Two courses in Criminal Justice, History & Politics, Psychology or Social Sciences

Natural Sciences and Math
Two courses in Biology, Environmental Studies, Math or Natural Science

Career Enhancing
Two courses in Business Administration, Management or related discipline

Consolidating Knowledge (one course):
Mg480 Business Ventures Research or Mg490 Internship

Professional Core (6 courses):
Mg110 Accounting Fundamentals
Mg120 Foundations of Economics
Mg130 Marketing Fundamentals
Mg150 Organizational Management
Mg210 Operational Finance
Mg225 Business Law

Entrepreneurship Management Core (7 courses):
Mg360 Social Entrepreneurship
Mg362 Systems Thinking & Knowledge Management
Mg365 New Ventures
Mg465 Applied Ventures Practice
3 300/400-level Business Division Courses

General and Recommended Business Electives (7 courses)
Sample Program Sequence

First Year – Fall
En101 English Composition I
Fy100-Mg Quest for Success: The First Year Experience
Mg120 Foundations of Economics OR General Core
Mg150 Organizational Management

First Year – Spring
En102 English Composition II
Mg110 Accounting
Mg130 Marketing Fundamentals OR General Core
General Core

Second Year – Fall
Mg210 Operational Finance
Mg225 Business Law
General Core OR Mg120 Foundations of Economics
General Core

Second Year – Spring
Mg130 Marketing Fundamentals OR General Core
Mg360 Social Entrepreneurship
300/400-level Management Core
General Core

Third Year – Fall
Mg365 New Ventures OR Business Elective
300/400-level Management Core
General Core
General Elective

Third Year – Spring
Mg362 Systems Thinking and Knowledge Management
Mg465 Applied Ventures Practice OR Business Elective
General Core
General Elective

Fourth Year – Fall
Mg365 New Ventures OR Business Elective
Mg480 Business Ventures Research OR Business Elective
General Core
General Elective

Fourth Year – Spring
Mg465 Applied Ventures Practice OR Business Elective
Mg480 Business Ventures Research OR Business Elective OR Business Elective
General Core OR General Elective
General Elective
BUSINESS ADMINISTRATION – HEALTHCARE MANAGEMENT
(Bachelor of Science Degree)
The healthcare industry in the 21st century presents exciting opportunities for those who are not specifically interested in direct patient care. The Business Administration – Healthcare Management degree prepares students for a wide range of business careers within the medical, insurance, pharmaceutical, health and wellness fields. The degree combines general business foundations with industry-specific coursework in law, insurance, and operations. Students also complete a minimum 160 hours of experiential learning through internship or practicum.

Program of Study: Business Administration – Healthcare Management

General Core Requirements (12 courses)

Entering the Discussions (3 courses):
Writing Courses
En101 English Composition I
En102 English Composition II

Bookend Course
Fy100-Mg Quest for Success: The First Year Experience (Business Division)

Exploring Diversity (8 courses):

Humanities Courses
Two courses in Art History, Communication, Creative Writing, English, Humanities, Music, Philosophy or Visual Arts

Social Sciences
Two courses in Criminal Justice, History & Politics, Psychology or Social Sciences

Natural Sciences and Math
Two courses in Biology, Environmental Studies, Math or Natural Science

Career Enhancing
Two courses in Business Administration, Management or related discipline

Consolidating Knowledge (one course):
Mg485 Management Practicum II or Mg490 Internship

Professional Core (6 courses):
Mg110 Accounting Fundamentals
Mg120 Foundations of Economics
Mg130 Marketing Fundamentals
Mg150 Organizational Management
Mg210 Operational Finance
Mg225 Business Law

Healthcare Management Core (6 courses):
Hc100 Introduction to Healthcare I
Hc310 Healthcare Law
Hc315 Healthcare Insurance
Hc420 Topics in Healthcare Management and Advocacy
Mg362 Systems Thinking and Knowledge Management
Mg433 Operations Research and Management

General and Recommended Business Electives (8 courses)
Sample Program Sequence

First Year – Fall
En101 English Composition I
Fy100-Mg Quest for Success: The First Year Experience
Mg120 Foundations of Economics OR General Core
Mg150 Organizational Management

First Year – Spring
En102 English Composition II
Mg110 Accounting
Mg130 Marketing Fundamentals OR General Core
General Core

Second Year – Fall
Hc100 Introduction to Healthcare I
Mg210 Operational Finance
Mg225 Business Law
General Core OR Mg120 Foundations of Economics

Second Year – Spring
Mg130 Marketing Fundamentals OR General Core
300/400-level Management Core
300/400-level Management Core
General Core

Third Year – Fall
Mg315 Healthcare Insurance OR Business Elective
Mg362 Systems Thinking and Knowledge Management
General Core
General Elective

Third Year – Spring
Hc210 Healthcare Law
Mg433 Operations Research and Management
General Core
General Elective

Fourth Year – Fall
Mg315 Healthcare Insurance OR Business Elective
Mg485 Management Practicum II OR Mg490 Management Internship
General Core
General Elective

Fourth Year – Spring
Hc420 Topics in Healthcare
Mg485 Management Practicum II OR Mg490 Management Internship OR Business Elective
General Core OR General Elective
General Elective
BUSINESS ADMINISTRATION – SPORTS MANAGEMENT  
(Bachelor of Science Degree)  
The Business Administration and Sports Management program provides a comprehensive, team-based curriculum integrating general and specialized business courses with laboratory-learning practicum opportunities. Graduates are prepared to become business managers and leaders. A Sports Management degree offers many exciting and diverse career opportunities in the sports, fitness, health, wellness and recreation industries. Students may focus their education on working in amateur, recreational, collegiate or professional sport organizations.

Program of Study: Business Administration – Sports Management  
General Core Requirements (12 courses)  

Entering the Discussions (3 courses)  
Writing Courses  
En101 English Composition I  
En102 English Composition II  

Bookend Course  
Fy100 Quest for Success: The First Year Experience (Business Division)  

Exploring Diversity (8 courses)  

Humanities Courses  
Two courses in Art History, Communication, Creative Writing, English, Humanities, Music, Philosophy or Visual Arts  

Social Sciences  
Two courses in Criminal Justice, History & Politics, Psychology or Social Sciences  

Natural Sciences and Math  
Two courses in Biology, Environmental Studies, Math or Natural Science  

Career Enhancing  
Two courses in Business Administration, Management or related discipline  

Consolidating Knowledge (one course):  
Mg485 Management Practicum II  

Professional Core (6 courses):  
Mg110 Accounting Fundamentals  
Mg120 Foundations of Economics  
Mg130 Marketing Fundamentals  
Mg150 Organizational Management  
Mg210 Operational Finance  
Mg225 Business Law  

Sports Management Core (7 courses):  
Mg140 Introduction to Sports Management  
Mg325 Sports Law  
Mg385 Management Practicum I  
Four 300/400-level Sports Management Courses  

General and Recommended Business Electives (7 courses)
Sample Program Sequence
First Year – Fall
En101 English Composition I
Fy100-Mg Quest for Success: The First Year Experience
Mg120 Foundations of Economics OR General Core
Mg150 Organizational Management

First Year – Spring
En102 English Composition II
Mg110 Accounting
Mg140 Introduction to Sports Management
General Core

Second Year – Fall
Mg210 Operational Finance
Mg225 Business Law
General Core OR Mg120 Foundations of Economics
General Core

Second Year – Spring
Mg130 Marketing Fundamentals
Mg325 Sports Law
300/400-level Management Core
General Core

Third Year – Fall
Mg385 Management Practicum
300/400-level Sports Management Core
General Core
General Elective

Third Year – Spring
300/400-level Sports Management Core
General Core
Business OR General Elective
Business OR General Elective

Fourth Year – Fall
300/400-level Sports Management Core
300/400-level Sports Management Core
General Core
Business OR General Elective

Fourth Year – Spring
Mg485 Management Practicum II
300/400-level Sports Management Core
General Core
Business OR General Elective
The Hunter Division of Humanities

The Hunter Division of Humanities offers baccalaureate degrees in Communication, Creative Writing, English, and Liberal Arts, and an associate’s degree in Liberal Arts.

Faculty
Jennifer Burg, PhD (Chair)
Michelle Deal, PhD
Daisy Levy, PhD
Lynda Sinkiewich, MA
Greg Winterhalter, MFA
Catherine Burns, MA*
Eric Despard, MM*
Jennifer Dunning, PhD*
David Evans, PhD*
Tracey Forest, MA*
Kevin Johnston, MA*
Heather Kirn-Lanier, MFA*
Laura Mack, MA*
Catherine McKeen, PhD*

*Adjunct Appointment

Mission Statement
The Southern Vermont College Hunter Division of Humanities enables students to discover the beliefs, values, knowledge and skills that influence them as individuals in society. Faculty within The Hunter Division of Humanities strives to engage students actively in issues that stem from the study of the diverse artistic, cultural, literary, philosophical, and rhetorical achievements of humanity. The Hunter Division of Humanities accomplishes its mission by offering courses included in the General Education Core and in its major and minor programs.

Career Opportunities and Graduate Study
Depending on their major and perhaps minor, students are prepared to enter careers in fields such as advertising, communications, editing, journalism, media management, publishing, public relations, and writing. Students are also prepared for graduate study in communication, creative writing, education, journalism, law, library science, literature, public relations and rhetoric.

The Bob and Cora May Howe Communication Program
COMMUNICATION (Bachelor of Arts Degree)
The Bachelor of Arts degree in Communication relies on an interdisciplinary curriculum, drawing from the theoretical and empirical approaches traditionally found in the humanities, social sciences and business. The Communication major provides students with a dynamic and comprehensive understanding of the nature of human communication, from interpersonal to mass communication, and the skills to evaluate and create effective messages for diverse audiences in various cultural contexts. In other words, the Communication major is a generalist approach for studying the symbol systems of communication, the cultures or environments within and through which communication occurs, the media used to communicate messages/concepts, and the effects of those mediated messages. The
A bachelor’s degree in Communication is a great choice for students who have strong verbal and written skills, are generally curious and creative, and would like to teach, inform, or persuade. SVC prepares its Communication majors for a broad range of career choices. All businesses need effective communicators to thrive economically. Indeed, all humans need to be able to communicate their ideas for better quality of life. Upon graduation, a Communication major may seek work as a communication specialist in human resources, advocacy, research and development, advertising, sales and marketing, public relations/publicity, publishing, law, politics, journalism, or technical writing. Students who excel in their studies may also pursue graduate study, earning master’s degrees in those areas.

Communication majors are fortunate in that they can pursue diverse subjects in different academic divisions. Though housed in The Hunter Division of Humanities, the Communication major offers courses that share academic/disciplinary interests with academic divisions across Southern Vermont College. Students can, therefore, pursue a focus within the Communication major in areas such as cultural communication, new media, business communication and healthcare communication. Students will discuss potential areas of focus with their advisors, putting together a plan typically in students’ sophomore year of study.

In addition to receiving a broad theoretical and empirical foundation, Communication majors also complete at least one internship before graduation. Internships provide students with opportunities to apply theory and research and put them into practice for companies and organizations beyond the classroom.

All students complete their Communication major in one of two ways: a Senior Project or a Senior Thesis. While both involve substantial research and writing, the Senior Project is an extended, applied project relating to students’ professional goals beyond SVC. The Senior Thesis is a more traditional academic capstone to coursework and prepares students for graduate school. Students will make decisions about senior projects or theses in consultation with their advisors.

**Communication Program Objectives**
Graduates in Communication will be able to:

1. Demonstrate critical thinking
2. Demonstrate research abilities
3. Demonstrate competence in professional communication practices
4. Produce a polished and cohesive body of work through a capstone portfolio

**Communication Major Portfolio Requirement**
In the required Humanities Capstone course, which is part of the College’s General Core, Communication majors compile a portfolio of their best work completed during their educational career. This compilation will demonstrate proficiency in Communication and exemplify the skills mastered during their years at Southern Vermont College. This portfolio should also meet students’ career needs, whether they are headed to graduate school or directly into the job market.

**Program of Study: Communication**

**General Core Requirements (12 courses)**

**Communication Major (11 courses):**
- Cm101 Fundamentals of Communication
- Cm204 Writing for the Media
- Cm270 New Media Production
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Cm375 Editing and Publication Design
Cm403 Media and Culture
Hu490 Internship

One of the following:
Cm345 Public and Political Communication
Cm350 Interpersonal Communication
Cm360 Organizational Communication
Cm420 Topics in Communication

Four courses in specialty area:
May include courses from Cm and related fields.
Must receive approval of advisor and Divisional Chairperson.
At least two of four must be at 300 or 400 level.

General Electives (9 courses)

Recommended Program Sequence
Students in this degree program work closely with their academic advisors to create an individualized program sequence.

CREATIVE WRITING (Bachelor of Arts Degree)
The Bachelor of Arts degree in Creative Writing is an innovative program bringing together professional writers, writing specialists and peer writers. This program is designed to prepare students for careers and/or graduate studies in creative writing and related fields, including editing, education, and publishing.

This program is set up to first teach the academic skills necessary in a scholarly pursuit of creative writing and then move into a more individualized program where students are able to focus a great deal on honing their writing skills in the discipline of their choosing.

This process is accomplished through the 100- and 200-level courses which introduce students to the various genres and the skills necessary to work within the different writing disciplines. Students also analyze other writers, deepening their understanding of creative writing as both an art form and an effective means of communication. They then move into a series of 300- and 400-level courses which will focus on their own individual skills as writers. Students work extensively in one or two genres during these final years of undergraduate study and develop the skills necessary to meet their career and educational goals. Students grow these skills through weekly workshops where they create their own work, share their writing with others and provide their peers written and verbal feedback. This process allows students to both be self-directed and stay structured and disciplined through the process. Our goal is to help students find, refine and strengthen their own unique voices.

Learning takes many forms and is not limited to just classroom experiences. Our philosophy is to assist students in discovering what they believe they are meant to write and to help them be the best writers they can be. In addition, we seek to teach students the specific expectations that shape various genres of creative writing.

Creative Writing Program Objectives
Graduates in Creative Writing will be able to:
1. Demonstrate critical reading skills
2. Develop their own writing across genres
3. Produce, collaborate on, edit, and distribute writing to audiences
4. Demonstrate professional strategies for project management
5. Produce a polished and cohesive body of work through a capstone portfolio

**Creative Writing Major Portfolio Requirement**

In the required Humanities Capstone course, which is part of the College’s General Core, Creative Writing majors compile their best work from their educational career into a final graduate portfolio. This compilation should serve to demonstrate proficiency in creative writing and exemplify the skills mastered during their years at Southern Vermont College. This portfolio should also meet their career needs, whether they are headed to graduate school or directly into the job market.

**Program of Study: Creative Writing**

**General Core Requirements**

**Creative Writing Major**

(Courses)

**Cw100 Introduction to Creative Writing**

**Cw200 Introduction to Creative Writing Workshops**

**Cw/En215 Writers’ Lives and Work**

**Cw/En375 Editing and Publication Design**

**Cw/En407 Theories of Writing OR Cw420 Topics in Creative Writing**

**Three** of the following courses:

**Cw311 Advanced Fiction Writing Workshop**

**Cw312 Advanced Nonfiction Writing Workshop I**

**Cw313 Advanced Play Writing Workshop I**

**Cw314 Advanced Poetry Writing Workshop I**

**Cw321 Advanced Fiction Writing Workshop I**

**Cw322 Advanced Nonfiction Writing Workshop II**

**Cw323 Advanced Play Writing Workshop II**

**Cw324 Advanced Poetry Writing Workshop II**

**Two** Cw and/or En electives (200-400 level)

**General Electives**

**Recommended Program Sequence**

Students in this degree program work closely with their academic advisors to create an individualized program sequence.

**ENGLISH (Bachelor of Arts Degree)**

Students in the English degree program acquire a foundation of analytical and creative skills that can be applied readily in any field. English majors are well-read and articulate, write and speak effectively, approach problems thoughtfully and imaginatively and are well-prepared to meet future challenges. Whether students utilize this path to go directly into the job market or to move onto a graduate program, English majors are taught the skills prized by employers and graduate schools.

In addition to the general core requirements for a bachelor’s degree, students develop strong writing skills and a broad knowledge of the humanities through the completion of course work in literature,
drama and the fine arts. The works explored include both the traditional canon and works and writers of the diverse world in which we live. Students are exposed to a wide variety of ideas and concepts and are taught to develop their own views of the world as a result. Through the study of literature, English majors explore expressions of the human spirit spanning centuries and develop their skills in critical analysis, creative problem solving, research, writing and speaking. Majoring in English is an ideal preparation for understanding the complexities of the contemporary world.

**English Program Objectives**

Graduates in English will be able to:

1. Discuss literature in a scholarly and professional manner
2. Demonstrate research abilities
3. Recognize various forms of written texts
4. Recognize how literature and culture are connected
5. Produce a polished and cohesive body of work through a capstone portfolio

**English Major Portfolio Requirement**

In the required Humanities Capstone course, which is part of the College’s General Core, English majors compile their best work from their educational career into a final graduate portfolio. This compilation should serve to demonstrate proficiency in English studies and exemplify the skills mastered during their years at Southern Vermont College. This portfolio should also meet their career needs, whether they are headed to graduate school or directly into the job market.

**Program of Study: English**

**General Core Requirements (12 courses)**

**Major Requirements (10 courses):**

- Required Courses:
  - En103 Introduction to Literature
  - En304 Shakespeare
  - En318 Literary Criticism
  - En/Cw407 Theories of Writing

- Surveys of Literature: (Choose two)
  - En203 British Literature
  - En205 American Literature
  - En/Cw215 Writers’ Lives and Work
  - En220 Modern Poets
  - En221 Fiction
  - En222 Drama
  - En223 Poetry
  - En/Ev250 Environmental Literature

- Literature of Diverse Cultures and Peoples (Choose one):
  - En311 World Literature
  - En320 Literature and Society
  - En335 Women’s Literature
  - En435 Topics in Literature of Diverse Cultures and Peoples

- Advanced Study (Choose three):
  - En305 The Novel: An Exploration
En310 Children’s Literature
En315 Major Authors
En420 Topics in Literature
Hu490 Humanities Internship

**General Electives (10 courses)**

**Recommended Program Sequence**
Students in this degree program work closely with their academic advisors to create an individualized program sequence.

**LIBERAL ARTS (Associate and Bachelor of Arts or Science Degrees)**
The hallmark of a Liberal Arts degree is its adaptability to many careers. Because Liberal Arts graduates have “learned how to learn” and to be flexible, they adapt to many different career environments. These graduates often achieve remarkable success in unexpected career areas and are well prepared for more traditional paths such as graduate school.

The Liberal Arts program encourages students to explore the world —reading, listening, thinking and communicating effectively through writing, speech and the arts. Students will choose from the traditional liberal arts disciplines, where emphasis is placed on careful analysis, articulate expression and critical thinking—a strong foundation for continued study or professional endeavors.

**Liberal Arts Program Objectives**
Graduates in the Liberal Arts will be able to:

1. Think critically and reflectively across a variety of academic disciplines
2. Demonstrate research abilities
3. Demonstrate competence in professional communication practices
4. Culminate study of a selected curricular emphasis through an advanced senior-level experience

**Program of Study: Associate Degree – Liberal Arts**

**General Core Requirements (6 courses)**

**Major Requirements (7 courses)**
From the following four Divisions:
- Humanities (Ar, Cm, Cw, En, Hu, Mu, Ph)
- Business (Mg)
- Natural Sciences (Ev, Ma, Ns)
- Social Sciences (Cj, Hp, Py, So)
No more than three courses in any one discipline

**General Electives (3 courses)**

**Program of Study: Baccalaureate Degree – Liberal Arts**

**General Core Requirements (12 courses)**

**Major Requirements (15 courses):**
14 courses from the following four Divisions:
- Humanities (Ar, Cm, Cw, En, Hu, Mu, Ph)
- Business (Mg)
Science and Technology (Ev, Ma, Ns)
Social Sciences (Cj, Hp, Py, So)

**No more than five courses in any one discipline and at least five courses in one discipline to create a declared focus.** There must be a minimum of six courses at the 300-400 level.

**Internship Requirement (one course):**
Hu490 Internship
The student and advisor will conference during the second semester of the junior year and decide on the right option for the student.

**General Electives (5 courses)**

**Recommended Program Sequence**
Students in this degree program work closely with their academic advisors to create an individualized program sequence.

**Minors in the Humanities Division**
Most students have room for some electives in their schedule. If you’re one of those students, why not put those electives to good use and earn a minor? Choosing a minor in a Humanities discipline is a great way to complement your major, enhance your career preparation, allow you to develop a secondary area of expertise, or give you a chance to explore a passion. Study in the Humanities encourages students to think outside of the box; the Humanities promote creativity and these skills are highly desirable to employers. Students should work with their advisors early to incorporate a minor into their academic roadmap.

A student cannot declare a minor in the same discipline in which he or she majors.

**Communication (5 courses):**
Cm101 Fundamentals of Communications
Cm204 Writing for the Media
**Three** other Cm courses, at least **one** at the 300 level or above

**Creative Writing (5 courses):**
Cw100 Introduction to Creative Writing
Cw200 Introduction to Creative Writing Workshops **OR** Cw/En 215 Writers’ Lives and Work
**Three** other Cw courses, at least **one** at the 300 level or above

**English (5 courses):**
En103 Introduction to Literature
En304 Shakespeare
**Three** other En courses, at least **one** at the 300 level or above

**Humanities (5 courses):**
Hu300 The Arts
En304 Shakespeare
**Three** courses chosen with the approval of the Division Chair from among Ar, Cm, Cw, En, Hu, Ph, at least **one** at the 300 level or above

**Music (5 courses):**
Choose from the following or other Mu courses that may be offered, at least **one** at the 300 level or above:
Mu105 Guitar
Mu107 Music Appreciation
Mu210 Rock History
Mu215 Introduction to World Music  
Mu216 Jazz History  
Mu217 Women in Music  
Mu230 Band  
Mu315 Choir  
Mu420 Topics in Music

**Rhetoric (5 courses):**
Hu250 Introduction to Rhetoric  
Hu450 Topics in Rhetoric  
Choose **three** courses from the following (or other courses with approval of the Division Chair), at least **one** at the 300 level or above:
Cm204 Writing for the Media  
Cm345 Public and Political Communication  
Cm403 Media and Culture  
Cm420 Topics in Communication  
Cw/En215 Writers’ Lives and Work  
Cw/En407 Theories of Writing  
En318 Literary Criticism  
Mg150 Organizational Management  
Mg335 Consumer Behavior  
Mg370 Social Media  
Ph420 Topics in Philosophy

**Visual Arts (5 courses):**
Ar201 Art History I: Prehistoric - Gothic  
Ar202 Art History II: Renaissance - Present  
Choose **three** courses from the following (or other Ar courses with approval of the Division Chair), at least **one** at the 300 level or above:
Ar103 Basic Painting  
Ar104 Basic Drawing  
Ar/Cm 200 Concepts of Visual Design  
Ar204 Watercolor Painting  
Ar205 Painting Landscape  
Ar206 Life Drawing  
Ar350 Advanced Visual Arts Studio  
Hu300 The Arts  
Hu310 American Visions  
Hu315 From Romanticism to Realism  
Hu320 Non-Western Art
The Division of Nursing

Bachelor of Science in Nursing Degree (BSN):
  Pre-Licensure BSN track
  RN–BSN track

Faculty
Mary L. Botter, PhD, RN
Kathleen Atkins, MSN, RN
Wanda Franklin, PhD, RN
Melissa North, MSN, RN, CNE
Mary Agoglia, MAN, RN*
Susan Farrell, MSN*
Christina Kasprisin, EdD, RN*
Susan Sykas, DNP, APRN, PNP-BC, CNE*

*Adjunct Appointment

Purpose – SVC Division of Nursing Mission
The Division of Nursing (DON), in accordance with the mission of Southern Vermont College, provides a transformative learning environment which prepares the graduate as a lifelong learner able to provide quality nursing care. The SVC graduate is prepared with the skills and abilities to serve as a full partner in the redesign and advancement of healthcare (IOM, 2010) and to affect environmental and other determinants of health on individuals and populations.

The Division of Nursing offers the Bachelor of Science in Nursing (BSN) Degree with two tracks. The Pre-Licensure BSN track is designed for individuals who wish to achieve a BSN and upon graduation be eligible to sit for the NCLEX-RN examination. The RN–BSN track is designed for registered nurses who wish to continue their education and achieve a BSN.

Higher Levels of Nursing Education Required for Entry-level
As research has demonstrated, baccalaureate and higher levels of nursing education lead to more positive patient outcomes. The baccalaureate prepared nurse has the knowledge, skills and abilities necessary to provide and coordinate care in complex and diverse healthcare settings. The baccalaureate graduate is prepared to contribute to quality and safety initiatives for the continuous improvement of patient care, and to serve as a full partner in the redesign and advancement of healthcare. The RN–BSN track assists graduates of Associate Degree and Diploma Programs of Nursing to meet these healthcare imperatives.

Vermont State Board of Nursing Program Approval
The RN–BSN track was initiated in 1991 and is approved by the Vermont Board of Nursing. The new, four-year, pre-licensure BSN program, opened in Fall 2013 and received Provisional (Preliminary) approval in March 2013 from the Vermont State Board of Nursing. Per Vermont Board of Nursing Administrative Rules, application for full program approval will be completed after graduation in May 2016 of the first Pre-licensure BSN Track students. The Vermont State Board of Nursing, may be contacted at 802-828-2396, or via the Internet at https://www.sec.state.vt.us/professional-regulation/professions/nursing.aspx.
Accreditation
The BSN program, including the Pre-Licensure BSN track and the RN–BSN track, is accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE accreditation was effective October 29, 2014. The Commission on Collegiate Nursing Education may be contacted at One Dupont Circle NW, Suite 530, Washington, DC 20036-1120, or by phone at 202-887-6791, or via the Internet at www.aacn.nche.edu/ccne-accreditation.

Licensure
Graduates of the Pre-Licensure BSN track are eligible to apply for licensure by examination through any State Board of Nursing. Successful completion of the National Council Licensing Examination (NCLEX-RN) and compliance with all requirements for licensure as established by the State Board of Nursing are required for licensure as a Registered Nurse.

Completion of the Pre-Licensure BSN does not guarantee licensure. Licensing decisions are the purview of each State Board of Nursing. For example, physical, mental or other disorders, including chemical dependence, that would impair the ability to practice as a RN or a history of previous convictions may affect a person’s ability to obtain a RN license and pursue a nursing career. Questions regarding RN licensure in the State of Vermont may be directed to Vermont State Board of Nursing, at 802-828-2396, or via the Internet at https://www.sec.state.vt.us/professional-regulation/professions/nursing.aspx.

Division of Nursing Policies
The Nursing program prepares individuals for professional careers. The academic requirements are rigorous and require motivation and dedication well beyond the classroom and clinical laboratory assignments and expectations. As such, the Division of Nursing has specific and select academic policies. Students must complete program requirements within five years of initial matriculation into program-required nursing courses. It is recommended that students limit their non-academic and personal commitments to other responsibilities during the course of study. There are four specific readiness categories which students should use to evaluate themselves when they are having academic difficulty: management of time, effectiveness of study techniques, utilization of resources, and willingness to persevere. The Division of Nursing has specific and select academic policies to help with student readiness.

Clinical site learning experiences are designed to assist the Nursing student to develop in the professional role and integrate learned skills and abilities. Clinical sites for the Pre-Licensure BSN track are located in Vermont and Massachusetts. Students are required to provide their own transportation to and from their designated clinical sites. Each student must arrive on time and conduct themselves according to the contents of the Division of Nursing Student Handbook 2015-2016. Failure to comply with clinical guidelines may result in failure or dismissal from the clinical site and, in some cases, dismissal from the program.

Please consult this document, Division of Nursing Student Handbook 2015-2016 for details at www.svc.edu/academics/divisions/nursing/index.html, for further details about admission requirements, grading, clinical expectations and academic progression, as these are different from the general College requirements.
Bachelor of Science in Nursing (BSN) Program:
Pre-licensure BSN Track and RN–BSN Track

Philosophy of Nursing Education
The Southern Vermont College Division of Nursing (DON), as an integral part of its parent institution, is dedicated to the pursuit of a liberal education in the arts, sciences, and humanities. The philosophy and curricular focus of the SVC DON emphasizes active learning, exploration, empowerment, citizenship, personalized learning, and environmental sensibility. The professors in the Division of Nursing believe that teaching and learning is a collaborative process which fosters responsibility, accountability, inquiry, dialogue, self-knowledge, and critical thinking in a caring environment. The expectation is that graduates are capable of fulfilling their inherent potential, both personally and professionally, through the educative process and becoming lifelong learners.

The Nursing faculty members value the prominence and importance Nursing holds in providing healthcare to communities. Values identified as essential within the Nursing profession include caring, critical thinking, ethical behavior, and a commitment to evidence-based practice. The essence of Nursing is grounded in the meaning of caring. The Nursing faculty members believe that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. Through service-learning experiences, students are given the opportunity to develop a sense of community and commitment of service to others, which the Nursing faculty members believe is the foundation of all Nursing practice.

The Nursing faculty members believe Nursing is a professional discipline with academic and applied dimensions. The Nursing faculty members value scholarship and academic integrity and seek to foster professional involvement and lifelong learning in students and graduates. In the reflective practice of Nursing and Nursing education, a caring environment affirms diversity in ways of being and ways of knowing.

Conceptual Model
The Southern Vermont College Division of Nursing Conceptual Model focuses on the interaction among four core concepts of professional nursing. The Essentials (AACN, 2008) provide the standard for baccalaureate education. Through this foundation, students develop advanced beginner skills in appropriate, timely, and effective application of the nursing process to achieve optimal health outcomes for the spectrum of clients (individuals, families, communities, and organizations) encountered in a variety of health care settings. This application of the nursing process is carried out within an environment viewed from a caring perspective. The caring perspective is derived from the foundations of Watson’s carative factors, Leininger’s culture care perspective, and Benner’s philosophy of the development of professional caring in nursing. Six threads support the core concepts and are woven throughout each course in the curriculum including: Healthy People 2020 (HP 2020), Quality and Safety Education for Nurses (QSEN), ethics, legal responsibilities of nurses, diversity, and social justice.

Outcomes
By the completion of the program, the baccalaureate graduate of the SVC Division of Nursing must meet the SVC DON Expected Student Outcomes:

1. Integrate concepts of Nursing, the Humanities, and the Social, Biological and Physical sciences to build an understanding of the diverse human experience;
2. Utilize quality and patient safety improvement concepts, processes, and outcome measures to promote health outcomes for individuals, families, communities, and organizations;

3. Integrate the current evidence base to identify practice issues in order to improve patient outcomes according to the legal and ethical standards of the Nursing profession;

4. Utilize informatics and patient-care technologies to gather evidence to support quality and safety in Nursing practice;

5. Utilize healthcare policy, finance and the regulatory environment to advocate for individuals, families, communities, and organizations;

6. Collaborate with members of the interdisciplinary team to provide coordinated, compassionate, patient-centered care;

7. Analyze major determinants of population health to promote and advocate for social justice, culturally-appropriate health promotion, and the elimination of health disparities;

8. Demonstrate professional accountability, empowerment, and commitment to lifelong learning; and

9. Demonstrate skills in critical thinking, decision making, and communication in the use of the Nursing process with individuals, families, communities, and organizations.

Admission to the Baccalaureate Nursing Program
The Division of Nursing works collaboratively with the Office of Admissions. While the Office of Admissions is responsible for the admissions process, all students applying for admission to Southern Vermont College must meet the standard College admissions requirements and the Division of Nursing requirements.

Please note: students must be admitted to the Pre-licensure BSN Track or the RN–BSN Track to enroll in Nursing core (Nu) courses. Students admitted to SVC as non-degree students, including Exploratory: Pre-Nursing, may not enroll in any Nursing core (Nu) courses.

Admission Criteria for Pre-Licensure BSN Students
Division of Nursing admission requirements were revised in 2012 for entrance: High school or transfer GPA of 2.8 or above; SAT scores of 500 verbal and 500 math or ACT scores of 22 English and 22 Math; completion of high school biology and chemistry courses, or the college equivalent, with a minimum grade of “C+”. Additionally, a minimum of two years of core math is recommended.

Students for whom English is a second language are required to take an internationally recognized test of English proficiency. Required scores for admission, based on the recommendations of the NCSBN, are as follows:

1. The Test of English as a Foreign Language (TOEFL) paper based test (PBT) with a minimum passing score of 560 (NCLEX, 2005); or

2. The Test of English as a Foreign Language (TOEFL) computer based test (CBT) with a minimum passing score of 220 (NCLEX, 2005); or

3. The Test of English as a Foreign Language (TOEFL) internet based test (iBT) with a minimum passing score of 84 plus a minimum spoken English score of 26 (NCLEX, 2009); or

4. The Test of English for International Communication (TOEIC) with a passing score of 725 plus both the Test of Spoken English (TSE) with a minimum score of 50 and the Test of Written English (TWE) with a minimum score of 4.0, (NCLEX, 2008); or

5. The International English Language Testing System (IELTS) with a passing standard of an overall score of 6.5 with a minimum of 6.0 in all four of the modules (NCLEX, 2005); or
6. The Cambridge Michigan Language Assessments (CaMLA) with a total passing score of 81 plus a minimum speaking section score of 3 (NCSBN, 2013); or

7. The Pearson Test of English (PTE) with an academic overall score of 55 plus no sub-scores lower than 50 (NCLEX, 2010).

Students who do not meet the Nursing admission criteria may be admitted to the College with an “Exploratory: Pre-Nursing” designation. These students are enrolled in courses designed to prepare them for the Nursing major by strengthening their science, reading, and math foundation. Students admitted with an Exploratory: Pre-Nursing designation must meet the following criteria to be admitted into the nursing program: Successful completion of the required first year nursing pre-requisite courses with grades of C or better, with the exception of science courses which must be completed with grades of C+ or better; and, a GPA of 2.8 or higher.

Any documented incident of academic dishonesty will result in exclusion from consideration for admission to the BSN program.

Transfer students and/or non-traditional students must meet the same College admission criteria and the Division of Nursing admission requirements and policies. Nursing courses completed at other Nursing programs will not be accepted as Nursing transfer credits. A minimum GPA of 2.8 is required. Students who have previously attended a nursing program may be required to provide a letter from the Dean, Director or Chair of the program regarding their academic standing.

Admission Criteria for RN–BSN Track
The RN–BSN applicant must meet the same requirements outlined for the Pre-Licensure BSN track. Additionally, admission to the RN–BSN track requires an active, unencumbered United States RN license. Progression to the 4th semester of the nursing course sequence requires an active, unencumbered RN license in the state in which the clinical component of the nursing courses will be completed.

A transfer audit is completed on all applicants to the RN–BSN track to verify transfer credit and ultimately assure that all requirements of the BSN are met. The student should arrange for a transcript evaluation and meeting with the Chair of the Division of Nursing.

The graduate may receive up to 64 credits from the previous ADN degree. Graduates of diploma programs may be required to take the National League for Nursing Mobility Profile II examination. SVC ADN graduates must formally apply and be accepted to the BSN Program - RN–BSN track. Students must complete all BSN program requirements within five years of matriculation into the program.

Post-Admission Requirements
Completion of a Pre-Nursing examination may be required for Pre-Licensure BSN students during orientation or at the time the student is in prerequisite and foundational courses and prior to progression to the first Nursing clinical course. The pre-nursing exam is used as a diagnostic tool to assist with individualized academic planning for success.

Completion and clearance from a national criminal database must be completed by all BSN students prior to entering a Nursing clinical course. Individuals with reported convictions will be evaluated individually and may not be permitted to progress in the program. The Division of Nursing will provide the Web site and access information necessary to complete criminal background screening.

Completion of additional health requirements, American Heart Association (AHA) Basic Cardiac Life Support (BCLS) Health Care Provider certification and other requirements necessary to protect the health and safety of patients and students will be expected during the course of the program. Failure to meet
required deadlines may result in administrative withdrawal from courses and delayed progression. These requirements are outlined in the 2015-2016 Division of Nursing Student Handbook and/or course syllabi.

Program of Study — Bachelor of Science in Nursing (BSN): Pre-Licensure Track

General Core Requirements Nursing 40 credits
- Fy100 Quest for Success: The First Year Experience
- OR Elective for Transfer Student (4)
- English Composition I and II (8)
- Humanities Core Electives (8)
- Py150 Psychology (4)
- Py203 Lifespan Development (4)
- Ma202 Statistical Methods (4)
- Mg120 Foundations of Economics
  OR substitution from approved list (4)
- So250 Race, Ethnicity, Gender and Class
  OR substitution from approved list (4)

Science Core for Nursing: 20 credits
- Ns104 General Chemistry I (4)
- Ns240 Medical Microbiology (4)
- Ns221 Human Nutrition (4)
- Ns235 Anatomy and Physiology I (4)
- Ns236 Anatomy and Physiology II (4)

Major Requirements 60 credits
- Nu211 Foundation of Professional Nursing (4)
- Nu221 Health Assessment and Health Promotion (4)
- Nu222 Concepts of Nursing Practice (4)
- Nu311 Research and Evidence-Based Nursing Practice (4)
- Nu312 Pathophysiology (4)
- Nu313 Pharmacology (4)
- Nu314 Care of Elders (4)
- Nu321 Care of the Medical Surgical Patient and Family I (4)
- Nu328 Care Along the Continuum of Mental Health (4)
- Nu410 Care of Children and Families (4)
- Nu411 Care for Women and Child-Bearing Families (4)
- Nu413 Care of the Medical-Surgical Patient and Family II (4)
- Nu421 Community and Public Health Nursing (4)
- Nu422 Transition to Professional Practice (4)
- Nu423 Leadership and Management for Quality Healthcare Systems (4)

General Electives (8) 8 credits

Total Credits 128 credits

Course Sequence for Baccalaureate Program – Pre-Licensure Track
(Note: Progression to each semester is dependent upon successful completion of prerequisite courses and specified GPA requirements)
<table>
<thead>
<tr>
<th>First Year - First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>En101 English Composition I</td>
<td>4</td>
</tr>
<tr>
<td>Fy100 Quest for Success: The First Year Experience</td>
<td>4</td>
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<tr>
<td>Ns235 Anatomy and Physiology I</td>
<td>4</td>
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<tr>
<td>Py150 Psychology</td>
<td>4</td>
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<td><strong>Total</strong></td>
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<tr>
<th>First Year - Second Semester</th>
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<tr>
<td>En102 English Composition II</td>
<td>4</td>
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<tr>
<td>Ns221 Human Nutrition</td>
<td>4</td>
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<tr>
<td>Ns236 Anatomy and Physiology II</td>
<td>4</td>
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<tr>
<td>Ns240 Medical Microbiology</td>
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<td><strong>Total</strong></td>
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<tr>
<th>Second Year - Third Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Ns104 General Chemistry</td>
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<tr>
<td>Nu211 Foundations of Professional Nursing</td>
<td>4</td>
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<tr>
<td>Py203 Lifespan Development</td>
<td>4</td>
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<tr>
<td>So250 Race, Ethnicity, Gender and Class</td>
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<td><strong>Total</strong></td>
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<tr>
<th>Second Year - Fourth Semester</th>
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<tr>
<td>Ma202 Statistical Methods</td>
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<tr>
<td>Nu221 Health Assessment and Health Promotion</td>
<td>4</td>
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<tr>
<td>Nu222 Concepts of Nursing Practice</td>
<td>4</td>
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<tr>
<td>Humanity Requirement</td>
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<td><strong>Total</strong></td>
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<tr>
<th>Third Year - Fifth Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Nu311 Research and Evidence-Based Nursing Practice</td>
<td>4</td>
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<tr>
<td>Nu312 Pathophysiology</td>
<td>4</td>
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<tr>
<td>Nu313 Pharmacology</td>
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<td>Nu314 Care of Elders</td>
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<th>Third Year - Sixth Semester</th>
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<tr>
<td>Mg120 Foundations of Economics</td>
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<tr>
<td>Nu321 Care of the Medical-Surgical Patient &amp; Family I</td>
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<tr>
<td>Nu328 Care Along the Continuum of Mental Health</td>
<td>4</td>
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<tr>
<td>Humanity Requirement</td>
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<th>Fourth Year - Seventh Semester</th>
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<tbody>
<tr>
<td>Nu410 Care of Children and Families</td>
<td>4</td>
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<tr>
<td>Nu411 Care for Women and Child-Bearing Families</td>
<td>4</td>
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<tr>
<td>Nu413 Care of the Medical-Surgical Patient &amp; Family II</td>
<td>4</td>
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<tr>
<td>Elective</td>
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<td><strong>Total</strong></td>
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Fourth Year - Eighth Semester

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Nu421 Community and Public Health Nursing</td>
<td>4</td>
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<tr>
<td>Nu422 Transitions to Professional Practice</td>
<td>4</td>
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<tr>
<td>Nu423 Leadership &amp; Management for Quality</td>
<td>4</td>
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<tr>
<td>Healthcare Systems</td>
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<tr>
<td>Elective</td>
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<td>16 cr</td>
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Total Credits 128 (128 total credits required for conferral of BSN/graduation)

Simulation Learning and SVC Simulation Laboratory

Simulation learning is an integral part of the Nursing curriculum at Southern Vermont College. Simulation learning allows students to practice collaborative learning, which will enhance their cognitive, social, and leadership skills. Within the safety of the simulated laboratory setting, students will practice a wide range of Nursing skills (from birth to adulthood and beyond) on anatomically correct patient simulators. They will participate in computer-programmed simulation of complex medical, surgical, maternity, and pediatric emergencies. Students will also engage in simulated nurse-patient, nurse-family, and nurse-colleague conversations to practice interviewing and communication skills. The simulation laboratory setting allows for repetition of difficult skills and the opportunity to practice unusual cases that a learner may face in real-life, clinical situations. Recording of simulation scenarios with advanced audio and visual technology, allows for group debriefing with discussion, analysis, and evaluation.

Program of Study — Bachelor of Science in Nursing (BSN):

RN–BSN Track

| Associate in Nursing Degree Requirements | 64 credits (maximum) |
| General Core Requirements BSN            | 20 credits           |
| Py203 Lifespan Development (4)          |                     |
| So250 Race, Ethnicity, Gender and Class (4) |                 |
| Humanity Core Elective (4)               |                     |
| Ma202 Statistical Methods (4)           |                     |
| Mg120 Foundations of Economics (4)      |                     |
| Science Core for Nursing                 | 8 credits            |
| Ns104 General Chemistry I (4)            |                     |
| Ns221 Human Nutrition (4)               |                     |
| Nursing Major Requirements               | 28 credits           |
| Nu231 Bridge for Professional Nursing (4) |                    |
| Nu241 Health Assessment and Health Promotion (4) |             |
| Nu331 Research and Evidence-Based Practice (4) |             |
| Nu333 Pharmacology (4)                   |                     |
| Nu441 Community and Public Health Nursing (4) |                 |
| Nu442 Transitions to Professional Practice (4) |             |
| Nu443 Leadership and Management for Quality Healthcare Systems (4) |     |
| Electives (8)                            | 8 credits            |
| Total Credits                            | 128 credits          |

Course Sequence for Baccalaureate Program – RN–BSN Track

(Note: Progression to each semester is dependent upon successful completion of prerequisite courses and specified GPA requirements)
### First Year - First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Ns104 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Nu231Bridge for Professional Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Py203 Lifespan Development</td>
<td>4</td>
</tr>
<tr>
<td>So250 Race, Ethnicity, Gender and Class</td>
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<td>16 cr</td>
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</tbody>
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### First Year - Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Ma202 Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>Ns221 Human Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>Nu241 Health Assessment and Health Promotion</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>16 cr</td>
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</tbody>
</table>

### Second Year - Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mg120 Foundations of Economics</td>
<td>4</td>
</tr>
<tr>
<td>Nu331 Research and Evidence-Based Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>Nu333 Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>16 cr</td>
</tr>
</tbody>
</table>

### Second Year - Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nu441 Community and Public Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Nu442 Transitions to Professional Practice</td>
<td>4</td>
</tr>
<tr>
<td>Nu443 Leadership and Management for Quality Healthcare Systems</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>(Note: 120 required clinical hours)</td>
<td>16 cr</td>
</tr>
</tbody>
</table>

**Total credits 128** (128 total credits required for conferral of BSN/graduation). If needed, additional courses to meet the 128 credit hour and core course requirements may be taken during summer session.

### Progression Criteria for Students in the Pre-licensure BSN Track and in the RN–BSN Track

Student academic achievement in the prerequisite and foundational courses is monitored to assure students meet all Nursing program requirements prior to progression.

Students in both the pre-licensure and the RN–BSN tracks must achieve grades of C in all required prerequisite courses with the exception of the sciences. A minimum of C+ is required in the Nursing Science Core. Within the Science Core, a course may be repeated one time only in order to progress in the Nursing program. A student who fails to complete the repeated course successfully is dismissed from the program. (Note: Ns235 Anatomy & Physiology I and Ns236 Anatomy & Physiology II (or their equivalent) must have been completed no longer than 5 years prior to admission).

For progression of Pre-Licensure BSN students to the third semester all prerequisite courses must have been completed with the required grades. Progression to the sixth semester for Pre-Licensure BSN students and to the 4th semester for RN–BSN students is based on a minimum cumulative GPA of 2.8.

### Academic Warning, Probation, Dismissal and Readmission

Students who do not achieve a grade of C+ in a Nursing Science Core course or a C in one or more of the other required prerequisite courses or have a GPA of lower than 2.8 will be placed on Division of...
Nursing Academic Warning. A letter will be sent to the student informing them of their academic status and requiring them to develop an individualized academic success plan with their faculty advisor.

Students who do not achieve the required minimum passing grade of C+ in a course in the Nursing Major Core (courses designated Nu) will be placed on Division of Nursing Academic Probation. A letter will be sent to the student informing them of their academic status including the fact that any further failures (grades below a C+ in the Nursing Core) or a GPA of lower than 2.8 by the end of the 5th semester for Pre-Licensure BSN students and the end of the 3rd semester for RN-BSN students) will result in dismissal from the program. Additionally, a meeting with the student’s advisor and Division Chair to develop an individualized plan for success will be required.

Students who fail a second course, or a course for the 2nd time, in the Nursing Core or Nursing Science Core will be dismissed from the program. Additionally, Pre-Licensure BSN students who do not achieve a 2.8 GPA by the end of the 5th semester and RN-BSN students who do not achieve a 2.8 by the end of the 4th semester will be dismissed from the program.

Students who have withdrawn or been dismissed from the program may apply for readmission to the program. However, minimum admission requirements (GPA 2.8) must be met for consideration and readmission is not guaranteed. Each reapplication to the Division of Nursing is given careful review and individual consideration based on academic merit and compliance with Division of Nursing policies. Students who have withdrawn or been dismissed from the Nursing program twice are not eligible for readmission.
The John Merck Division of Science and Technology

The John Merck Division of Science and Technology offers baccalaureate degrees in Biological Sciences and Radiologic Sciences, and a certificate in Computed Tomography.

Faculty
Tammy Kenny, MS, MST (Co-Chair)
Jennifer Nelson, PhD (Co-Chair)
Linda Lippacher, RT(R), (M), MA
Andrea Corcoran, PhD
Alyssa Dufresne, RT(R), BSRS
Sylvia Quick, PhD
Jeffery Thompson, MS
Julie Walsh, RT(R), (M), MEd, BS
Kenneth Bulson, BS, ARRT(R)*
Michele Gilson, PhD*
Ashley Hodges, MS*
David Lindenberg, MS*
Cecelia Nicolaescu, MS*
James White, PhD*

*Adjunct Appointment

Mission Statement
The John Merck Division of Science and Technology focuses on shaping all students to value scientific, mathematic environmental and technological literacy, preparing them through active learning for engagement in the community and global society as responsible citizens.

The Curriculum
The John Merck Division of Science and Technology offers a baccalaureate degree in Biological Sciences and Radiologic Sciences, a certificate in Computed Tomography and a minor in Environmental Studies. The John Merck Division of Science and Technology also provides science, environmental and mathematics courses taken by students to meet General Core requirements and electives.

Career Opportunities and Graduate Study
Opportunities for graduates of the Radiologic Sciences program are plentiful and diverse. Radiologic technologists have many employment choices and a variety of career and educational options including completion of a bachelor degree and specialization in the field. A minor in Environmental Studies can enhance career opportunities for graduates in any major. The Biological Sciences degree program will prepare students for careers in the biological sciences, give students the opportunity to pursue graduate degrees in the biological sciences and to provide students with the preparation necessary to pursue professional programs in the medical sciences.

BIOLOGICAL SCIENCES
(Bachelor of Science Degree)
The Biological Sciences program is designed to stimulate intellectual and personal growth through an examination of the fundamental properties of living systems, the application of experimental and descriptive methods of discovery, and the consideration of the social, ethical, and aesthetic aspects
of biological knowledge. Both the rigor and flexibility of the program will help students enter employment or post-baccalaureate studies with a competitive advantage, while allowing students to choose an individualized course of study with an emphasis in Ecology and Environment, Cellular and Molecular Biology, or Pre-Professional Studies.

Program of Study: Biological Sciences

General Core Requirements:
En101 English Composition I
En102 English Composition II OR En150 Alternative Composition
Fy100-Ns Quest for Success: The First Year Experience
Ns380 Undergraduate Research (Capstone Course)
 Humanities Core (two)
Natural Sciences Core (see Ns102 and Ma120 below)
Social Sciences Core (two)
Career Enhancing: Ma202 Statistical Methods and choose one more course

Major Requirements:
Ma120 College Algebra (satisfies Natural Sciences Core)
Ns102 General Biology I (satisfies Natural Sciences Core)
Ns103 General Biology II
Ns104 General Chemistry I
Ns105 General Chemistry II
Ns150 General Physics I
Ns160 General Physics II
Ns350 Organic Chemistry I
Ns360 Organic Chemistry II

Choose one of the following:
Organismal courses:
Ns120 Human Biology
Ns200 Ecology
Ns215 Animal Behavior
Ns235 Anatomy and Physiology I
Ns236 Anatomy and Physiology II
Ns265 Botany
Ns315 Wildlife Biology
Ns410 Parasitology
Ns420 Mycology
Ns450 Comparative Zoology

Choose one of the following:
Cellular/Molecular courses:
Ns240 Medical Microbiology
Ns290 Cellular Biology
Ns300 Genetics
Ns310 Immunology
Ns320 Biochemistry
Ns370 Endocrinology

Concentration Requirements: Choose three 300/400-level Ns courses

General Electives: Choose eight courses
Recommended Program Sequence

First Year – Fall
En101 English Composition I
Fy100-Ns Quest for Success: The First Year Experience
Ns102 General Biology I
General Core

First Year – Spring
En102 English Composition II
Ma120 College Algebra
Ns103 General Biology II
General Core

Second Year – Fall
Ns104 General Chemistry I
Organismal Core
General Core
General Core

Second Year – Spring
Ns105 General Chemistry II
Molecular Core
General Core
Elective

Third Year – Fall
Ns350 Organic Chemistry I
Concentration Core
Concentration Core
Elective

Third Year – Spring
Ns360 Organic Chemistry II
Concentration Core
Elective
Elective

Fourth Year – Fall
Ns150 General Physics I
Ma202 Statistical Methods
Elective
Elective

Fourth Year – Spring
Ns160 General Physics II
Research (Capstone course)
Elective
Elective
RADIOLOGIC SCIENCES (Bachelor of Science Degree)

Mission Statement
The Radiologic Sciences program at Southern Vermont College is committed to quality education and excellence in providing competent entry-level Radiologic Technologists who function as productive members of the healthcare team.

Through a competency-based program, graduates will demonstrate proficiency in the application of current and developing technologies, use effective verbal and written communication, think critically, apply appropriate radiation safety measures and safely administer ionizing radiation to patients at hospitals, clinics, doctor’s offices and other healthcare facilities.

Program Goal(s):
1. Students will demonstrate communications skills.
2. Students will become clinically competent.
3. Students will utilize critical-thinking skills.
4. Students will display professionalism.

Program Goal(s) Supported:
Communication, Clinical competence, Critical Thinking and Professional Development

Intended Educational (Student) Outcomes:
1. Communication: Students will use proper communication skills during patient exams.
2. Communication: Students will write effectively
3. Communication: Students will demonstrate proper oral communication skills.
5. Clinical Competence: Students will position patients accurately.
6. Critical Thinking: Students will perform non-routine procedures
7. Critical Thinking: Students will select appropriate technical factors for variations in body habitus.
8. Critical Thinking: Students will be able to analyze images.
9. Professionalism: Students will be knowledgeable of advanced imaging modalities.
10. Professionalism: Students will display proper professionalism.
11. Program Effectiveness Measures: Students will be prepared to be entry-level technologists.
12. Program Effectiveness Measures: Students will pass the registry exam the first time.

Program Description
Radiography is the art and science of using radiation as a diagnostic tool in performing radiographic examination. Radiologic Technologists apply the knowledge of anatomy, physiology, positioning, radiographic technique and radiation biology in performing medical x-ray examinations using established radiation protection standards in limiting radiation exposure to patients, themselves and others.

As essential members of the healthcare team, radiologic technologists must be able to communicate effectively with patients, other healthcare professionals and the public. Radiologic technologists must be compassionate, competent and use problem-solving and critical-thinking skills in meeting the needs of their patients.
Radiologic technologists are employed in various healthcare facilities, including hospitals, specialized imaging centers and private physicians’ offices. They may also be employed as imaging department administrators or educators. The salaries and benefits are generally very competitive with other healthcare professionals and vary according to experience and geographic location.

The need for sophisticated imaging management and leadership to respond to the clinical, organizational and fiscal demands facing the healthcare industry supports the creation of advanced educational and skill development opportunities for imaging. Future changes to the profession include minimum degree requirements for Radiologic Sciences as well as Imaging Education and sub-specialty areas. The American Society of Radiologic Technologists (ASRT) recently recognized the need for advanced degrees within the profession by adopting a new Bachelor of Science Radiologic Sciences (BSRS) curriculum.

The new BSRS curriculum is an expression of content that enhances entry-level education and supports multiple, post-primary specialty certifications as well as a transition to education and management in advanced clinical practice. The new BSRS curriculum emphasizes education in critical thinking, human diversity, sustainability and written and oral communication. Students in the BSRS degree program will engage in topics with more depth and breadth, resulting in a broader knowledge base and skill set than the entry-level radiographer.

The Radiologic Sciences program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The JRCERT may be contacted by phone at 312-704-5300 or via the Internet at www.jrcert.org.

**Student Health Policy**

Before beginning Rs210 (Introduction to Radiology and Patient Care), all radiology students are required to submit the following information: (1) results of a physical examination, (2) have a drug background check screening performed by a College-approved entity; (3) evidence of current immunizations, including but not limited to: a two-step tuberculin skin test (TST), Hep. B vaccination and annual flu vaccinations; and (4) CPR card for infant, child and adult.

**First-Year Course**

All students who have fewer than 12 transfer credits are required to enroll in Fy100-Ns Quest for Success: The First Year Experience in their first semester.

**Admission Process for Nonregistered (ARRT) Students**

Students entering directly or as transfer students without a previous ARRT registration follow a curriculum that includes one to two years of general education and preparatory classes. In order for a student to be eligible to take any Rs course, the student must have completed all general education and preparatory classes with a cumulative GPA of 2.85. The following classes also require a grade of C+ or higher: Hc100, Hc105, Ma120, Ns235 and Ns236. A grade of C or higher is required in En101 and En102. Space in the RS courses (junior year) is limited. Admission is determined by a point system which takes into account course grades, overall GPA and courses completed at SVC.

**Degree Progression and Readmission to the Program**

A Radiologic Sciences student must maintain a grade of C+ or higher in each Radiologic Sciences major course, including Hc100, Hc105, Ma120, Ns235 and Ns236, and a cumulative grade-point average of 2.3 overall to progress in the program.
A student who does not receive a C+ or higher in a Radiologic Sciences course or who does not maintain a cumulative GPA of 2.3 or higher will be dismissed from the program. In order for the student to be eligible to reenter the program, he or she must reapply to the Radiologic Sciences program. To be readmitted the student must meet all prerequisite requirements including the minimum Southern Vermont College cumulative GPA of 2.85. A seat in the program must also be available. A student may only be readmitted to the program one time. A student who is readmitted must repeat any Radiologic Sciences major course in which he or she has not received a grade of C+ or higher before being eligible to take the next course(s) in the degree sequence. A student may only retake courses in which he or she has not achieved a grade of C+ or higher. Course repetition is allowed on a seat-available basis only.

Admission Process for Registered (ARRT) Students
Students who previously graduated from SVC with an associate's degree in Radiologic Technology and who have successfully passed the ARRT examination will be eligible to continue and receive a BSRS degree within one-to-one-and-a-half years depending on the classes previously taken.

Students who have already completed an associate's degree and who are presently registered with the ARRT in Radiography or other radiology subspecialty (Nuclear Medicine, Radiation Therapy) will be awarded a maximum of 78 credits towards the BSRS degree. A student must complete all of the general education core courses not previously awarded as transfer credit to complete the BSRS degree. Usually the BSRS degree can be obtained within one and a half to two years. A minimum of 45 credits must be taken at Southern Vermont College.

For other degree progression policies, refer to the Radiologic Sciences Student Handbook.

Program of Study: Radiological Sciences

<table>
<thead>
<tr>
<th>General Core Requirements</th>
<th>48 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Requirements:</td>
<td>63 credits</td>
</tr>
<tr>
<td>Hc100 Introduction to Healthcare I</td>
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<tr>
<td>Hc105 Introduction to Healthcare II</td>
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<tr>
<td>Rs210 Introduction to Radiology and Patient Care</td>
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<td>Rs220 Radiographic Positioning I</td>
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<td>Rs230 Radiographic Equipment</td>
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<td>Rs260 Clinical Radiography I</td>
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<tr>
<td>Rs261 Clinical Radiography II</td>
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<tr>
<td>Rs300 Digital Imaging, Processing and Quality Assurance</td>
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<td>Rs320 Radiographic Positioning II</td>
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<td>Rs330 Radiographic Exposures</td>
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<td>Rs350 Radiation Protection and Biology</td>
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<td>Rs360 Clinical Radiography III</td>
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<td>Rs361 Clinical Radiography IV</td>
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<tr>
<td>Rs370 Radiographic Pathology</td>
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<tr>
<td>Rs420 Advanced Imaging and Pharmacology</td>
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<tr>
<td>Rs440 Radiographic Critique and Analysis</td>
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<tr>
<td>Rs480 Senior Seminar: Program Capstone</td>
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General Electives

| Two Upper Level Electives (300/400 level) | 8 credits |
Four General Electives 16 credits
Total Credits 135 credits

Please note that there are prerequisite courses for some of the program requirements. It is highly recommended that these are taken as part of your General Core/General Elective courses.
Prerequisites: Ma120, Mg170, Rs315 or Py315, Ns235, Ns236

COMPUTED TOMOGRAPHY (Certificate)
Computed Tomography (CT) is a division of diagnostic imaging that utilizes specialized radiographic equipment to produce cross-sectional 3-D images of the human body. CT technologists work effectively with patients and healthcare professionals in order to produce diagnostic images that can be used to evaluate many different types of disease processes and injuries. The CT technologist can be employed in a number of health care settings that include trauma centers, hospitals, clinics, urgent care centers and/or imaging centers.

The sixteen-credit, CT certificate program provides formal specialized training in CT imaging preparing an individual to become a competent, technically proficient, entry-level CT technologist. The certificate program is open to registered Technologists in the areas of Radiography, Nuclear Medicine and/or Radiation Therapy as well as SVC senior students in the Radiological Sciences major who have completed all general education requirements and who have a cumulative GPA of 3.5 or higher. This one-year program consists of an online component as well as a flexible individualized clinical schedule that is designed to meet the schedule of the working technologist. Note: Non-ARRT (American Registry of Radiologic Technologists) registered students are only allowed to do observation clinical until they have successfully passed their initial ARRT primary examination.

Upon successful completion of the three course set (Rs461 Principles of Computed Tomography I, Rs462 Principles of Computed Tomography II and Rs463 Principles of Computed Tomography III), students who hold an ARRT primary registry may be eligible to make application to the ARRT to take the post-primary advanced certification examination in CT.

Applications for the CT program are available online at http://www.svc.edu/academics/divisions/science_technology/ct_scan_certification.html.

Minor in the Science and Technology Division
A student cannot minor in the same discipline in which he or she majors.

Environmental Studies
Ev200 Environmental Issues
Choose one additional course with an Ev designation.
Choose three additional courses with an Ev designation or an Ns designation from the list below:
Ns200 Ecology
Ns215 Animal Behavior
Ns265 Botany
Ns240 Medical Microbiology
Ns290 Cellular Biology
Ns300 Genetics
Ns310 Immunology
Ns315 Wildlife Biology
Ns320 Biochemistry
Ns340 Molecular Biology
Ns450 Comparative Zoology
Ns410 Parasitology
Ns420 Mycology

Students may not use an Ns course to fulfill the Ns General Core requirement or an Environmental Studies Minor requirement.

MASTER OF OCCUPATIONAL THERAPY DEGREE
Agreement with Sage Graduate School
Southern Vermont College has a collaborative agreement with Sage Graduate School (SGS) in Troy, N.Y., through which SVC students may complete an Occupational Therapy master’s degree after the completion of a baccalaureate degree at SVC. The program requires the completion of 80 credits which takes typically 27 months (2-3 years).

Occupational therapists work with people experiencing health problems to assist them in regaining, developing and building skills essential for independent living, maintaining health and creating a personal sense of well-being. Therapy can take place in schools, hospitals, skilled nursing facilities, home health, outpatient rehabilitation clinics, psychiatric facilities and community health programs. Occupational therapy plays an important role in preventing injury or the deterioration of existing conditions. Occupational therapy can also allow clients to maintain their independence who may otherwise require institutionalization or require other long-term care. Occupational therapy can keep health care costs down while maximizing the quality of life for individuals and families.

Southern Vermont College students will be given preferred acceptance (on a space-available basis) to the Sage School of Health Sciences for the MS in OT degree, who demonstrate the following:

- Earned baccalaureate degree;
- Minimum overall 3.25 GPA that includes the completion of occupational therapy program prerequisite courses with grades of C or better; and
- Minimum science GPA average of 3.0 in Ns235, Ns236 and Physics.

Students who complete the prerequisite courses listed below with a grade of C or higher will be considered to have met the corresponding course requirements in the SGS OT program:

Southern Vermont College Courses
Ns235 Anatomy and Physiology I w/Lab and Ns236 Anatomy and Physiology II w/Lab
Ns150 General Physics I w/Lab
Ma202 Statistical Methods
Py150 Psychology
Py203 Lifespan Development
Py402 Abnormal Psychology
So100 Sociology

SGS OT Program Course Equivalents
BIO201 Anatomy & Physiology I w/Lab and BIO 202 Anatomy & Physiology II w/Lab
PHY101 General Physics I w/Lab
PSY207/MAT220 Statistics
PSY101 Introduction to Psychology
PSY202 Human Development
PSY308 Abnormal Psychology
HSC206 Cult. Perspectives of Health, Disability & Wellness OR SOC101 Introduction to Sociology

Students wishing to seek admission to the SGS OT master’s degree program should contact the Co-Chair of The John Merck Division of Science and Technology.

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION
Agreement with Sage Graduate School
Southern Vermont College graduates are guaranteed admission to Sage Graduate School for the Master of Science degree in Health Services Administration degree if the following conditions are met:

- Students have earned a baccalaureate degree;
- Students have a minimum cumulative grade-point average of 3.0 and are in good academic standing at all institutions attended;
- Students follow the application procedures outlined in the current Sage Graduate School Catalog and meet the eligibility criteria for admissions, including having completed a satisfactory interview, and having submitted a personal statement, letters of recommendation, and application; and
- The completion of Business program prerequisite courses with a grade of "C" or better.

For additional information, students should contact their advisor and the Registrar’s Office.
The Donald Everett Axinn Division of Social Sciences

The Donald Everett Axinn Division of Social Sciences offers baccalaureate degrees in Criminal Justice, Healthcare and Community Advocacy, History and Politics, and Psychology.

Faculty
Scott Stein, MS (Chair)
Sarah Knapp, PhD
Renee Merges, JD
Thomas Redden, PhD
Margaret Adkins, JD
Scott Burg, MA*
Richard Gauthier, MS*
Elizabeth Greaney, PhD, MBA, MS*
William Hansen, MS*
Kevin Johnston, MA*
Sara Nolan, MS, BS*
Joan Sakalas, PhD*

*Adjunct Appointment

Mission Statement
The Southern Vermont College Donald Everett Axinn Division of Social Sciences seeks to help students understand how individuals and groups function in society. Building on a strong liberal arts foundation, study in each of the majors provides students with preparation for both professional employment and graduate study. Teaching in The Donald Everett Axinn Division of Social Sciences occurs through an active, project-based approach. Through this methodology, students gain an understanding and appreciation of the connection between their academic work and how it applies to their chosen career and everyday life.

The Curriculum
The curriculum for the majors within this Division focuses upon students developing the skills necessary to be contributing members of their chosen profession. Students are encouraged to explore how social science theory informs our understanding of everyday events. Through both experiential learning in the classroom and practicum, students experience how such theory translates into behaviors that impact our daily lives. The curriculum focuses upon issues of social justice and students are encouraged to explore their own beliefs and proposed methods to address issues of social inequality. Each major includes a Capstone course where students will demonstrate their understanding of their area of study.

Social Sciences Communication Requirement
All majors in the Division emphasize the critical-thinking process and the clear communication of the outcome of that process. All courses within the Division have a writing component designed to teach students how to successfully use existing research and literature to support their thoughts and positions. Students will complete writing assignments appropriate to the course level. Each 200-level course will require students to write descriptively about topics. There will be short, regular writing assignments, essays on exams and a short research paper. Literature reviews in 300-level courses will emphasize analysis and building an argument with regular writing assignments, essay exams and a research paper. All 400-level courses will continue this emphasis on writing while requiring students to take and defend positions on controversial issues in the social sciences using the primary literature. All assignments will
emphasize the communication of material through the American Psychological Association (APA) writing style.

Students are also expected to be effective oral communicators. Many courses include assignments that require students to present material orally using PowerPoint and/or other presentation media.

Career Opportunities and Graduate Study
Depending on their major, students are prepared to enter careers in fields such as human services; human services management; federal, state and local law enforcement; education; government service; nonprofit organizations; and business. Students are also prepared for graduate study in psychology, social work, history and politics, and criminal justice and law school.

CRIMINAL JUSTICE (Bachelor of Science Degree)
Professors in Criminal Justice blend practical experience with the scholarship of the criminal justice academic to prepare students for positions in the criminal justice system at local, state and federal levels and in the private sector. Career opportunities at the local and state level include town, village and county police departments as well positions in probation, parole, juvenile justice, prosecution and public defender offices and sheriff’s departments. Career opportunities for law enforcement at the federal level exist in all federal agencies including the FBI, Secret Service, ICE, ATF and DEA among others. Private sector positions are also available in insurance companies, social service agencies and private corporations.

Criminal Justice Career Tracks
Administration of Justice: Students on this track have an interest in law as it pertains to court procedures and proceedings, both criminal and civil.

Public and Private Law Enforcement: Students on this track aspire to a career in local, state and/or federal law enforcement.

Corrections and Supervision: Students on this track aspire to a career in probation, parole, juvenile justice and jail and prison law enforcement services.

Practicum Requirement
Participation in at least one practicum experience is required of all students. The experience gained through the practice of theory and techniques in the field is an important element of the profession. Students are placed with community agencies and private practice sites under the supervision of professionals. In addition, students attend a weekly seminar that prepares them to search for, apply to and successfully interview with potential places of employment.

Program of Study: Criminal Justice
General Core Requirements
(Cj415 Senior Seminar in Criminal Justice)

Criminal Justice Core (4 courses):
Cj101 Introduction to Criminal Justice
Cj207 Criminology
Cj410 Practicum and Seminar I
Py321 Social Research
Criminal Justice Career Tracks (4 courses):
Students must take a minimum of two courses in their chosen track (one at the 300 or 400 level) and a minimum of one course from each of the other tracks.

Track A: Administration of Justice
Cj203 Criminal Law
Cj205 Administration of Justice (required course)
Cj208 Evidence and Court Procedures
Cj304 Juvenile Justice
Cj331 Alternative Dispute Resolution
Cj335 Constitutional Law
Cj401 4th, 5th, 6th Amendment
Cj405 Special Issues in Law

Track B: Public and Private Law Enforcement
Cj102 Introduction to Corporate Security
Cj201 Police Organization and Management (required course)
Cj202 Gender, Race and Justice
Cj203 Criminal Law
Cj208 Evidence and Court Procedures
Cj301 Forensic Science
Cj304 Juvenile Justice
Cj341 Terrorism
Cj405 Special Issues in Law

Track C: Corrections and Supervision
Cj106 Introduction to Corrections (required course)
Cj202 Gender, Race and Justice
Cj215 Punishment and Corrections
Cj304 Juvenile Justice
Cj305 Probation and Parole
Cj331 Alternative Dispute Resolution
Cj405 Special Issues in Law

Criminal Justice Electives: Choose three courses

General Electives: Choose nine courses

Recommended Course Sequence
First Year – Fall
Cj101 Introduction to Criminal Justice
En101 English Composition I
Fy100-Ss/Ns Quest for Success: The First Year Experience
Math Core

First Year – Spring
Cj207 Criminology
En102 English Composition II
General Core
General Core
**Second Year – Fall**  
Cj Area Studies Course  
General Core  
General Core  
General Elective  

**Second Year – Spring**  
Cj Track Elective  
Cj Track Elective  
Ma202 Statistical Methods  
General Core  

**Third Year – Fall**  
Py321 Social Research  
Criminal Justice Elective  
General Core  
General Elective  

**Third Year – Spring**  
Criminal Justice Elective  
Criminal Justice Elective  
General Core  
General Elective  

**Fourth Year – Fall**  
Cj411 Practicum and Seminar I  
Criminal Justice Elective  
General Elective  
General Elective  

**Fourth Year – Spring**  
Cj415 Senior Seminar in Criminal Justice  
Cj-Related Elective  
General Elective  
General Elective  

**Bachelor of Science in Criminal Justice—Vermont Police Academy Partnership**  
Highly performing students can consider applying for a program qualifying them to complete the required Vermont Police Academy for Vermont police officers as 16 credits of their degree program in the last semester of their education. Completion of the Vermont Police Academy may help qualify students for police departments in other states, but it is likely that most departments would seek specific state certification and additional training. The requirements, described below, are rigorous and students attempting to qualify should begin preparing in their freshman year in order to qualify.  

Students complete 28 courses of the 32 courses required for the Bachelor of Science program with a major in Criminal Justice in residence at SVC. Students interested in this opportunity must specialize in career Track B: Public and Private Law Enforcement. Students recommended by SVC will be required to complete the qualification process and be accepted into the academy to be eligible to complete a degree in this track. Those students accepted into the program would enroll in 4 courses in Cj450 Law Enforcement Residency at SVC. Students take 4 courses in residency at the academy. Upon successful completion of police academy training and certification as a police officer by the state of Vermont, they will be awarded
16 credits. A student who fails to complete police academy training will have to complete all requirements of the Criminal Justice major to receive a degree in Criminal Justice.

A student must have a total of 5 courses at the 300/400 level in the major, Criminal Justice electives and related electives to complete a major in Criminal Justice—Law Enforcement Track.

A student must be recommended to the Vermont State Police Senior Training Coordinator for consideration for acceptance into an academy training class. In order to be eligible for recommendation, a student must be enrolled in a B.S. in Criminal Justice degree program in the Law Enforcement Track with a cumulative GPA of 3.0 or higher and have completed a minimum of 16 courses with a minimum of 5 courses in Criminal Justice major courses. The number of seats available to SVC students each year will be determined by the academy.

A student who is recommended must successfully complete all requirements for acceptance into the academy as specified by academy regulations. These include a written test, physical fitness test, MMPI, background investigation and fingerprinting. Evaluation of students for acceptance, continuation and completion will be the sole responsibility of the academy.

Students are responsible for tuition, fees and cost of uniforms, equipment and training materials.

HEALTHCARE AND COMMUNITY ADVOCACY (Bachelor of Science Degree)
The Healthcare and Community Advocacy is an interdisciplinary degree designed for students who aspire to become educated and empowered to help individuals, families, and communities navigate complex and ever-changing healthcare systems. Healthcare and community advocates work to create healthier communities in several ways, including improving access to healthcare, advocating for policy changes that will benefit public health and enhancing patient-provider communication.

The Healthcare and Community Advocacy degree consists of eight core courses across the areas of psychology and healthcare; four support courses that include professional ethics, human development, advanced issues in healthcare, and diverse populations. As part of the core of this major, students are required to complete a practicum in their field and a senior seminar course. This curriculum will prepare knowledgeable professionals who are able to effectively advocate for themselves and others in order to improve public health.

Practicum Requirement
Participation in at least one practicum experience is required of all students. The experience gained through the practice of theory and techniques in the field is an important element of the profession. Students are placed with community agencies and private practice sites under the supervision of professionals. In addition, students attend a weekly seminar that prepares them to search for, apply to and successfully interview with potential places of employment.

Program of Study: Healthcare and Community Advocacy
The degree must include a minimum of five courses in Psychology taken at the 300 and/or 400 level.

General Core Requirements
Healthcare and Community Advocacy Core (8 courses):
Hc100 Introduction to Healthcare
Hc402 Healthcare Practicum and Seminar
Hc450 Healthcare Senior Seminar
Py150 Psychology
Py250 Case Management
Py321 Social Research
Py360 Community Based Intervention & Advocacy
Py415 Conflict Resolution

**Healthcare and Community Advocacy Required Support Courses (4 courses):**
Choose one of each from Professional Ethics, Developmental, Advanced Issues in Healthcare, and Diverse Populations:

*Professional Ethics:*
Py315 Ethics in the Helping Professions
Rs315 Ethics in the Helping Professions
So206 Social Ethics

*Developmental:*
Py203 Lifespan Development
Py205 Child Growth and Development
Py206 Psychology of Adulthood and Aging
Py307 Issues in Adolescence

*Advanced Issues in Healthcare:*
Hc310 Healthcare Law
Hc315 Healthcare Insurance
Hc420 Topics in Healthcare Management and Advocacy

*Diverse Populations:*
Py204 Family Dynamics
Py208 Chemical Dependency
Py260 Family Violence
Py351 Health and Stress
So250 Race, Ethnicity, Gender and Class

**General Electives: Choose 8 courses**

**Recommended Course Sequence**

**First Year – Fall**
En101 English Composition I
Fy100 Ss Quest for Success: The First Year Experience
Py150 Psychology
Math General Core (Ma105 or Ma120)

**First Year – Spring**
En102 English Composition II
Hc100 Introduction to Healthcare
General Core
General Core

**Second Year – Fall**
Case Management
General Core
General Core
General Elective
Second Year – Spring
Professional Ethics
Developmental Course
General Core
General Core

Third Year – Fall
Diverse Populations Course
General Core
General Elective
General Elective

Third Year – Spring
Ma202 Statistical Methods (Note: This will count as Core.)
Py320 Community-based Intervention and Advocacy
General Elective
General Elective

Fourth Year – Fall
Py321 Social Research
Advanced Issues in Healthcare
General Elective
General Elective

Fourth Year – Spring
Hc402 Practicum and Seminar
Hc450 Senior Seminar
Py415 Conflict Resolution
General Elective

HISTORY AND POLITICS (Bachelor of Science Degree)
The Bachelor of Science degree in History and Politics combines two traditional academic disciplines: history and political science.

The major will focus on United States history and politics, but will also allow students the opportunity to study the history and politics of cultures and societies within geographic regions around the globe. Understanding U.S. history and politics in a global context will be a central theme of the curriculum.

The curriculum is designed to provide a traditional liberal arts survey of history and politics and will prepare students seeking a career in law and education.

Law schools today are less interested in students with an undergraduate degree in pre-law as they are in students with degrees in a liberal arts discipline such as history or political science. The development of critical-thinking skills that occurs in such degree programs is an important factor in students being able to master the law school curriculum.

The curriculum will also prepare students who were seeking teacher certification at the secondary level. A History and Politics major from SVC positions a graduate very well to complete his or her Social Studies Certification for grades 7 to 12. Some additional course work in social studies may be required depending on the state in which a student seeks certification. Students interested in teacher certification should contact the State Board of Education in the state in which they seek licensure.
Program of Study: History and Politics

General Core Requirements
(Hp402 Senior Thesis in History and Politics - Capstone)

History and Politics Requirements (6 courses):
Hp200 Introduction to American Politics
Hp201 Comparative Politics
Hp208 U.S. History I: The Colonial Era Through Reconstruction
Hp209 U.S. History II: Reconstruction Through the Present
Hp215 International Relations
Hp401 Research Seminar in History and Politics

Area Studies: Choose at least two of the following
Hp305 Middle East Politics
Hp310 Modern Asia
Hp315 Modern African History and Politics
Hp320 Latin American History and Politics

Related Electives: Choose at least three of the following:
Cj401 4th, 5th, 6th Amendment
Cm403 Media and Culture
En435 Topics in Literature of Diverse Cultures and People
Ev200 Environmental Issues
Ev302 Environmental History
Ev303 Environmental Law
Ev405 Environmental Policy and Politics
Hp206 Western Civilization I: The Ancient World Through Middle Ages
Hp207 Western Civilization II: The Renaissance Through Present
Hp210 U.S. History Since 1945
Mg120 Foundations of Economics
So250 Race, Ethnicity, Class and Gender
So321 Social Research

General Electives: Choose 9 courses

A student must complete a minimum of 5 courses at the 300 or 400 level in the major.

Recommended Course Sequence

First Year – Fall
En101 English Composition I
Hp200 Introduction to American Politics
Fy100-Ss Quest for Success: The First Year Experience
Math Core

First Year – Spring
En102 English Composition II
Hp208 U.S. History I OR Hp209 U.S. History II
General Core
General Core
Second Year – Fall
Hp201 Comparative Politics
Hp208 U.S. History I OR Hp209 U.S. History II
General Core
General or HP Elective

Second Year – Spring
Hp215 International Relations
Hp Area Studies Course
General Core
General Core

Third Year – Fall
Hp Area Studies Course
Hp Elective
General Core
General Elective

Third Year – Spring
Hp Elective
General Core
General Core
Elective

Fourth Year – Fall
Hp401 Research Seminar
Hp Elective
General Elective
General Elective

Fourth Year – Spring
Hp402 Senior Thesis
Hp Elective
General Elective
General Elective

PSYCHOLOGY (Bachelor of Science Degree)
The Psychology degree is designed to be a flexible degree that allows students to successfully pursue their chosen career path. Students take a core set of classes that provide a theoretical foundation, then choose courses with the help of their advisor to fulfill the requirement for their unique long-term educational and career goals.

The degree consists of a core of 4 psychology courses; a series of psychology courses that cover developmental, theoretical, and clinical focus areas; and practicum and senior seminar courses that emphasize application of theory and research. Students will take one course each from selections in developmental, theoretical, and clinical psychology, and three additional psychology courses.

Practicum Requirement
Participation in at least one practicum experience is required of all students. The experience gained through the practice of theory and techniques in the field is an important element of the profession. Students are placed with community agencies and private practice sites under the supervision of
professionals. In addition, students attend a weekly seminar that prepares them to search for, apply to and successfully interview with potential places of employment.

**Program of Study: Psychology**

The degree must include a minimum of 4 courses in Psychology taken at the 300 and/or 400 level.

**General Core Requirements**

Py480 Senior Seminar

**Psychology Major Core**

Py150 Psychology
Py321 Social Research
Py400 Practicum and Seminar I
Py402 Abnormal Psychology

**Psychology Electives:** Choose 1 course from each area (3 courses with at least one at 300 level)

**Developmental Electives**

Py203 Lifespan Development
Py205 Child Growth and Development
Py206 Psychology of Adulthood and Aging
Py207 Exceptional Child
Py307 Issues in Adolescence
Py430 Death and Dying

**Theoretical Electives**

Py204 Family Dynamics
Py230 Cognition, Learning and Memory
Py303 Human Sexuality
Py310 Social Psychology
Py330 Biologic Basis of Behavior

**Clinical Electives**

Py208 Chemical Dependency
Py250 Interviewing Skills and Case Management
Py351 Health and Stress
Py440 Schools of Psychotherapy
Py403 Group Counseling
Py415 Conflict Resolution

**General Electives:** Choose 9 courses

**Recommended Program Sequence**

**First Year – Fall**

En101 English Composition I
Py150 Psychology
Fy100-Ss Quest for Success: The First Year Experience
Math Core
First Year – Spring
En102 English Composition II
200-level Focus Area Course
General Core
General Core

Second Year – Fall
200-level Focus Area Course
General Core (So250)
General Core
General or Psychology Elective

Second Year – Spring
300-level Focus Area Course
Any Psychology Course
General Core
General Core

Third Year – Fall
300-Level Psychology Elective
300-Level Psychology Elective
General Core (Py315 Ethics)
General Elective

Fourth Year – Fall
Py321 Social Research
Py400 Practicum and Seminar I
General Elective
General Elective

Third Year – Spring
Py402 Abnormal Psychology
Ma202 Statistical Methods
General Core
General Core

Fourth Year – Spring
Py480 Senior Seminar
General or Psychology Elective
General Elective
General Elective

Psychology Minor
The purpose of the minor in Psychology is to support and supplement the degrees of non-majors. Understanding the causes and consequences of human behavior will enhance knowledge in several non-psychology majors at Southern Vermont College and will teach students to be more compassionate, ethical and socially just professionals in their respective fields. For example, a student majoring in biological sciences may have an interest in learning about health disparities in today’s society so that they can combat those disparities in their future career through research or practice.

Program of Study
The minor requires 5 courses and a minimum of 2 courses in Psychology taken at the 300 and/or 400 level **
General Core Requirement
Py150 Psychology

Choose one of each from Developmental, Theoretical and Clinical Psychology - Focus Areas (three courses)

Developmental Focus Area
Py203 Lifespan Development (ADD)
Py205 Child Growth and Development
Py206 Psychology of Adulthood and Aging
Py207 Exceptional Child
Py307 Issues in Adolescence
Py430 Death and Dying

Theoretical Focus Area
Py204 Family Dynamics
Py230 Cognition, Learning and Memory
Py303 Human Sexuality
Py310 Social Psychology
Py330 Biologic Basis of Behavior

Clinical Focus Area
Py208 Chemical Dependency
Py250 Case Management
Py351 Health and Stress
Py440 Schools of Psychotherapy
Py403 Group Counseling
Py415 Conflict Resolution

Choose one Psychology Elective

**Students majoring in fields that require psychology courses as part of their degree cannot use those courses as part of fulfilling the minor requirement.

MASTER OF ARTS IN COUNSELING AND COMMUNITY PSYCHOLOGY
Agreement with Sage Graduate School
Southern Vermont College graduates are guaranteed admission to Sage Graduate School for the Master of Arts degree in Counseling and Community Psychology if the following conditions are met:

- The students have earned a baccalaureate degree;
- The students have a minimum cumulative grade-point average of 3.0 and are in good academic standing at all institutions attended;
- The students follow the application procedures outlined in the current Sage Graduate School Catalog and meet the eligibility criteria for admissions, including having completed a satisfactory interview, and having submitted a personal statement, letters of recommendation, and application; and
- The completion of Counseling and Community Psychology program prerequisite courses with a grade of “C” or better.

The following Southern Vermont College courses meet the Sage Graduate School Counseling and Community Psychology program prerequisites:
• Psychology majors will have satisfied all requirements.
• All other Southern Vermont College graduates are required to have taken five (5) Psychology courses (must include Ma202 Statistics in Social Research and Py321 Social Research), at least one from each focus area.

For additional information, students should contact their advisor and the Registrar’s Office.
Law School Preparation Program

Pre-Law is no longer the preferred route to enter law school. Law schools are looking for applicants who have a baccalaureate degree in a liberal arts discipline with a curriculum that emphasizes the following:

- effective written and oral communication;
- development of an understanding of human institutions and values that influence the establishment of laws and legal practice; and
- development of creative thinking and problem-solving skills.

More information on law school admissions can be obtained from the Association of American Law Schools at its Web site: www.aals.org.

Law schools look for an undergraduate academic program that emphasizes course work in the social sciences including history and politics, English and quantitative analysis through the study of mathematics, statistics and the sciences. Students are also encouraged to take courses in economics, accounting and financial management.

Law school applicants are evaluated for the intellectual potential to do law school level course work (undergraduate major, minor and electives; cumulative GPA; and LSAT score); the character to meet the professional and ethical standards of practicing law; and internship or work experience in a legal setting.

Law School Preparation

A student seeking a career in law is encouraged to develop the following educational plan:

- select a major in English, Psychology, Liberal Arts, or History and Politics;
- consider electives from the following: Ac101, Ac102, Ec202, Ev303, Ev308, Ev405, Hp200, Hp201, Hp206, Hp207, Hp208, Hp209, Hp210, Ma202, Ma203, Mg303, Mg307, Mg320 or any 300- or 400-level En, Hp, Py or IT courses; and
- participate in an internship or practicum experience in a legal setting.

Bachelor Degree for Law School Preparation

General Core Courses
Major Courses
   English
   History and Politics
   Liberal Arts
   Psychology
Minor (optional)
Electives

_Suggested course sequence would follow that of the chosen major._
Special Academic Offerings

Service-Learning
“Service-learning” means a living-and-learning mode of inquiry:

- under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and course learning objectives;
- that is integrated into the student’s academic curriculum and provides structured time for a student to reflect on his or her experiences through many possible debriefing methods;
- that enhances what is taught in class by extending student learning beyond the classroom and into the community and helps foster the development of a service to others; and
- that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.

Service-learning reflects the College’s mission to prepare graduates to be responsible citizens who can confidently face challenges presented by a complex, global society. Service-learning courses are available in all academic divisions.

Low-Residency Courses
These courses use a variety of technologies, including the Moodle course management system, learning methodologies, online collaboration and instructor facilitation to achieve learning results in a truly flexible manner. Students may be required to attend sessions on campus on a limited basis as determined by the instructor. Some courses are entirely online using course management software.

Student Enrollments in Low-Residency and Online Courses
Students assigned to courses must demonstrate readiness for online, hybrid, and distance education courses at Southern Vermont College. Students should be able to demonstrate the ability to be self-directed with study, responsible for learning, effective communicators, careful readers, and in possession of adequate skills for study and collaborative, laboratory learning. First-year students may enroll in online, hybrid, and distance education courses only in the summer session after the first full academic year and only after students have completed the orientation program. Second-year students may enroll in a maximum of one online, hybrid, and distance education course per semester. Third- and fourth-year students, after consultation with their faculty advisors, may enroll in two online, hybrid, and distance education courses which meet their academic program requirements, though in any given semester in which students are enrolling in their first online, hybrid, and distance education course they may only enroll in one such course. (In all cases, demonstrated competency would be required before taking an online course, which assumes completion of online program mentioned earlier in this paragraph.)

Student Expectations in Low-Residency and Online Courses
- Students need to be highly motivated, self-disciplined and willing to communicate with the instructor for assistance.
- Students must have a grade-point average of at least 2.0 (or permission of instructor).
- Students must be able to use a word processing program, be skilled in Internet use and be familiar with electronic research sources.
- The time commitment required of low-residency courses is comparable to that of any class taken on campus.
Internships
Internships provide students with the opportunity to apply theories learned in the classroom to practical field work experiences in businesses and agencies. Internships may lead to regular employment after graduation. To qualify for the internship program, students must have earned a minimum of 64 credits or at least junior standing with the Registrar’s Office and at least a 2.0 GPA and obtain approval from their faculty advisor and the Internship Coordinator.

Internships may be undertaken during a College semester or during the summer. They are part of the academic course work and are measured in credit hours. To earn 4 credit hours, a student must complete 160 hours of internship work. For 2 credits, the student must complete 80 hours. Based on performance in the work component and academic component that is assigned by their faculty advisors, interns receive grades of Pass or Fail. Students may develop their own internship sites or choose to apply from an increasing number offered through the program. All internships have an on-site supervisor and are overseen by members of the Southern Vermont College faculty.

Students eligible to receive veterans’ benefits need to be aware that internship courses are not necessarily viewed the same as other courses for Veterans Administration benefits. Internships require advance approval from the Veterans State Approval Agency of the Vermont Department of Education. As a result, there may be some delay in the receipt of the first payment of veterans’ benefits for the semester.

The Undecided Student
Being unsure of an academic major need not prevent or delay a student from making a commitment to higher education. In fact, because it is a career-enhancing, liberal arts college, Southern Vermont College can be the ideal place for the undecided student to begin college-level work. Students can fulfill general core requirements while they explore areas of interest in the liberal arts or career areas. At Southern Vermont College, academic advisors work closely with students as they explore their interests and career options within our 17 degree programs and numerous minors and concentrations.

Also, students who are undecided about which degree to pursue can find assistance through the Office of Career Development, where the staff may administer an interest inventory to help students identify strengths and long-range goals. Professional staff provide ongoing career counseling sessions and can coordinate career exploration activities such as job shadowing. Volunteer work and internships arranged through this Office provide students opportunities for hands-on career exploration.

Most students choose a degree program by their sophomore year. Southern Vermont College’s Career Services staff will assist students at any time and can be a helpful resource in changing major or minor programs of study.

Day and Evening Classes
Students can attend Southern Vermont College part time or full time through day, evening and/or low-residency classes scheduled during the fall and spring semesters and summer sessions. Students may elect to register for courses in pursuit of a baccalaureate or associate degree, or on a non-degree basis. They may also audit a course on a space-available basis.

Math Placement Test
All students entering the College take a Math Placement Test. The test covers material taught in the Ma105 course. Students who do not pass the test are recommended to take the Ma105 before taking a higher-level math course and some natural sciences. If students pass the test, they still need to take two classes within the natural sciences and mathematics as part of their general core.
Study Abroad
Study abroad is an important way for students at SVC to enhance their academic experience and inform their global perspective. Study Abroad at SVC is coordinated through International Studies Abroad (ISA). ISA has provided college students in the United States and Canada with the opportunity to explore the world for over 25 years. Students are required to have a GPA of 2.5 or above and be in good standing with the Dean’s Office at SVC to be eligible for Study Abroad.

Getting started:
- Review the over 80 programs in 17 countries on the ISA Web site (http://studiesabroad.com/) and choose the one that best fits your needs.
- Meet with your Academic Advisor to review courses, degree audit and overall program "fit" with your academic plans.
- Meet with Student Financial Services (srochette@svc.edu) to review your financial obligation (there is an additional cost for Study Abroad opportunities).
- Meet with Career Services & Internships Coordinator (careers@svc.edu) to review application materials and requirements.

Information regarding study abroad programs can be obtained from the Career Development Office or on the ISA Web site (www.studiesabroad.com).

Independent Study
Independent study is restricted to degree requirements necessary for degree progression. Independent studies must be approved by the faculty advisor and Provost. Students must have a minimum 2.70 GPA and have completed En101 and 102. Independent Study Application forms are available in the Registrar’s Office.

Individualized Study
Individualized Study is a unique course, jointly designed by the student and instructor, for the serious student who wishes to pursue a specific aspect of a subject area in far more depth than would ordinarily be possible. The course is research-oriented in nature and requires frequent communication between student and instructor. Individualized courses may be requested at two levels, 200 and 400. Individualized course proposals must be approved by the instructor, Curriculum Committee, and Provost.

Individualized Degree Program
Students with special academic interests and career goals may formulate their own degree programs from courses within the scope of the College’s academic offerings. Students wishing to pursue an individualized degree program must meet degree and residency requirements common to all degree candidates. Application forms are available in the Registrar’s Office.
Academic Policies

Academic Advising
Each student is assigned a Faculty Advisor who reviews course requirements, helps with the selection of courses, signs appropriate official paperwork and monitors student progress toward graduation. A student’s faculty advisor must lift the student’s advising hold prior to registration for a given term.

It is the student’s responsibility to ensure that all requirements for a degree are completed. At the student’s request, the Registrar can assist by performing a degree audit.

Registration
The Registrar provides information about registering for all programs and sessions offered by the College. Prompt registration ensures the best possible course selection. Only students who are financially cleared are eligible to register. Students may also have a hold placed on their ability to register for missing official paperwork such as immunization documents or transcripts from previously attended institutions. Please refer to the Academic Calendar for specific dates regarding registration.

Class Standing
Class standing is determined by the number of credits earned towards graduation, not by the number of semesters in attendance. The credits required for each class standing are as follows:

- First Year: 0-29
- Sophomore: 30-59
- Junior: 60-89
- Senior: 90+

Course Load
Students must be enrolled in at least 12.0 credit hours per semester to be considered a full-time student. Three-quarter-time enrollment is defined as 9.0 to 11.0 credit hours; half-time enrollment is defined as 6.0 to 8.0 credit hours; and less than half-time enrollment is defined as 5.0 credit hours or less. Students may not take more than 18 credits in any semester without prior permission. To petition to take more than 18 credits in one semester, students must have completed 18 or more credits at Southern Vermont College and have a cumulative GPA of 3.0 or better. Permission of the Provost is required.

Add/Drop Policy
Adding or Dropping a Course
A student who wishes to add or drop a course must file the appropriate paperwork with the Registrar’s Office or make the adjustment to their schedule using the Student Portal prior to the add/drop deadline (see the Academic Calendar for dates). Ceasing to attend the class or verbal communication with the instructor or any agent of the College is not sufficient for student-initiated adding or dropping of a class.

Prior to the Add/Drop deadline, a student may add a course or drop a course with no academic or financial penalty.

A student who fails to attend the first class period of the semester may be dropped from the class by the instructor. The instructor must notify the Registrar that the student has been dropped from the class.

It is the responsibility of the student to be aware of his or her enrollment status. If the student is unsure, he or she should check with the Registrar.
The academic, financial aid or financial impact of adding or dropping a course is determined by the policies published in the College Catalogue and state and federal financial aid regulations. A student should check with the Student Financial Services Office to determine the effect on the student’s financial aid and financial obligation to the College prior to adding or dropping a course. This is especially important if the student’s enrollment status (full or part time) will change as a result.

**Withdrawing from a Course**
Prior to the withdrawal deadline for a semester (see the Academic Calendar for dates), a student may request to withdraw from a course. To withdraw from a class the student must submit a withdrawal request form approved by the instructor of the class they are withdrawing from as well as their faculty advisor prior to the deadline. Withdrawing from a class will result in the grade of “W” on the student’s transcript.

An instructor may initiate a withdrawal in response to a student’s poor academic performance, failure to comply with course attendance policy or violation of the Academic Integrity Policy as published in the College Catalogue.

After the withdrawal deadline (see the Academic Calendar for dates), a student may only be withdrawn from a course as part of the formal withdrawal process from the College as described in the College Catalogue.

**Statement of Attendance**
The classroom is the heart of the educational experience at Southern Vermont College because it provides a formal setting for the important exchanges among faculty and students. Regular and punctual attendance at all classes, essential for maximum academic achievement, is a major responsibility of Southern Vermont College students. Absence affects the contributions one can make to the classroom environment, and absence significantly and demonstrably reduces the quality of the educational experience for everyone in the classroom. As a result, absence almost always impacts the quality of performance.

As part of its commitment to a quality educational experience for all members of the SVC community, the College formally requires specific attendance policies to be developed by its professors and reviewed by the Division Chairpersons and Provost. The attendance policy used by an individual professor as a criterion for evaluation is specified in the course syllabus and presented to students during the first week of classes. Such a policy may include reasonable penalties and sanctions for excessive absences, including instructor initiated withdrawal. Therefore, it is the student’s responsibility to adhere to each professor’s course attendance policy and to be in ongoing communication with his or her professors regarding attendance concerns and issues.

In the event of prolonged illness, accident, or similar emergency, it is the responsibility of the student to notify the professor, the advisor, the Dean of Students and the Provost. Students should be sure to refer to the Student Handbook regarding specific guidelines for each of these circumstances. Students must remember that it is always their responsibility to make up the work they have missed during an absence from class. Students are directed to confer with their professors when their absences jeopardize satisfactory progress. Whenever a professor is absent without notification, students are expected to wait fifteen minutes before leaving and to sign an Attendance List, which a class member should then deliver to the Office of the Provost.
Nonattendance
A student who stops going to class and does not drop the course or request to be withdrawn from the course, according to the above policies, will be considered enrolled in the course for the purpose of grading, degree progression, financial aid and/or billing purposes.

Final Grade for a Course
A student who remains in a course beyond the withdrawal deadline (see the Academic Calendar for dates) and does not either completely withdraw from the College or submit an approved incomplete contract must receive a letter grade (from A-F) for the course consistent with the grading and attendance policies of the course as stated in the course syllabus and the grading policies of the College as stated in the current College Catalogue and is financially responsible for all associated tuition and fees.

A student wishing to appeal a final grade should follow the applicable final grade appeal policy as described in the effective College Catalogue.

When a course is repeated, the higher grade is recorded on the transcript and used to calculate the cumulative grade-point average (CGPA). The previous grade remains on the transcript but is not included in the CGPA calculation.

Students may repeat a course for which they have received a non-passing grade. Non-passing grades for required courses in Nursing or Radiologic Technology are determined by program progression.

A student can repeat a passed course once. If a student would like to repeat a course more than once, then he or she must appeal to the Academic Standards and Policy (ASP) Committee. In order to repeat a course, the student must fill out the correct form and obtain signatures from his or her advisor and the chair of the division. In order to repeat a special topics course for the chance to obtain a higher grade, the same topic must be retaken or the student could obtain permission for a course substitution, if one exists. Students who have already graduated are not allowed to repeat a course in an attempt to increase their GPA. Additional policies regarding repeating English Composition courses are stated in the Catalogue.

Incomplete Grades
Occasionally a student may find that he or she is unable to complete the requirements of a course by the end of the semester/session because of serious extenuating circumstances (including medical conditions or family emergencies). In such cases, the student may request an incomplete grade from the course instructor and Division Chair. If the instructor and Division Chair agree that the circumstances justify additional time, the student and instructor will prepare an Incomplete Grade Contract, indicating the specific work to be completed and the additional time allowed for completion of the work. The maximum additional time allowed for completion of the course work is six weeks after the last day of final examinations in the semester/session when the student is enrolled in the course.

All requests for incomplete grades must be submitted to the Registrar by the last day of final examinations in the semester/session when the student is enrolled in the course. Upon receipt of the Incomplete Grade Contract, the Registrar will post an incomplete grade, which is indicated on the record by an “I.” When the student completes the course work, the faculty member will submit to the Registrar the student’s final grade for the course using a Grade Change form. If the student does not complete the work, the incomplete grade automatically reverts to a failing “F” grade unless otherwise noted in the Incomplete Grade Contract.
Leave of Absence
Students seeking a leave of absence from the College must file a leave of absence request with the Registrar’s Office. A leave of absence from the College must be approved by the Registrar’s Office and cannot exceed one semester. If a student requires a longer leave, he or she must withdraw from the College and may seek reentry at a future date.

Transferring Credits to Southern Vermont College
A student who wants to take a course at another institution (and have the course count as an SVC equivalent) while enrolled at SVC must have the approval of the Chair of the Division offering the equivalent SVC course. Forms to request transfer credits can be obtained from the Registrar. Transfer credits which have not been pre-approved will not be posted to a student’s transcript as SVC equivalent courses, but general transfer credit. Courses taken at another institution may be used to satisfy degree requirements, but do not impact the student’s SVC GPA.

Bachelor degree seeking students may transfer a maximum of 64 credits, but no more than 20 courses (of 3 or more credits), to SVC and have them count toward meeting degree requirements. Associate degree seeking students may transfer a maximum of 32 credits, but no more than 10 courses (of 3 or more credits), to SVC and have them count toward meeting degree requirements.

Consortium Agreements
A student must be enrolled in a minimum of 12 credits at SVC in the semester he/she wishes to take a course at a consortium member college. Registration is limited to one course a semester and no more than 12 credits total. Approval of the Provost is required. Information is available from the Registrar.

Consortium of Vermont Colleges
Southern Vermont College is a member of the Consortium of Vermont Colleges. To take a course at a consortium member college, a student must file a transfer course request form with the Provost. To participate in the Consortium of Vermont Tuition Exchange Program, an SVC student must write a letter to the Provost of the college he or she wishes to attend indicating the course he or she wishes to take. Enrollment is based on seat availability as determined by the policy of the college to which the student makes the request. Enrollment is limited to one course a semester and to no more than 12 credits total at consortium member colleges.

Hudson Mohawk Association of Colleges and Universities (HMACU)
Southern Vermont College participates in the Hudson Mohawk Association of Colleges and Universities, an agreement that allows students the opportunity to take courses at participating institutions while still enrolled at Southern Vermont College. Participating institutions include:

- Albany College of Pharmacy
- Albany Medical College
- Empire State College
- Maria College
- Rensselaer Polytechnic Institute
- Siena College
- Skidmore College
- Southern Vermont College
- The College of Saint Rose
- The Sage Colleges (undergraduate students only)
- Union College
Cross-registration with Bennington College
Through cross-registration, Southern Vermont College allows students the opportunity to take courses at Bennington College while still enrolled at SVC. Authorization to cross-register will be given to students if the proposed course(s) is not currently offered at Southern Vermont College. No extra charge is assessed to full-time matriculated students with at least one-half of the credits registered through Southern Vermont College. There is a limit to ten students per semester.

English Composition Sequence
All students are required to complete a two-semester, first-year composition sequence, in the first and second semesters of their time at Southern Vermont College. This sequence consists of En101 and En102. Some students may be eligible to opt for En150 and one other English (En) or Creative Writing (Cw) course (approved by Division Chair). Enrollment in En150 is decided by a placement exam, held in summer orientations, or just prior to the start of the fall semester of each academic year. In the event that a student fails En150, that student is required to complete the En101-En102 sequence in the next two semesters.

Transfer students may apply to have the En 101 or En 102 requirement waived or to have courses from previous institutions credited to their SVC transcript. These applications go through the Humanities Division Chair. Students who have an equivalency to En101 approved for transfer credit are required to enroll in En102 at the beginning of their matriculation to Southern Vermont College.

Repeating Composition Courses
Students who have not successfully fulfilled the College’s first-year composition requirement after four regular academic year semesters at SVC will be referred to the Academic Standards and Policy Committee. The Academic Standards and Policy Committee will determine next steps for the student’s academic standing.

Declaration of Degree, Major and Minor
A student seeking an associate’s degree must be enrolled in an associate’s degree program prior to or upon earning 48 credits. A student who wishes to receive an associate’s degree after earning 48 credits may file an appeal in writing with the Provost. The Provost’s decision is final. A student seeking an associate’s or baccalaureate degree must declare a major no later than the completion of the 48th earned credit.

If a baccalaureate degree requires a minor, it must be declared no later than the 64th earned credit. This includes all individualized degrees/majors and individualized minors and any changes thereto.

If a student desires to change his or declaration of major after the 48th earned credit or required minor after the 64th earned credit, then the student must make the request in writing to the Division Chair through which the proposed new major is offered. The Division chair will notify the student in writing. Both the request and the decision will be placed in the student’s permanent academic file by the Registrar. The Chair’s decision may be appealed in writing to the Provost. The decision of the Provost is final.

Double Major
Students may graduate with two separate majors by fulfilling all of the requirements of each major. Advisors in both majors should be consulted to determine all program requirements. Applications for a double major are available in the Registrar’s Office and require the approval of both Division Chairs,
the Provost and the Registrar. If the majors earn different types of degrees (B.A. or B.S.), the student must designate which of the two majors is the primary.

**Graduation**
The College recognizes three graduation dates: at the end of the fall and spring semesters and at the end of summer sessions. While degrees will be conferred as of the indicated graduation dates, only one formal Commencement is held. The official program for that occasion will contain the names of all who have or will have completed their degree requirements in the current academic year. A diploma is released when students have completed all degree requirements and financial obligations.

Students must indicate their intention to graduate by submitting a graduation application form to the Registrar’s Office in the academic year they wish to graduate. Students should check with the Registrar’s Office for the deadline date by which graduation applications must be filed. A $125 graduation fee is charged to all graduating students at the time of application. A late fee of $25 will be assigned for any application submitted after the deadline has passed.

**Commencement Participation When Lacking Credits for Graduation Requirements**
If a student is short of the graduation requirement but has fulfilled all other graduation requirements (included a CGPA of 2.0 or higher), he or she may participate in Commencement. Students needing three or more classes for meeting graduation requirements by the end of the spring semester will not be allowed to participate in Commencement activities for that year.

**Graduation Requirements**
The requirements for successful completion of a **baccalaureate** degree include:

- 120 earned credits in a program of study, some majors may require additional earned credits beyond 120;
- all 32 course requirements listed in the student’s program of study (including general electives) successfully completed with a minimum of 3 credits per course;
- a minimum GPA of 2.0 (C); **some majors may have higher minimum GPA requirements**; and
- a minimum of 64 credits earned at Southern Vermont College.

Students who plan to earn a baccalaureate degree must declare their major prior to the completion of 48 credits. Students must declare a minor no later than the completion of 48 credits.

The requirements for successful completion of an **associate’s** degree include:

- 60 earned credits in a program of study;
- all 16 course requirements listed in a program of study (including general electives) successfully completed with a minimum of 3 credits per course;
- a minimum GPA of 2.0 (C); **some majors may have higher minimum cumulative GPA requirements**; and
- a minimum of 32 credits earned at Southern Vermont College.

To meet requirements for an associate’s degree, students must either be enrolled in an associate’s degree program or declare their major upon earning 48 credits. A student who has exceeded 48 credits and who wishes to apply for an associate degree must file a written appeal with the Provost.

**Second Degrees**
Individuals wishing to pursue new career options or prepare for graduate school may earn a second degree at Southern Vermont College. The requirements are:
• The original baccalaureate or associate degree is from an accredited institution;
• The second baccalaureate or associate degree must be in a major different from the first one;
• At least 32 additional credits must be completed at Southern Vermont College toward the new degree, of which at least 16 must be in the new major; and
• Southern Vermont College core and major requirements must be fulfilled either by transfer of previous credits or with Southern Vermont College courses.

Credits from an accredited college may be transferred according to the Southern Vermont College transfer policy. En101 and 102 requirements are considered fulfilled for students who have already earned a baccalaureate degree from an accredited college.

Grading System and GPA
Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value - Base</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
<td>0</td>
</tr>
</tbody>
</table>

The following symbols are also used on grade reports but carry no point value and are not considered in calculating the GPA:

AU = Audit
I = Incomplete
IP = In Progress
NC = Non-Credit
P = Pass
T = Transferred Credit
W = Withdrawal
WX = Administrative Withdrawal
Z = Stretch Model Course

The grade-point average (GPA) is obtained by dividing the total number of grade points earned by the total number of GPA hours.

Early Alert Status Reports (EASR)
Early Alert Status Reports are academic warnings that may be used by faculty to notify students formally of excessive absences or poor academic achievement. Copies are distributed to appropriate personnel within the College. There may be circumstances under which notification will be sent to students’ home addresses.

These warnings should be taken seriously. If students receive status reports, they should see the instructor immediately.
Academic Probation
Academic probation is determined by the number of credits attempted and the cumulative GPA. A student is placed on academic probation if his/her performance falls into either of the following categories:

- Less than 24 graded credit hours--Less than 1.75 CGPA
- 24+ or more graded credit hours--Less than 2.0 CGPA

A two-step process occurs when a student is placed on academic probation:

- The Provost formally notifies the student and the student’s faculty advisor that the student is on probation.
- The student is notified of the implications and possible results of being placed on academic probation. The Provost may also inform the student of the alternatives that should be considered to improve academic performance or are required for continued enrollment, such as:
  - reducing the course load;
  - seeking tutorial help through the Center for Teaching and Learning;
  - meeting with academic counselor/advisor and Provost;
  - repeating a failed course to replace the failing grade with a passing one;
  - reconsidering goals and considering the possibility of changing to a more suitable academic program;
  - seeking help for personal problems through the Student Life and Counseling offices; and
  - considering a leave of absence.

Final grades and the student’s cumulative GPA determine whether a student continues on probation for the following semester or is subject to possible academic dismissal.

Academic Dismissal
A student will be academically dismissed from the College in cases of blatant neglect, a demonstrated inability to do college-level work and/or poor academic achievement.

The Provost may determine that a student will be dismissed for one or more of the following reasons:

- for blatant neglect, regardless of the number of credits attempted, for one or more of the following reasons:
  - unwarranted number of class absences;
  - failure to hand in required work in several classes
  - consistently poor preparation for class assignments.
- for an inability to do college-level work when the student has been unable to achieve passing grades in several classes despite seeking extra from College support services.
- for consistently doing low-level academic work as demonstrated by having a cumulative grade-point average (CGPA) as follows:
  - 24-35 graded credit hours--less than 1.25 CGPA
  - 36-47 graded credit hours--less than 1.50 CGPA
  - 48-89 graded credit hours--less than 1.75 CGPA
  - 90+ graded credit hours--less than 1.90 CGPA

Students whose cumulative GPA falls within the dismissal range established by College policy will be sent a letter of academic dismissal by the Provost.
Readmission Following Academic Dismissal
Students seeking readmission subsequent to dismissal for academic reasons must petition the Provost after at least one year away from Southern Vermont College. The petition must include a description of what the student has been doing during the time away from the College and an explanation of why the student feels ready to return and complete his or her education.

Withdrawal and Leave of Absence Policies and Procedures

Withdrawal – Mid-Semester and End of Semester
Students wishing to leave Southern Vermont College during the semester or who are planning to leave SVC after the completion of a semester must initiate the leave of absence or withdrawal process with the Registrar’s Office. The process includes an exit interview with the Registrar or his or her designee and the completion of paperwork which will assist the student in taking care of any campus business prior to leaving.

The official date of leave or withdrawal will be set as the last known academic activity (e.g., class attendance, submission of assignments, or online class engagement). Once the student completes the withdrawal or leave form, the student has 48 hours to move out of his or her residence hall. If a student leaves the College without initiating the withdrawal process, the College is entitled to determine the official date of withdrawal. It is the student’s responsibility to take care of all business and College-related matters prior to leaving Southern Vermont College.

Leave of Absence – Mid-Semester and End-of-Semester
A student may request a leave of absence mid-semester through the Registrar’s Office for specific reasons. These circumstances include, but are not limited to, a death in the family, health reasons and personal well-being. The request must be reviewed and approved by the Registrar before a leave of absence will be granted. If the leave of absence request is granted, the student has up to one year from the date of the leave to return to the College. The student whose leave of absence is approved is automatically withdrawn from all courses, and appropriate grades will be entered in the student’s educational record (see “Academic Implications” below for details). Tuition will only be refunded in accordance with the refund policy as outlined in the College Catalogue (the student must contact the Office of Admissions when he or she intends to return). If the student exceeds the one-year limitation to return, the leave of absence will be administratively changed into a withdrawal. If the student chooses to return after the leave has changed into a withdrawal, then the student must reapply to the College.

Leave of Absence: Medically Documented
A student may request a medical leave of absence mid-semester through the Dean of Students Office up until the 10th business day following conclusion of final exams. These circumstances may include extenuating health issues which have been under the care of a medical provider. The student should be prepared to sign waivers for the Health and/or Counseling Center staff to speak with the licensed provider. The request must be reviewed and approved by the Dean of Students before a leave of absence will be granted. If the leave of absence request is granted, the student has up to one year from the date of the leave to return to the College. The students must contact the Office of Admissions when he or she intends to return. The student whose leave of absence is approved is automatically withdrawn from all courses. Tuition will be refunded on a pro-rated basis (no refunds will be given for room and/or board) as per the medical leave refund policy. If the student exceeds the one-year limitation to return, the leave of absence will be administratively changed into a withdrawal. If the student chooses to return after the leave has changed into a withdrawal, then the student must reapply to the College.
When the student is ready and able to return to the College, at least three weeks before the start of the semester, the student must provide documentation to the College Nurse or Director of Counseling Services from the licensed healthcare provider indicating he or she is fit to return and include the following information:

- Provider name, credentials, address, fax, phone and e-mail addresses (no relatives will be accepted as providers)
- Length and type of treatment
- Diagnosis
- Prognosis
- Current medications
- Ability to participate in college life, including academic, residence halls, social activities, etc.
- Recommended accommodations
- Recommendations regarding continued health/mental health treatment and medications

Upon receipt of the written information, the College Nurse and/or Director of Counseling Services may contact the provider for follow-up. An interview with the student may be required by the College Nurse and/or Director of Counseling Services as well as the Dean of Students. Appropriate information regarding the student’s return will be forwarded to the Dean of Students or designee.

**Academic Implications**

Individual classes will reflect a notation of “W” on the student’s transcript if the leave occurs after the drop/add deadline for the semester. If the leave occurs prior to the drop/add deadline for the semester, individual classes will be dropped from the student’s schedule. Leaves of absence are available up until the 10th business day following the conclusion of final exams.

**Visa Status (International Students)**

Taking a leave of absence can have significant visa-related implications, thus it is important for the student to discuss his or her options with the Registrar.

**Readmission**

Southern Vermont College will not automatically readmit a student who has withdrawn or taken a leave of absence from the College and has been unenrolled for over one year. Students who desire to reenter Southern Vermont College following a withdrawal or leave must initiate a process for reentry into the College by completing the Application for Readmission form and submitting it to the Office of Admissions. The Office of Admissions, in consultation with other campus offices, will consider the student’s reentry on an individualized basis, taking into consideration financial, academic and disciplinary status/information.

**Refund Policy**

Please refer to the Student Financial Services, Student Accounts section of this Catalogue, for the refund schedule.

**Administrative Withdrawal Refunds**

No refunds for tuition, room, board and fees are given for administrative withdrawals, including, but not limited to, disciplinary action resulting in the suspension or dismissal of a student.
Refund Policy for Recipients of Federal Financial Aid
Students receiving federal financial aid will receive a refund based on the current policy specified by Title IV regulations. When students use financial aid to pay for tuition, fees, and on-campus housing and board, any refundable amount is returned to the appropriate Title IV program (e.g., Pell Grant, Federal Supplemental Educational Opportunity Grant, and PLUS and Stafford loans). The full amount of a student’s refund will be used to restore funds to the Title IV federal account from which aid was received, regardless of any unpaid balance that may still be owed to the College. Students considering withdrawing from the College during a semester should contact the Office of Student Financial Services.

Health Insurance Premium Refund Policy
Except for medical leave or withdrawal due to a covered Injury or Sickness, any Insured Student withdrawing from the College during the first thirty-one (31) days of the period for which coverage is purchased shall not be covered under the Policy, and a full refund of the premium will be made minus any claims. Students withdrawing after thirty-one (31) days will remain covered under the Policy for the full period for which premium has been paid, and no refund will be made available. This is true for students on leave for medical or academic reasons, graduating students and students electing to enroll in a separate comparable plan during the Policy Year. Premiums received by the Company are non-refundable except as specifically provided.

Covered Persons entering the armed forces of any country will not be covered under the Policy as of the date of such entry. A pro-rata refund of premium will be made for such person upon written request received by the Company within ninety (90) days of withdrawal from school. Refunds for any other reason are not available.

Student Employment/Work-Study
Students should alert their employer that they will not be returning to their position. The student’s work-study award will be canceled when he or she withdraws or takes a leave of absence. Should the student return to SVC, the work-study monies will be reviewed based on the student’s financial need upon return.

Access to Services
When a student withdraws or during a leave of absence, the student will not have access to SVC services (the MAC, library borrowing privileges, computer labs, etc.).

SVC E-mail and Student Portal
The student’s SVC e-mail and student portal accounts remain active for each semester he or she is officially registered for classes or are on an approved leave of absence. If the student does not register and does not obtain approval for a leave of absence for a fall or spring semester prior to his or her graduation, their e-mail account may be deactivated.

Involuntary Leave and Administrative Withdrawal
Students not attending classes may be dropped from classes for non-attendance or administratively withdrawn by the Dean of Students in consultation with the Provost. The College reserves the right to suspend or expel a student at any time when conduct is deemed to be in violation of College policy or poses a risk to the student or the College. At the discretion of the Dean of Students or designee, a student who is determined to be a danger to the student’s self, other members of the community, or the College, or whose behavior significantly disrupts the living and learning environment of the College, may be placed on Interim Suspension or Campus Restriction, pending the outcome of a conduct review board hearing. Please refer to the Student Handbook for more information regarding the conduct process.
**Student Academic Grievance Policy**

If a student feels that he or she has been dealt with in an inequitable or unfair manner with respect to academic matters, the following is the procedure for resolving the grievance:

- The student must first discuss the matter of concern with the faculty member involved.
- If the student is not satisfied with the results of that meeting, he or she may then grieve to the Chair of the faculty member’s division. If the grievance involves the Chair of the division, the student may grieve to the Chair of another division.
- If a student is not satisfied with the results of the meeting with the Division Chair, he or she should appeal in writing to the Provost within seven working days. The Provost will reply to the student within 30 working days. The decision of the Provost is final.

**Academic Integrity**

Academic integrity is the hallmark of Southern Vermont College. Academic honesty is expected of all students; all students must do their own work and submit or present their own original work unless specifically permitted by the instructor. Academic dishonesty includes, but is not limited to, the following in relation to academic pursuits:

- **Collaboration**—assisting another to commit academic dishonesty;
- **Copying**—obtaining answers by looking at or duplicating another’s work;
- **Cribbing**—using prohibited materials;
- **Fabricating**—falsifying or inventing information;
- **Plagiarism**—representing the work or words of another as one’s own without appropriate citation or reference;
- **Sabotage**—destroying another’s work; and
- **Substitution**—handing in a paper a second time without the instructor’s permission.

**Prevention of Academic Dishonesty**

It is the student’s responsibility to be familiar with correct procedures for the submission of work for classes. Instructors should outline procedures, standards and expectations clearly within that course’s syllabus. Students can protect themselves against a charge of academic dishonesty by keeping copies of preliminary work, including outlines, drafts and notes to track the evolution of a paper. Students should always be able to produce their sources.

The substance of any paper must stem from the student’s own ideas. When summarizing or paraphrasing, it is advisable to read the work carefully, then close the book before taking notes. Students are strongly encouraged to utilize the services of the Writing Center which offers workshops on research and documentation. After consultation with either the Writing Center or a tutor, the paper should still reflect the student’s own work and own words. To avoid any misunderstanding, it is suggested students inform instructors when receiving outside help.

Other means to prevent academic dishonesty include the student knowing:

- What materials can be brought to class;
- When work can be done with a partner;
- The expectations of homework assignments;
- Types of resources preferred by the instructor;
- Not to give other students his or her work; and
- How to pace oneself to not get overwhelmed with work.
Academic Dishonesty Penalties
Any case of academic dishonesty uncovered by a faculty member must be reported to the Academic Standards and Policy Committee (ASP), in a written report describing what transpired, thus allowing the College to maintain a record of the incident. A second instance of academic dishonesty will result in the faculty members of ASP reviewing the student life and other pertinent information to determine if further action is warranted, including dismissal.

A faculty member who uncovers a case of academic dishonesty may, after consultation with the student and, separately, the Division Chair, fail the student for that specific effort or for the entire class, as specified in the course’s syllabus. The student may appeal a faculty member’s decision concerning academic dishonesty through the Student Academic Appeals Policy.

Student Academic Appeals Policy
Final Grade Appeal
Once a final grade has been submitted to the Registrar, it is entered into the student’s academic record and on the student’s official transcript. Final grade changes can be made via the steps below:

• A faculty member who has made an error in the calculation or transcription of the final grade must first inform the student of the error. If the faculty member and student are in agreement on the change to the final grade, then the faculty member will fill out the Change of Grade form located in the Registrar’s Office which will require the signature of the faculty member’s Division Chair.
• A student who disagrees with the final grade that has been posted for a course must first discuss the matter with the faculty member of the course.
  o If the faculty member and student disagree that there has been an error in the calculation of the grade, the faculty member will notify the Chair of his or her academic division, and the Chair will refer the matter to the voting members of the Academic Standards and Policy Committee (ASP) for review. The faculty member and student will be required to submit the appropriate documentation to the Division Chair who will then forward the material to ASP.
    - A student is allowed 30 days into the following semester to initiate an appeal of the final grade.
  o If the student is not satisfied with committee’s decision, he or she may appeal in writing to the Provost within ten working days of the decision of the committee. The Provost’s decision is final.

Academic Dishonesty Appeal
• A faculty member who uncovers an incident of academic dishonesty must notify the Academic Standards and Policy (ASP) Committee immediately.
• If it is a second incident of academic dishonesty filed with ASP, the three faculty members of the Committee will meet immediately to determine what action should be taken.
• A student may appeal in writing the decision of the Academic Standards and Policy Committee regarding academic dishonesty. The appeal should be made in writing to the Provost within ten working days.

Academic Dismissal Appeal
A student wishing to appeal academic dismissal should do so within one week of notification of dismissal. The appeal should be submitted in writing to the Provost. The Provost will forward the appeal to the three faculty members of the Academic Standards and Policy Committee who will meet within one week.
An appeal of the ASP’s decision should be made to the Provost within ten working days of the decision. The decision of the Provost is final.

In order to be considered for an appeal, a student must submit in writing to the Provost new evidence or provide substantial reasons for believing he or she should not be dismissed from the College for academic reasons.

**Academic Honors**

**Alpha Chi**

Alpha Chi is a national honor recognition society with over 300 chapters. The Vermont Delta Chapter number 351 was installed at Southern Vermont College in 1999. Alpha Chi admits students from all academic disciplines. Membership is limited to the top 10 percent of an institution’s juniors, seniors and graduate students. For more information regarding Alpha Chi, see their Web site at: www.alphachihonor.org.

**President’s List**

Full-time students who have achieved a cumulative minimum GPA of 3.8 for both the fall and spring semesters, in an academic year, placed on the President’s List. Those students included on the President’s List have completed at least 12 credits of graded course work with no incompletes or grades below C at the close of each semester.

**Provost’s List**

Each semester, full-time students who have achieved a minimum GPA of 3.25 are placed on the Provost’s List. Those students included on the Provost’s List have completed at least 12 credits of graded course work with no incompletes or grades below C at the close of the semester.

**Commendation List**

Part-time students who have achieved a minimum GPA of 3.25 and completed between 6 and 11 credits of graded course work with no incompletes or grades below C at the close of the semester are named to the Commendation List.

**Graduation Honors**

**Valedictorian and Salutatorian**

Valedictorian and salutatorian are two of the highest distinctions our students may be awarded upon graduation. The honor of valedictorian and salutatorian may only be awarded to students who have graduated in the previous fall semester or are graduating at the end of the spring semester; students participating in commencement ceremonies but not graduating until the following summer semester may not earn this honor. The valedictorian is the graduating student with the highest cumulative GPA while the salutatorian is the graduating student with the second highest cumulative GPA. The CGPA used to determine this honor is calculated at the end of the previous fall semester; final grades for the spring semester do not impact the awarding of this honor. If there is a tie in CGPA for either valedictorian or salutatorian, it will be reviewed by the Academic Standards and Policy Committee; the number of graded credits earned at SVC may be used as a tie-breaker or the committee may decide to award both students the honor.
Latin Honors
Students who participate in SVC’s commencement ceremony may be recognized by excellent academic performance with traditional Latin honors based on their cumulative GPA as it stands at the end of the previous fall semester as follows:

- 3.75+ CGPA – Summa Cum Laude;
- 3.50-3.74 CGPA – Magna Cum Laude; and
- 3.25-3.49 CGPA – Cum Laude.
Academic Support Services

Southern Vermont College is committed to providing robust academic support for our diverse student body. This academic support enables each student at the College to develop academically and professionally and to achieve her or his highest potential. SVC’s academic support is comprehensive, highly-integrated and is individually tailored to students’ particular learning needs, strengths and styles.

Library Services
The Library provides a quiet place for research and reading as well as room for group study. Computer stations spread throughout the Library are interspersed with work tables and comfortable seating, providing space devoted for research and writing, with a wireless computer network and high-quality printing.

Friendly, accessible librarians are available to assist students with all kinds of research and to teach lifelong information gathering skills. Tutorial services, provided through the Center for Teaching and Learning, are housed in the library.

Library resources include a carefully selected book collection along with newspaper and periodical subscriptions. In addition, the Library provides an expanding collection of online resources, enabling round-the-clock electronic access to over 30,000 unique full-text sources (ebooks, professional journals, magazines, media transcripts, news services, legal materials, etc.).

The Library’s collection is designed to complement specific programs of study as well as provide personal enrichment.

Resources not available in the Library’s collection can be borrowed through interlibrary loan. The Library has cooperative agreements with academic and public libraries throughout the state of Vermont. Students also have direct “walk-in” borrowing privileges locally at Bennington College, Williams College and the Bennington Free Public Library. Healthcare students also have access to the library resources at Southwestern Vermont Medical Center.

Information Technology
Audiovisual equipment is available for in-class presentations or other course-related needs. Included are notebook computers, LCD projectors, TVs, VCR/DVD players, digital document cameras and camcorders, as well as other items.

The Computer Service Center is available for assistance with computer-related issues ranging from virus removal to hardware repair to network access support.

The Center for Teaching and Learning
The Center for Teaching and Learning (CTL) is the main area for academic support at Southern Vermont College. Since 1978, CTL has helped thousands of SVC graduates realize their potential as students and professionals. CTL offers a broad range of academic resources for students at the College including: academic counseling, career development assistance, learning differences support, peer and professional tutoring, tutor training and writing support. All CTL services are provided free of charge to students enrolled at the College. For more information, contact the CTL main office at 802-447-6375.

CTL houses SVC’s TRIO Student Support Services (SSS) program. The TRIO SSS program is a federally-funded program for students who are the first in their families to attend college, are from modest income households and/or have a documented learning disability. Services for TRIO students include: priority access to tutoring and other academic support, supplemental aid grants, additional advisement...
and mentoring, social and cultural activities, college skills and financial literacy workshops, and peer mentoring.

Students who wish to be considered for the TRIO SSS program should apply through the CTL main office (phone: 802-447-6375).

**Academic Counseling**
The Academic Counseling Office works with students in setting goals, balancing responsibilities, managing time and maintaining good academic progress. The Academic Counseling Office also provides a bridge between a student and faculty members, student financial services, Registrar’s Office and other offices at the College.

The Academic Counseling Office has both walk-in and by-appointment hours each semester (phone: 802-681-2874).

**The Learning Cooperative**
The Learning Cooperative offers subject-area tutoring, college skills help and help on all phases of the writing process. The Learning Cooperative’s main office is located in the periodical room of the Library. Students can request assistance from either professional or peer tutoring staff. Faculty-recommended peer tutors complete a required training course, which is certified by the College Reading and Learning Association (CRLA) at Levels I and II. For more information: 802-447-4674.

- The Learning Cooperative offers both walk-in and by-appointment sessions, and day and evening sessions. Schedules of tutoring hours are posted each semester.
- Tutoring for students enrolled in nursing courses is provided by a professionally-trained registered nurse.
- Peer tutors facilitate study groups and study sessions on request.
- Various academic skills-building workshops are offered during the academic year. Workshops address topics such as: test-taking skills, effective studying, how to manage time, grammar refresher, avoiding procrastination and better note-taking.
- Students can request a workshop on any topic that will help their academic success.

The Writing Center (under the Learning Cooperative) provides targeted writing support for all members of the College community. The Writing Center provides help with paper topic selection, identifying sources, appropriate citation, creating an effective outline, writing a rough draft, overcoming writer’s block, completing a final draft, or whatever assistance a writer needs.

**Course Apprenticeship Program (CAP)**
The Course Apprenticeship (CAP) Program places experienced students as assistants in select courses. CAP students work closely with a faculty mentor and serve as an important in-class resource. Selection of CAP students is based on faculty recommendation, a consideration of academic achievement, relevant experience and other qualifications. Selected students are required to enroll in Sc290 concurrent with acting as CAPs. For more information, contact the CAP Coordinator at 802-447-4674.

**Peer Mentor Program**
The Peer Mentor Program is designed to help new SVC students make a successful transition to college. Incoming SVC students are matched with an experienced SVC student who can provide guidance, answer questions, and connect students to resources and support during their first year. This program is currently only available to TRIO students. For more information, contact the CTL main office at 802-447-6375.
Career Development
The Career Development Office provides resources and assistance to students and alumni/ae in any stage of their career development – from career and major exploration, to help in obtaining practical work experience, to job search or graduate/professional school admissions. Services include:

- Assistance in choosing or changing a major;
- Career planning and job search strategies;
- Résumé and cover letter review;
- Practicing and cultivating interviewing and networking skills;
- Finding off-campus and summer employment; and,
- Securing off-campus internship placements and practica opportunities.

The Career Development Office is also a resource for career planning advice and assistance to all alumni/ae of Southern Vermont College.

Learning Differences Support Program
The Learning Differences Support Program (LDSP) offers a highly supportive environment for students with documentation of significant educational need. Reasonable accommodations that match the area of documented need are available to students who qualify. LDSP support and resources are tailored to a student’s individual learning style, strengths and needs. For more information: www.svc.edu/ldsp or contact the LDSP Office at 802-447-6360.

Students who wish to participate in the LDSP must submit supporting documentation to the LDSP Coordinator, including a statement of their disability and the impact it has on them. Documentation can be accepted at any time, but it is better prior to the first semester of enrollment at SVC.

Relevant supporting documentation may include:

- Recent WAIS-R (within three years) including subscores;
- Psycho-educational evaluation specifying the nature of the learning disability;
- Individually administered achievement test in reading skills and comprehension, math and spelling, with grade equivalents;
- IEP (Individual Education Plan); or
- 504 Plan.

LDSP accommodations and services include:

- Regularly-scheduled tutorial sessions
  - in academic content areas;
  - in study techniques, note-taking strategies, test-taking skills and management/organizational skills, or;
  - in learning compensatory strategies based on individual learning styles;
- Extended time for exams or assignments;
- Assistive technology resources – including, but not limited to: noise-cancellation devices, Learning Ally spoken texts, Kurzweil text-to-voice software, voice recorders, Dragon Naturally Speaking voice-to-text software, Inspiration concept-mapping software and Pulse smart pens;
- Supplemental note-takers; and
- Academic pre-advising.

Applicants considering the LDSP should be aware of the following points when deciding whether the program is appropriate for their needs:
• Reasonable accommodations cannot alter academic curriculum or course methodology.
• Participants in the program should have at least average WAIS scores in the areas of reasoning and conceptual ability and a profile which suggests that they have the ability to succeed in college despite language-based disabilities and/or other deficit areas.
• Participants should have a documented attainment of at least a 9th grade level of reading comprehension.
• Participants should typically plan for 30-minute tutoring sessions no more than two to three times a week.
• Participants needing a reduced course load may take three classes and still be considered full-time students.

The Office of Admissions does not consider information regarding a student’s disability in admissions decisions; nonetheless, the College strongly recommends that applicants with disabilities contact the Learning Differences Support Program to determine if the College and the LDSP will be appropriate for them. For more information: www.svc.edu/ldsp or contact the LDSP Office at 802-447-6360.

Accommodations for Students with Physical Disabilities
Southern Vermont College is committed to educating all academically qualified students, regardless of disability. The College provides varying levels of support and accommodations for students with physical disabilities, depending on their individual needs. The student must provide specific documentation specifying the nature of the disability. This documentation will assist the Learning Differences Support Program staff in planning appropriate support and accommodations for each student. In addition to the services listed above, accommodations may also include accessible parking, early registration for the purpose of scheduling classes in accessible locations, shared notes or note-takers and adaptive computer software.

Limitations to Services
SVC staff are not able to monitor individual student’s medications, read exams to students, or assist with activities for daily living. Students who require additional support with a disability or mental health challenge should obtain a referral for a local provider through the Counseling Center or Health Services.

The Wellness Center: Counseling Services
The Wellness Center provides a safe, confidential space for students to explore aspects of themselves about which they may feel they cannot talk completely to close friends or family. It is staffed by licensed professionals with varied training and many years of experience working with diverse college student populations. From time to time, Wellness Center staff will refer a student to off-campus services, either local or near the student’s home, during summer breaks or when different services are needed; these services must be paid for by the student’s personal health insurance.
Course Listings

Course Listing Designations:

Art Ar
Communication Cm
Creative Writing Cw
Criminal Justice Cj
English En
Environmental Studies Ev
First Year Experience Fy
Healthcare Hc
History and Politics Hp
Humanities Hu
Management Mg
Math Ma
Music Mu
Natural Science Ns
Nursing Nu
Philosophy Ph
Psychology Py
Radiologic Sciences Rs
Success Center Sc
American Sign Language Sl
Social Science So
Spanish Sp

**ART**

Ar103 Basic Painting 4 credits
This course offers an introduction to the methods, materials and basic concepts of painting as applied to subject matter and composition. *Art Studio Lab Fee = $20*

Ar104 Basic Drawing 4 credits
This course is an exploration that trains the eye with regard to accurate representation of the visual environment in pencil, charcoal, conte, wash and pen and ink. *Art Studio Lab Fee = $20*

Ar/Cm200 Concepts of Visual Design 4 credits
This studio art course introduces students to the underlying principles of two-dimensional visual design and composition utilizing a variety of art mediums including pencil, ink, paint and collage. Students will explore and develop design and organizational skills that reflect the established design concepts inherent in fine art, product and advertising design, architectural design, film and fashion design and publication and Web design. Through completing exploratory, conceptually-based assignments and projects, a student’s visual design skills will be developed to a more professional level. *Art Studio Lab Fee = $20*
Ar201
Art History I: Prehistoric - Gothic  4 credits
An historical perspective of the achievements of painters, sculptors and architects from prehistoric times to the Gothic period, focusing on, though not limited to, Western art.

Ar202
Art History II: Renaissance - Present  4 credits
An historical perspective of the achievements of painters, sculptors and architects from the Renaissance to the present, focusing on, though not limited, to Western art.

Ar204
Watercolor Painting  4 credits
In this introductory course, students learn to use watercolors as a media for personalized visual expression. Students will explore and experiment with traditional materials and techniques and learn how these can be applied to innovative approaches to painting concepts. *Art Studio Lab Fee = $20*

Ar205
Painting Landscape  4 credits
This studio art course teaches students to paint landscapes both in the studio and outdoors. Students will paint landscapes, both directly on location and indirectly in the studio through studio window views, photographic sources, from drawings and sketches and directed from compositional models. The class will explore the essential conventions of landscape painting and how these conventions have been interpreted by various artists. Students will have the opportunity to decide what they want to express and communicate about landscape in their paintings. *Art Studio Lab Fee = $20*

Ar206
Life Drawing  4 credits
This studio art class gives participants the opportunity to learn to draw the human figure. The learning is experiential and “hands on” in nature. The class will introduce students to a variety of ways and approaches to image visualization and application. Classes will work from the life model. When models are unavailable, other subjective sources will be substituted. *Art Studio Lab Fee = $60*

Ar/Ev230
Nature Journaling  4 credits
Nature Journaling teaches students to focus on the study of nature through direct experience while developing a number of skill disciplines. The course offers a direct laboratory-field study experience for students to connect to, observe, question, record, document, research and express the scientific and aesthetic aspects of nature. Each student produces a significant nature journal of writing, recording and visual art that demonstrates their study, learning and research of the natural world. Other projects in reading-responding, writing and presentation are added to enhance the experience of nature study. Students choose from one of two academic tracks with different standards of empirical knowledge: environmental science or art. *Art Studio Lab Fee = $20*

Ar350
Advanced Visual Arts Studio  4 credits
The course offers advanced students in the visual arts the opportunity to explore mature creativity and independently produce a body of developed work in one or more mediums with the goal of exhibition. Students may choose painting, sculpture, drawing, mixed media, printmaking or a combination of those mediums to produce a body of advanced work. Students will engage in rigorous critique of their own
work and the work of peers. **Prerequisite:** Successful completion of one studio art course AND one course in Cu, Ph, or Hu; or successful completion of two studio art courses; or permission of the instructor. **Art Studio Lab Fee = $20**

**COMMUNICATION**

**Cm101**
**Fundamentals of Communication**
4 credits
In this course, students are introduced to the field of communication by reading and applying foundational principles and theories, namely interpersonal communication theories and practices; group, organizational and public communication theories and practices; mass communication; intercultural communication; and gender communication.

**Cm/Ar200**
**Concepts of Visual Design**
4 credits
This studio art course introduces students to the underlying principles of two-dimensional visual design and composition utilizing a variety of art mediums including pencil, ink, paint and collage. Students explore and develop design and organizational skills that reflect the established design concepts inherent in fine art, product and advertising design, architectural design, film and fashion design and publication and Web design. Through completing exploratory, conceptually-based assignments and projects, a student’s visual design skills will be developed to a more professional level. **Art Studio Lab Fee = $20**

**Cm204**
**Writing for the Media**
4 credits
This course teaches students to write for a mass audience, practice professional standards for editing and publication, and follow the ethical guidelines and laws that govern or affect writing in a mass media environment. Genres include news stories, feature stories, press releases, advertising strategies, and Web packages. **Prerequisite:** Successful completion of En101 or En150.

**Cm270**
**New Media Production**
4 credits
Students are introduced to the history of new media studies, as well as the most recent theoretical approaches for analyzing the cultural, political, and economic impacts of new media, from the birth of electricity to the rise of robots. Students also produce their own new media, such as podcasts, one-minute films and other digital stories.

**Cm/En308**
**Grant Writing**
4 credits
This course covers all aspects of grant writing. Students will research, write and submit proposals. Both public and private sources of funding will be investigated, as well as public policy that affects grant funding. Students interested in working for nonprofit organizations are encouraged to enroll in this course. **Prerequisite:** Successful completion of En102 or En150 or approval of Division Chair.

**Cm320**
**Journalism Production**
4 credits
Students enrolled in this course produce *The Looking Glass*, a student-run and digital news-and-entertainment publication. The course is organized and managed as a professional publishing organization. Students work as staff or editors depending on a successful match between a student’s personal interests and strengths, and a particular job’s requirements. Performance in the course depends on how students meet the goals for their roles and projects (i.e., weekly status updates to editors, content
produced for consumers). This course may be repeated for credit. **Prerequisite:** Successful completion of En102 or En150 for staff positions. Editors should have successfully completed at least one additional writing course or an upper-level communication or business-related course. Contact the instructor for questions.

**Cm345**  
Public and Political Communication  
4 credits  
Students explore key concepts and theoretical approaches in public and political communication studies. By analyzing the use of persuasive strategies in political media and their potential effects on public opinion and policy in the United States, students develop greater insight into their own positions on political communication and the role they wish to play in a democratic society. Course readings and assignments vary depending on current events when the course is offered. **Prerequisite:** Successful completion of En102 or En150 or approval of Division Chair.

**Cm350**  
Interpersonal Communication  
4 credits  
This course fosters students’ development of interpersonal communication skills through the study of interpersonal communication theories and the application and evaluation of those theories through interactive projects both oral and written. Interpersonal communication skills are highly prized in our culture. Understanding and practicing the ways humans create and maintain relationships through words and body language builds empathy and coping skills and leads to improved health and happiness, from personal to work-related relationships. Students of any major can benefit from this course. **Prerequisite:** Successful completion of En102 or En150 or approval of Division Chair.

**Cm360**  
Organizational Communication  
4 credits  
Students explore how communication works within groups and organizations, and consider the roles of the individual within larger groups and how power works within social contexts. Students consider what makes communication within an organization healthy or not and work to discover how change can be made. **Prerequisite:** Successful completion of En102 or En150 or approval of Division Chair.

**Cm/Cw375**  
Editing and Publication Design  
4 credits  
This course offers writers and other content creators an overview of the publishing process. Students gain direct experience in bringing raw copy and artwork to a print-ready state, including editorial process, layout and design and prepress operations. Through lectures and readings and computer lab work, the course covers introductory document design strategies, integration of text and images, typography, and the printing process. The role of the editor and the editorial process will be explored. In addition to print, web-based publishing and web site development will be addressed. **Prerequisite:** Successful completion of En102 or En150 or approval of Division Chair.

**Cm403**  
Media and Culture  
4 credits  
The characteristics and sociological effects of communication media and culture are explored through readings and discussions. Ethical and critical issues are examined in a range of contexts. Students will have the opportunity to perform a researched media critique, along with other speaking and writing assignments. **Prerequisite:** Successful completion of En102 or En150 or approval of Division Chair.
Cm420
Topics in Communication 4 credits
Depending on students’ interests/needs and faculty’s expertise, a special topics course will cover theoretical and practical concerns for communication majors not already addressed through other course offerings. The topic of such courses will vary widely (e.g., creative nonfiction/literary journalism, visual rhetoric, environmental communication). Students may take this course with different descriptors more than once, assuming each section carries a unique descriptor, with approval of the Division Chair. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

CREATIVE WRITING
Cw100
Introduction to Creative Writing 4 credits
This course introduces students to the discipline of creative writing. Students will begin to develop drafting, feedback, and revision processes, and will produce texts in multiple genres. Students will also be exposed to diverse approaches to form, ranging from experimental to traditional, and structured to open. This course emphasizes the role of reading in creative writing, both of published texts and peer texts, foregrounding the practice of giving analytical and productive commentary.

Cw200
Introduction to Creative Writing Workshops 4 credits
This course continues the work begun in Cw100, further developing students’ writing processes. In addition, students will begin to focus their writing according to specific genre conventions, to include: fiction, nonfiction, playwriting and poetry. This course also serves as a formal introduction to the workshop model, and provides students the opportunity to practice skills in reading, giving feedback, receiving feedback, and applying feedback to revision. Prerequisite: Cw100 and En 102 or 150.

Cw/En215
Writers’ Lives and Work 4 credits
In this course students will consider writing as a diverse practice, as well as be introduced to professional writers from various backgrounds and perspectives. Emphasis may be on cultural, thematic, or historical frameworks. Students develop critical reading and writing strategies, and will produce both analytical and creative texts. Prerequisite: En 101 or En 150.

Cw275
Foundations in Book Publishing 4 credits
This course provides an overview of all aspects of book publishing, from conception to completion. Specific topics of exploration might include the structure and economics of the publishing industry; the writing and editorial processes; design and production; marketing and publicity; types of publishing including print and digital products; copyright and intellectual property issues; and others. The course will include site visits to the Northshire Bookstore as well as guest lectures and workshops with published authors. Students will research and write both primary and analytical texts. Prerequisite: Successful completion of En102 or En150.

Cw311
Advanced Fiction Writing Workshop I 4 credits
This course focuses on advanced skills in fiction writing. Emphasis is on the development, application and evaluation of new techniques within the student’s work. Prerequisite: Cw200, equivalent transfer credit or permission of Division Chair.
Cw312
Advanced Nonfiction Writing Workshop I  4 credits
This course focuses on advanced skills in creative nonfiction writing. Emphasis is on the development, application and evaluation of new techniques within the student’s work. Prerequisite: Cw200, equivalent transfer credit or permission of Division Chair.

Cw313
Advanced Playwriting Workshop I  4 credits
This course focuses on advanced skills in writing plays, scripts and screenplays. Emphasis is on the development, application and evaluation of new techniques within the student’s work. Prerequisite: Cw200, equivalent transfer credit or permission of Division Chair.

Cw314
Advanced Poetry Writing Workshop I  4 credits
This course focuses on advanced skills in poetry writing. Emphasis is on the development, application and evaluation of new techniques within the student’s work. Prerequisite: Cw200, equivalent transfer credit or permission of Division Chair.

Cw321
Advanced Fiction Writing Workshop II  4 credits
This course is a continuation of Cw311. Students will continue to develop skills in this specialized area. Prerequisite: Cw311, equivalent transfer credit or permission of Division Chair.

Cw322
Advanced Nonfiction Writing Workshop II  4 credits
This course is a continuation of Cw312. Students continue to develop their skills in this specialized area. Prerequisite: Cw312, equivalent transfer credit or permission of Division Chair.

Cw323
Advanced Play Writing Workshop II  4 credits
This course is a continuation of Cw313. Students will continue to develop skills in this specialized area. Prerequisite: Cw313, equivalent transfer credit or permission of Division Chair.

Cw324
Advanced Poetry Writing Workshop II  4 credits
This course is a continuation of Cw314. Students will continue to develop skills in this specialized area. Prerequisite: Cw314, equivalent transfer credit or permission of Division Chair.

Cw350
Performance and Publication  4 credits
In this course, students will be introduced to the concept of performance as it relates to notions of identity, professionalization and culture. They will practice various methods of public presentation, including live and recorded readings. Students also learn methods for approaching professional publication of their creative work. This will include both print and electronic sources, including magazines, journals and publishing houses. Students will learn how to write query letters, and prepare materials for submission to literary agents and publishers, as well as research the best sources for publishing their particular work. Students should plan to use work completed in previous creative writing courses, as this course will focus on the polishing of that work in preparation for publication.
Prerequisite: 4 credits in a creative writing workshop course at the 200-level or above, or permission of Division Chair.

Cw/Cm375
**Editing and Publication Design**  
4 credits  
This course offers writers and other content creators an overview of the publishing process. Students gain direct experience in bringing raw copy and artwork to a print-ready state, including editorial process, layout and design, and prepress operations. Through lectures and readings and computer lab work, the course covers introductory document design strategies, integration of text and images, typography and the printing process. The role of the editor and the editorial process will be explored. In addition to print, web-based publishing and web site development will be addressed. **Prerequisite: 4 credits in a 300-level writing workshop course or permission of the Division Chair.**

Cw/En407
**Theories of Writing**  
4 credits  
This course will explore various theoretical perspectives on writing; these perspectives may include historical and cultural overviews on the development and use of writing, thematic arrangements of writing and/or literacy, the materiality of writing over time, innovations and paradigm shifts, etc. Students will study other writers’ theories as well as compose their own theories about writing and its function in the world, and will produce both creative and analytical work. **Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.**

Cw420
**Topics in Creative Writing**  
4 credits  
As determined in advance by the instructor, this course will identify a specific issue, trend, or other such foci relevant to creative writers. Students will practice and continue development in critical reading and writing. Students may take this course with different descriptors more than once, with approval of the Division Chair. **Prerequisite: Cw100, En 102 or 150, or approval of Division Chair.**

Cw475
**Publishing Seminar**  
4 credits  
This is an applied course in book publishing offered for students in the Shires Press Series in conjunction with the Northshire Bookstore. Students gain hands-on experience with book editing, revising, designing and producing. At the end of the course, projects for graduating Senior students in the Shires Press Series are officially published and students have a real world publication. This course may be repeated for credit. **Prerequisite: Acceptance in the Shires Press Series and successful completion of En102 or En150 and Junior standing, or permission of the Division Chair.**

**CRIMINAL JUSTICE**

Cj101
**Introduction to Criminal Justice**  
4 credits  
This course presents the study of crime and administration of justice. The focus will be on the components of the criminal justice system, law enforcement agencies, prosecution, courts, probation, juvenile and correctional as well as the criminal justice process which deals with the disposition of people charged with the commission of crimes.
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Cj102
Introduction to Corporate Security 4 credits
This course details the history and development of corporate security with emphasis on the role of security in the criminal justice system. Constitutional safeguards, legal aspects and training will be explored. Included is the role of the security manager, security science, technology and investigative techniques.

Cj106
Introduction to Corrections 4 credits
A comprehensive view of the complexity of corrections and the great number of programs, services, facilities and organizations responsible for the management of people who have been accused or convicted of criminal offenses. Emphasis will be on community treatment, probation, parole, jails and penitentiaries.

Cj201
Police Organization and Management 4 credits
The principles of management in a modern police agency will be examined. Emphasis will be on planning, organizing, staffing, directing and controlling police organizations. The focus will be on the distribution of the force and organization by purpose, process, clientele, area and time. Case studies and problem-solving techniques will be explored. Prerequisite: Cj101.

Cj202
Gender, Race and Justice 4 credits
This course is a review of theories about the relationship among gender, race, crime and criminal justice processing. Crimes causal theories are reviewed with an eye toward discovering what, if any, compatibility exists between the theories and the gender and race of offenders. Topics discussed include race and domestic violence along with an examination of ‘race’ as a social construct and a study of the various perceptions and theories about the race-crime correlation. Prerequisite: Cj101.

Cj203
Criminal Law 4 credits
The nature, origins, aims and purposes of criminal law are discussed, stressing both substantive and procedural law. The general principles of criminal liability and defenses will be explored. Cases are presented to illustrate these general principles in real-life situations, highlighting sex offenses and crimes against the person, property, habitation and public order. Prerequisite: Cj101.

Cj207
Criminology 4 credits
This course is the scientific study of the causes of crime, characteristics of criminals and relationship between law and human behavior, with emphasis on social psychology and criminological methods and theories. Case studies will attempt to determine the root cause of crime and development of methods to control it. Prerequisite: Cj101.

Cj208
Evidence and Court Procedures 4 credits
This course examines the development of the rules of evidence and how these rules are implemented in the fact-finding process. Topics include examination of and distinguishing between direct, circumstantial, and tangible and testimonial evidence, along with discussions of relevance, materiality, admissibility and the various burdens of proof. Also discussed are the topics of hearsay, testimonial privilege and various
forms of scientific evidence including the particular challenges presented by new communications technologies. *Prerequisite: Cj101.*

Cj215
**Punishment and Corrections** 4 credits
This course is a review of the history of criminal punishment, the dominant justifications and the implications of the different justifications of punishment on current penological practices as well as current and past efforts at reform. *Prerequisite: Cj101.*

Cj300
**Policing and Corrections** 4 credits
This course focuses on the responsibilities of the federal, state and local law enforcement agencies in a free society and the fundamental issues that must be faced in the day-to-day problems that confront these agencies. It is a critical examination of the authority of police power and discretion.

Cj301
**Forensic Science** 4 credits
This course offers an introduction to field investigation. Emphasis will be on preliminary, follow-up and concluding investigations. Conduct at the crime scene, collection of physical evidence, and application of forensic science will be examined. Use of informants, surveillance and interview and interrogation techniques will be explored. The course will also include stress management of the investigation and application of solvability factors. *Prerequisite: Cj101.*

Cj304
**Juvenile Justice** 4 credits
In this introductory study of the essential influences which have generated the need for a juvenile justice system, students will examine the operation of the court’s legal process from apprehension to disposition and the causes and prevention of juvenile delinquency.

Cj305
**Probation and Parole** 4 credits
In this study of the history and development of probation and parole, procedures in conducting investigations along with methods and styles of supervision will be discussed. Interaction with other agencies and community-based corrections will be examined.

Cj308
**The Role of the Public Defender** 4 credits
This course examines the defendant’s right to an attorney and the Public Defender System. It covers pretrial proceedings, including motions, briefs and plea bargaining as well as the Public Defender’s relationships with clients and criminal justice practitioners.

Cj309
**Narcotics Investigation** 4 credits
Students will study the illegal drug trafficking trade in America, with emphasis on causes, enforcement, education and treatment. The history of drug use and abuse will be explored, showing its effect on crime. The source of illegal drugs will be identified, as will federal and state laws used to combat the problem. Students will study the supply and demand side of drug trafficking, analyze law enforcement control techniques and examine current education and treatment programs.
Cj320  
**Contemporary Topics in Criminal Justice**  4 credits
This course is designed to examine contemporary topics in criminal justice. This course will examine the latest criminal justice programs and evaluate what is working and what is not. Issues may include domestic and international terrorism, community policing, domestic violence intervention, crime prevention, the “war” on drugs and restorative justice. This course will cover those topics traditionally police and prosecutor oriented, such as community policing, domestic violence intervention and crime prevention and explore the effectiveness of “quality of life” interventions and community-based programs such as “Weed and Feed” and therapy-based initiatives.

Cj/Py321  
**Social Research**  4 credits
This course is designed to survey the basic processes of research methodology as practiced in the social sciences. Included are such topics as research literature, research design, data collection and research ethics. The course prepares students to understand and evaluate published research.

Cj331  
**Alternative Dispute Resolution**  4 credits
This course is an exploration of the various methods and techniques of resolving conflict outside of the traditional criminal justice model. Community and victim/offender mediation, the role of the victim and the victim advocate in criminal adjudication will be studied.

Cj335  
**Constitutional Law**  4 credits
The course involves an introduction to the constitution itself, its background, structure and history. Article III, the judicial article, will be particularly studied. The exercise of judicial power through the doctrine of judicial review of the acts of the President, Congress and states will be examined. An investigation of the separation of powers as demonstrated by the doctrines of executive privilege and immunity are investigated. Additionally, timely case studies will be selected such as abortion rights, enemy combatants and advice and consent clause will be considered for investigation.

Cj341  
**Terrorism**  4 credits
This course involves a review of the role of domestic law enforcement in homeland security, including the causes, prevention and response to domestic and international terrorism. Consideration of the managerial issues including risk assessment and resources allocation together with intergovernmental and interagency conflict and cooperation will be examined. The impact of terrorism on society and on concepts of personal liberty will also be explored.

Cj401  
**4th, 5th, 6th Amendment**  4 credits
An examination of the Constitution, Bill of Rights and constitutionalization of criminal procedure, this course is designed to help students understand how cases are accepted by the Supreme Court, how they are decided and how they affect the criminal justice system. Students will brief appellate court decisions, examining selective incorporation and development of the exclusionary rule. Emphasis will be on Fourth Amendment requirements for arrest, search and seizure and warrant procedures as interpreted by the Supreme Court.
Cj405
Special Issues in Law  4 credits
This course offers an in-depth consideration at the advanced level of an issue/topic germane to law. Topics might include family law, First Amendment issues, alternative methods of dispute resolution and more. This course may be repeated for credit when the topic changes.

Cj410
Practicum and Seminar I  4 credits
Students will participate in 10 hours a week of supervised field work in federal, state, or local law enforcement or other organization and attend a weekly seminar to integrate theory and practice. A learning contract, logs, case presentation, and special assignments are required. Prerequisite: Sophomore status or permission of Division Chair.

Cj415
Senior Seminar in Criminal Justice  4 credits
This course provides the student with the opportunity to do advanced work in the field. The student will be exposed to research literature and be required to write and present a research paper on a chosen topic in criminal justice. Course material will be selected on a topical basis. Prerequisite: Sophomore status or permission of Division Chair.

Cj450
Law Enforcement Residency  4 credits
Students wishing to seek a career as a police officer in the State of Vermont may enroll in Cj450 and complete the Vermont Police Academy curriculum. A student must complete all requirements for and be accepted into the Vermont Police Academy in order to enroll. A student may seek entry to or enroll in Cj450 only once. A student who fails to be accepted into or satisfactorily complete the Academy will be required to complete his/her degree in Criminal Justice according to the Cj major paradigm as published in the College Catalogue. Prerequisites: Recommendation of the SVC Criminal Justice Advisor, CGPA of 3.0 or higher, completion of 90 credits of the CJ baccalaureate degree and acceptance into the Vermont Police Academy.

ENGLISH
En100
Effective Speaking  4 credits
This course explores the elements of speech communication and develops competency in informational and persuasive speaking skills. Emphasis will be on student-delivered presentations and analysis of other speakers/speeches. Other aspects to be addressed may include public speaking as a process and extemporaneous public speech.

En101
English Composition I  4 credits
The focus in this course is on students’ written texts with an emphasis on situated rhetorical genres - students write for real audiences and get a sense of real situations with real consequences. Students may compose profiles, reviews, web content, or work in a variety of other genres, and are introduced to a process-based approach to academic writing. Questions of style and grammar are investigated as rhetorical elements of a text, and students are introduced to conventions of documentation and academic integrity. Elements of public speaking will also be introduced. Progression from En101 to En102 is governed by policies described in the Academic Policies section of the College Catalogue.
En102
English Composition II  4 credits
Students continue the work begun in En 101, as pertains to the rhetorical situation of a writing project. Emphasis in this course is on the development and execution of a semester-long research project. Products of this project are completed step-by-step, and include proposals, annotated bibliographies, research reports, persuasive essays, and formal and informal presentations. Competency in summarizing, paraphrasing, synthesizing and integrating sources is emphasized. Students also engage citation and documentation conventions and utilize sources appropriately according to the standards of academic integrity. Prerequisite: En101 or En 150, or override as approved by the Composition Coordinator or Humanities Division Chair.

En103
Introduction to Literature  4 credits
This course provides students with a sound foundation for reading and understanding of literature while exploring short fiction, poetry, the novel and drama. Students will discuss, analyze and interpret the various elements of literature to better understand and appreciate different genres.

En150
Advanced English Composition  4 credits
Students in this course are introduced to rhetorical theory and apply it in multiple ways to their own writing. Projects will comprise multiple genres, and may include business letters, rants, reviews, reports, collage essays, multi-media/multi-genre texts, etc. In addition, students will complete a large-scale research project, including work with secondary sources as well as conducting primary research, and will produce academic documents consistent with such research work and standards of academic integrity, to include proposals, annotated bibliographies, consent forms, research reports and argumentative essays. This course satisfies the college requirements for En 101/102 in one semester. Prerequisite: Approval of Composition Coordinator and Humanities Division Chair, consistent with policies described in the College Catalogue.

En203
British Literature  4 credits
A representative selection of British writers are explored in both historical and cultural contexts. Attention will be paid to understanding major literary movements, with focus on a specific selection.

En205
American Literature  4 credits
A representative selection of American writers are explored in both historical and cultural contexts. Attention will be paid to understanding major literary movements, with focus on a specific selection.

En209
Introduction to Film  4 credits
This course is a survey of the history and development of film as a mass communication medium. Students view and write about various films representing all of the major film genres. Emphasis is given to the writing of criticism. Terminology associated with film production is also stressed.

En/Cw215
Writers’ Lives and Work  4 credits
In this course students will consider writing as a diverse practice, as well as be introduced to professional writers from various backgrounds and perspectives. Emphasis may be on cultural, thematic, or historical
frameworks. Students will develop critical reading and writing strategies, and produce both analytical and creative texts. *Prerequisite: En 101 or En 150.*

**En220**  
**Modern Poets**  
4 credits  
This course explores representative works from major poets of contemporary Western literature. The instructor may also include works from major non-Western poets as part of the course learning.

**En221**  
**Fiction**  
4 credits  
Students explore great works of fiction, including the short story, novella and novel. The course may focus on a specific subgenre or may explore a variety of subgenres within fiction. The main purpose of the exploration is increased understanding and appreciation of the structural genres of fiction through an examination of their elements and forms.

**En222**  
**Drama**  
4 credits  
This course introduces drama as both literature and performing art, examining its characteristic elements, forms and modes of presentation. The class will explore this art form through studying several plays within their cultural contexts.

**En223**  
**Poetry**  
4 credits  
Students explore poets and poems from different eras and cultures, learning to analyze and appreciate poetry by examining poetic elements from structural, historical and cultural perspectives.

**En/Ev250**  
**Environmental Literature**  
4 credits  
This seminar course focuses on how essayists, poets, naturalists, novelists and activists have approached living in the natural world. Beginning with the wisdom of ancient peoples in their creation myths and stories, human awareness of a response to the nonhuman world will be traced both historically and thematically through contemporary times. Students will be challenged to delve deeply into their own views, prejudices, ideas and longings in regard to their place as inhabitants on this planet. Writers covered include native peoples, early explorers of North America, William Wordsworth, Henry David Thoreau, Annie Dillard, Gary Snyder, Barry Lopez, Mary Oliver and Leslie Marmon Silko as well as a survey of other writers placed in an historical context.

**En300**  
**Speaking for the Professions**  
4 credits  
This course provides theory and practice in developing speaking, presentation and listening skills to meet the special demands of communicating in the professional or business setting. Formal presentations and one-on-one encounter skills including negotiating, “defusing” situations, hearing the subtext and giving and receiving criticism are some of the topics explored. *Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.*

**En303**  
**Writing for the Professions**  
4 credits  
This course teaches students to write professionally in different rhetorical situations and to analyze professional communication practices in their individual fields of study. Assignments include
employment portfolios, proposals, documents analyses and researched reports. *Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.*

**En304**  
**Shakespeare**  
4 credits  
This course is designed to give students a sound background for reading and understanding Shakespeare. Representative plays are studied to teach the development of the playwright’s art. *Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.*

**En305**  
**The Novel: An Exploration**  
4 credits  
This course studies the novel genre, examining its characteristic elements and forms. Students will explore novels written in English and encompassing the 18th through 20th centuries, including critical approaches applied to the novel. *Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.*

**En306**  
**History and Structure of the English Language**  
4 credits  
This course provides an introduction to the linguistic analysis of historic and modern American English sounds, words and phrases. It presents the history of English as the history of its speakers, and traces patterns of social and cultural change to show how that history is reflected in the language. Students will also explore notions of “Standard English” and “correctness,” language and dialect diversity in the U.S., and provide an overall understanding of why English is the way it is. *Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.*

**En/Cm308**  
**Grant Writing**  
4 credits  
This course covers all aspects of grant writing. Students will research possible funders, target projects to funders, and write and submit proposals. Both public and private sources of funding will be investigated. Current public policy which affects grant funding will also be explored. *Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.*

**En310**  
**Children’s Literature**  
4 credits  
This course will examine some of the major influences—social, political and commercial—at work in the world of children’s literature, both past and present. Through readings and discussions, a wide range of children’s literature will be explored and analyzed. *Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.*

**En311**  
**World Literature**  
4 credits  
This course explores human experience by examining diverse aesthetic and cultural perspectives in historic and contemporary world literature. Readings will range across eras and genres, and will include writers from multiple geographies—in addition to America and Britain, South Asia, Africa, the Middle East and the Caribbean. As we define the category “world literature,” we will explore how ethnicity, nationalism, religion, gender and economics have impacted the formation of classic and contemporary texts around the globe. *Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.*
En315
Major Authors
This course explores major representative authors from the Western tradition. This course may focus on a particular period (Early, Later, or Modern) or on a selection of representative authors from across periods. Students may repeat this course with different descriptors more than once, with approval of Division Chair. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

En318
Literary Criticism
The emphasis of this course is on both the study of theory and actual practice of literary criticism. The course surveys major critical theories and movements in Western literature, and students will gain practice in using various critical methods on a variety of literary works. The goal is for each student to arrive at a recognition and articulation of his or her own preferred critical method and to put that method into practice via a major project. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

En320
Literature and Society
Students will have an opportunity to explore a variety of literary works from various time periods, concentrating on literature’s use as both a reflection of its society and as a catalyst for social change. In looking into these works, students will consider their significance both to the time in which they were written, and to the world today. The ultimate goal of this course is to instill a greater understanding and appreciation of the intimate relationship between a particular society and its literature. Specific course content is chosen by the instructor. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

En335
Women’s Literature
This course presents students with the study of literature written by women from a variety of time periods, cultures and traditions. Students may read a range of types of literature—fiction, poetry, essays and plays—and will study the social, cultural, political, and economic influences that have both impacted and been impacted by women throughout history. Specific course content is selected by the instructor. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

En/Cw407
Theories of Writing
This course will explore various theoretical perspectives on writing; these perspectives may include historical and cultural overviews on the development and use of writing, thematic arrangements of writing and/or literacy, the materiality of writing over time, innovations and paradigm shifts, etc. Students will study other writers’ theories as well as compose their own theories about writing and its function in the world, and will produce both creative and analytical work. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

En420
Topics in Literature
Students have an opportunity to study relevant a collection of literary work focusing on a specific topic and/or period. The course will explore the topic and/or period and literature’s place within that topic and/or period. Specific course content is chosen by the instructor and will be announced in advance.
Students may take the course with different descriptors more than once with approval of the Division Chair. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

En435
Topics in Literature of Diverse Cultures and Peoples 4 credits
We live in a world of many cultures and many peoples, something that we should all celebrate. The literature of a culture or a people reflects its values and its questions, its hopes and its fears, and ultimately its aspirations. Even as we speak of “a culture” or “a people,” there is diversity within every group. Students will have an opportunity to study the literature of particular cultures and/or peoples. Specific course content will be chosen by the instructor and will be announced in advance. Students may take this course with different descriptors more than once, with approval of the Division Chair. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

ENVIRONMENTAL STUDIES
Ev102
Natural Resource Conservation 4 credits
This course serves as the introductory course for students interested in exploring environmental issues. The course focuses on identifying our nation’s resources and environmental problems and considers the methods by which a natural resource manager may seek solutions to these problems.

Ev200
Environmental Issues 4 credits
This course is an overview of global environmental concerns, including population, world hunger, agriculture, land use, natural resource depletion, energy and endangered species.

Ev220
Topics in Environmental Issues 4 credits
This course provides students with the opportunity for a more intensive study of a current environmental issue. Course topics will be announced prior to registration for the semester when the topic is to be offered. Possible topics include Energy Conservation/Management, Water Conservation, Threats to Biodiversity, and Greening of Businesses.

Ev/Ar230
Nature Journaling 4 credits
Nature Journaling teaches students to focus on the study of nature through direct experience while developing a number of skill disciplines. The course offers a direct laboratory-field study experience for students to connect to, observe, question, record, document, research and express the scientific and aesthetic aspects of nature. Each student produces a significant nature journal of writing, recording and visual art that demonstrates their study, learning and research of the natural world. Other projects in reading-responding, writing and presentation are added to enhance the experience of nature study. Students choose from one of two academic tracks with different standards of empirical knowledge: environmental science or art. Art Studio Lab Fee = $20

Ev/En250
Environmental Literature: 4 credits
This seminar course focuses on how essayists, poets, naturalists, novelists and activists have approached living in the natural world. Beginning with the wisdom of ancient peoples in their creation myths and stories, human awareness of a response to the nonhuman world will be traced both historically and thematically through contemporary times. Students will be challenged to delve deeply into their own
views, prejudices, ideas and longings in regard to their place as inhabitants on this planet. Writers covered may include native peoples, early explorers of North America, William Wordsworth, Henry David Thoreau, Annie Dillard, Gary Snyder, Barry Lopez, Mary Oliver and Leslie Marmon Silko as well as a survey of other writers placed in an historical context.

**Ev302**  
**Environmental History**  
4 credits  
This course traces the history of the conservation movement in the United States beginning with the values and attitudes of the indigenous American peoples and the European settlers. The changes in these attitudes and values over time are examined through the study of the work of many people, such as Thoreau, Muir, Leopold and Brower. Students also explore the literature and fine arts of the various periods from early settlement to the present.

**Ev303**  
**Environmental Law**  
4 credits  
This course offers an introduction to environmental law for non-lawyers. It begins with a history of government control and regulation, citing common law, constitutional law and case law. The course covers the major federal environmental laws such as NEPA, state land use laws such as Vermont’s Act 250, and local land use controls such as zoning ordinances. **Prerequisite: Hp200 or Junior status.**

**Ev/Ph308**  
**Environmental Ethics**  
4 credits  
This course investigates the ethical issues raised by our relationships with the environment and its inhabitants. Students identify different theoretical positions regarding moral value, moral obligation, right and wrong action, justice and fairness, and how these positions relate to environmental issues. Questions for study may include issues about the extent of moral concern, issues about environmental justice, and issues about climate change.

**Ev405**  
**Environmental Policy and Politics**  
4 credits  
This course begins with an overview of American public policy and moves quickly to American environmental policy, its history, actors, and institutions and outcomes.

**QUEST FOR SUCCESS: THE FIRST YEAR EXPERIENCE**  
**Fy100**  
**Quest for Success: The First Year Experience**  
4 credits  
This course is required of all students with fewer than 12 academic credits on the undergraduate level. The course is intended to familiarize students with a range of essential skills and considerations necessary for success on all levels in a college setting while providing students with significant learning challenges and experiences in a small, supportive and closely supervised manner. The course serves as a “bridge experience” between high school and earlier living and learning experiences while continuing to build strong cognitive, intellectual and socioemotional growth opportunities. At its core, the course provides a structured academic experience with an integrated service-learning project as an essential component.

**Fy100-Hu**  
**Quest for Success: The First Year Experience**  
4 credits  
This course provides students with significant and stimulating learning challenges in a small, supportive, and closely supervised educational endeavor. Quest for Success asks students to confront important
questions, to engage one another, their professors, and community partners in dialogue, and to synthesize all they experience academically, socially and psychologically. At its core, the course offers a structured academic and interpersonal experience with an integrated on-campus or off-campus, service-learning project.

**Fy100-Mg**

**Quest for Success: The First Year Experience** 4 credits

This first semester experience course is designed to help new college students adjust to life on campus. Through a series of in-class activities and service-learning experiences, students will develop the skills necessary to transition to this new environment and begin their own quest to be a successful student, professional and global citizen.

**Fy100-Ns**

**Quest for Success: The First Year Experience** 4 credits

This project-based course will combine an overview of the sciences with a service-learning component. In a collaborative learning environment students will plan, implement and assess their projects thereby gaining knowledge in study skills, organization, team work, problem-solving and decision-making.

**Fy100-Ss**

**Quest for Success: The First Year Experience** 4 credits

This service-learning work will take place at the Vermont Veterans’ Home in Bennington, a local landmark that has been in operation since 1884. The Home currently houses veterans from wars since World War II and serves as a nursing home for those veterans who are sick, injured, or failing. Since many of them have few family members left, visits by our students are rays of sunshine for the residents. Students will be paired with veterans at the beginning of the course and then meet with them once a week during the semester in friendly conversation. Some of the veterans will be happy to tell their life stories while others might prefer to talk about the Red Sox or the weather. What students walk away with from this interpersonal experience is a profound admiration for all that these elderly people have done in their lives, a deep appreciation for the struggles of being old, and also a sense of gratitude for the service these men and women have given to our country. Most students are deeply touched by this experience.

**HEALTHCARE**

**Hc100**

**Introduction to Healthcare I** 4 credits

This course provides content for a comprehensive survey and introduction to the U. S. health care system. Topics and discussions will include public health, financing of health care, health insurance, politics, health care providers and delivery of health care. The course will introduce concepts of regulation, legislation, ethics and the Patient Protection Affordable Care Act (PPACA); i.e., health care reform.

**Hc105**

**Introduction to Healthcare II** 4 credits

This course develops a comprehensive understanding of the language of healthcare, and an in-depth knowledge of medical terminology. The course incorporates a body systems approach to learning medical language. Word parts are used to build, analyze, define and spell medical terms. Structural, directional, disease and disorder, surgical, and diagnostic terms, pronunciations and abbreviations are included.
Hc290
Pre-Practicum 4 credits
This course provides students the opportunity to observe experienced staff in a variety of healthcare settings and to discuss with professionals the application of theoretical concepts to actual patient situations. The weekly field experience supports the theoretical content of the course through applied case studies. The course promotes the student’s ability to integrate theory with practice.

Hc310
Healthcare Law 4 credits
This course addresses the regulation and structure of the American Health Care system. The class will review the regulation of private and public insurance, including Medicare and Medicaid. It will also review forms and structure of various healthcare enterprises both for profit and not-for-profit enterprises. Finally, the course will explore laws that impact the structure and conduct of healthcare providers.

Hc315
Healthcare Insurance 4 credits
This course presents an overview of major issues related to the design, function, management, regulation, and evaluation of health insurance and managed care plans. The course provides a firm foundation in basic concepts pertaining to private and public sector health insurance/benefit plans, both as provided by employers and government agencies such as Medicaid and Medicare.

Hc400
Practicum 4 credits
This course offers students an opportunity to apply theoretical concepts from previous courses to actual client situations. Students participate in 10 hours a week of supervised field work with clients in selected healthcare settings. The course provides a weekly on-campus seminar designed to promote integration of theory and practice. A learning contract, log, case presentation and special assignments are required.

Hc420
Topics in Healthcare Management and Advocacy 4 credits
This course provides students with the opportunity for more intensive study of a current healthcare topic. The course will address current trends in healthcare in the fields of healthcare law, finance, ethics, special population groups and socio-cultural issues. Skill acquisition includes the enhancement of critical thinking and oral and written communication. Issues are explored through readings, reflective exercises, writing, discussions and presentations.

Hc450
Senior Seminar 4 credits
This capstone course provides students with the opportunity to perform an in-depth exploration of a particular area of interest to them in the healthcare spectrum. Students will choose an area of interest, perform a review of the relevant literature, critically evaluate the effectiveness of the area and propose possible alternatives or revisions to improve the industry. Students will present their work through a 25-page research paper and a poster presentation.

HISTORY AND POLITICS
Hp200
Introduction to American Politics 4 credits
This course is an introduction to general concepts of political science as they pertain to American politics. In the first third of this course, students will investigate the historical and cultural antecedents that lead
to the birth of the Constitution and the early American government. The second section will focus on the institutions that make up the federal government. In the final section, discussion will center on the major issues that face American politics today such as civil rights, foreign policy and the welfare state. Service-learning may be a component of this course.

Hp201
Comparative Politics 4 credits
The first section of this course addresses development of democracies in Western Europe and North America. Topics include historical antecedents that created these governments, their roles in world politics and history, and their present circumstances. The second section focuses on governments of Central, Southern and Eastern Europe. Analysis will center on how their governments have grown in the modern age and how they have attempted to adapt to historical conditions.

Hp204
Special Topics in History and Politics 4 credits
The courses considered under the rubric of “special topics” are limited only by one’s imagination given the breadth of depth of the fields of history and political science. At the same time, courses would reasonably reflect the interest and the expertise of the faculty teaching the courses. At the moment, some of the special topics for consideration would be the following: Third World Development Studies, African-American History, The History of US Foreign Policy, The Reagan and Bush Doctrines, The Conservative and Neo-Conservative Movements, The American Educational System, Leadership Studies and Outstanding American Presidents.

Hp206
Western Civilization I: The Ancient World Through the Middle Ages 4 credits
An introductory study of the origins of Western civilization, this course will focus on ancient civilizations like the Greeks and Romans and their role in developing a Western cultural identity. Topics for discussion may include the roles of religion, the influences of Judaism and Islam on the West and the development of feudalism/manorialism in Europe. Through this course, students will learn to distinguish historical interpretations from popular fallacies.

Hp207
Western Civilization II: The Renaissance Through the Present 4 credits
As a continuation of the introductory course, Hp206, Western Civilization II will further investigate Western culture. The primary focus of this study will be the growth of the modern state. Topics for discussion may include the rise of nations like Great Britain and France, the Age of “Discovery,” the Reformation and Imperialism. The use of warfare as a facet of foreign policy may also be covered. Students will spend a great deal of time analyzing and separating historical data from historical mythology.

Hp208
U.S. History I: The Colonial Era Through Reconstruction 4 credits
An introductory study of the origins and development of the United States, this course will include discussions of numerous topics such as the European “discovery” and colonization of the New World, conditions that brought about the War for Independence, Early National Period and the coming of the Civil War. This course will stress the role of critical analysis in historical interpretation.
Hp209  
U.S. History II: Reconstruction Through the Present  
4 credits  
An introductory study of American life since the Reconstruction Era, topics for discussion may include such areas as the Westward Expansion, Progressive Era, Imperialism, Great Depression, World at War and Cold War. Emphasis will be placed on the importance of critical analysis in interpreting historical data.

Hp210  
U.S. History Since 1945  
4 credits  
Through this introductory survey, students investigate U.S. history since 1945. The first section of this class will encompass the immediate post-war period. Topics for discussion will include the ramifications of World War II, early Cold War and Korean Conflict. The second section will focus on the late Cold War years and American society since the fall of the Soviet Union. Topics addressed will include the Civil Rights movement, Vietnam and end of the Cold War.

Hp215  
International Relations  
4 credits  
This course is designed to introduce the field of international politics and relations. With the end of the Cold War, the emergence of the European Union, the waging of the so-called “war on terrorism,” the consolidation of the United States as a hegemonic power and all the regional and national challenges that characterize this historical period, there is much to consider. The course will focus on both continuity and change in international affairs.

Hp301  
History in Film  
4 credits  
Through the use of film and historical texts, students investigate the importance of movies in the historical process. Since its early development, film has been influential in teaching Americans about the past, but as students will find, this has not always been a fortuitous relationship. Students discover what Hollywood has been teaching us and how this information measures up with the historical reality.

Hp305  
Middle East Politics  
4 credits  
This course is designed to introduce students to some of the major developments in the Middle East region since World War II. Special focus will be given to the Israeli-Palestinian conflict, the rise of militant Islam, the role of oil in the region and some of the broader social and cultural challenges that confront such a rich and diverse region. The course will also pay attention to the role that the Middle East plays in global politics.

Hp310  
Modern Asia  
4 credits  
This course is designed to introduce students to some of the major developments in Asia in the post-World War II period. The course will focus on China and Japan as the dominant powers in the region. The culture, history and politics of these two countries will be explored. The course will also investigate broader regional issues as they relate to security, economics and social movements.

Hp315  
Modern African History and Politics  
4 credits  
The course will focus on post-colonial history in the postwar period. We will review the ancient history of Africa to begin our studies, and then quickly move on to the form and impact of colonialism on the
continent. The course will focus on Africa south of the Sahara and emphasize developments in the countries with some of the most acute problems. South Africa, Rwanda, Sudan and Nigeria will all receive special attention. The course will focus on the political, economic and social challenges that confront a vast area that includes over 50 countries. We will also explore Africa’s relations with the rest of the world.

Hp320  
Latin American History and Politics  4 credits  
This course will focus primarily on historical, social and political developments in Latin America since 1945. Pre-colonial as well as colonial Latin American history will be reviewed with special attention to the social and cultural norms that helped shape Latin American political culture. The course will distinguish between the various regions in Latin America, including Central and South America, as well as the Caribbean. The course will conclude by providing a framework for understanding contemporary political, economic and social challenges that confront the region today.

Hp401  
Research Seminar in History and Politics  4 credits  
In this research-oriented course, students will investigate various topics from history and/or politics. As this is the culmination of a student’s undergraduate study of history and politics, the work will be demanding but rewarding. Topics of discussion will include historiography, research methods, critical thinking, political ideology and scholastic presentation. A student may repeat the course and focus on a different area of specialization.

Hp402  
Senior Thesis in History and Politics  4 credits  
This course would involve the student writing the research paper itself. One would imagine the paper might typically be between 25 and 40 pages with a significant bibliography. The more developed papers might be of a quality that could lead to publication. Prerequisite: Hp401.

HUMANITIES  
Hu202  
Acting Workshop  4 credits  
This course is an introduction to the discipline of acting, with emphasis on the study of text, voice and movement. The class works on exercises and on the study and performance of scenes from plays of differing styles and periods. Students will also work with approaches to characterization and have the opportunity to explore roles in cultural and artistic contexts. Workshop participants perform for the College community as part of the final requirements for the course.

Hu/Ph240  
The Search for God: Our Relationship with the Sacred  4 credits  
Why am I here? What is the soul? Who or what is God? What is the meaning of life? How can I find my path in the world? These are enduring questions humans have asked themselves for millennia. By exploring such questions, the class will provide students a deeper understanding of the universe, the sacred and ourselves. Not a comparative religion class, this is instead a “thought” course, one which pushes students to delve deeply into their own personal beliefs concerning society, the sacred, their place in the scheme of the universe and how to live a just and honorable life. Discussions, guest speakers, videos, journaling and presentations challenge students to expand their awareness by considering diverse viewpoints on the sacred and humanity’s role in the world.
Hu250
Introduction to Rhetoric 4 credits
This course demonstrates how rhetoric shapes the world(s) in which we live. It provides a chronological overview of the traditions, theories, and practices of rhetoric and rhetorical studies. Students read both primary texts and analytical or interpretive texts. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

Hu300
The Arts 4 credits
An introduction to literature, drama, music and the visual arts, this course emphasizes the unique insights that the arts offer into the human experience. Opportunities to attend live performances and visit an art museum are provided. A student project explores modes of creative expression. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

Hu310
American Visions 4 credits
This humanities course focuses on a study of the history and development of American Art and Architecture that also includes experiences with literature, poetry, music and other creative media that express the unique American perspective. Opportunities for students to incorporate experiences in the cultural field through regional resources enhance the student learning experience. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

Hu315
From Romanticism to Realism 4 credits
This humanities course, with an emphasis on visual art and architecture, explores the dynamic forces that changed the artistic perspectives from the late eighteenth century through the nineteenth century in Europe and America. The contrasting cultural movements of Romanticism followed by Realism are instructive in understanding the human perspective of the historical period. The course also utilizes selections of literature, poetry and music to show how the arts reflected and amplified the human voice of change and move toward the development of modernism. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

Hu320
Non-Western Art 4 credits
The western academic tradition has long championed the art and culture associated with Western Civilization as a way for students to learn about the compelling great works, including visual art, architecture, literature, music, theater and dance that communicate the multitude of human values and traditions of human thought and action. Non-Western Art seeks to restore the balance of the entire human experience as expressed through the arts to the global view of the human experience rather than the traditional cultural study of only western culture. The course offers students the opportunity to learn about, appreciate the intrinsic value and critically begin to understand the art, architecture, literature and other cultural expressions produced by non-western cultures over a length of time equal to that in the west. The course covers a range of cultures: Islamic, African, Central Asian and Indian, Chinese, Japanese and Native American. Opportunities for students to encounter the aesthetics and purposes of key works serves as a framework for critical discussion, appreciate intrinsic value, apply analysis, and factual learning though learning and writing modes practiced in this course. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.
Hu420
Topics in Humanities 4 credits
This course gives students the opportunity to pursue a more intensive study of a particular period or subject in the humanities. A broad variety of art forms will be represented. Topics may include: Women’s Creative Expression, Diversity in American Art and Life, Art and Its Inspiration. Students may take this course with different descriptors more than once, with approval of the Division Chair. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

Hu450
Topics in Rhetoric 4 credits
This course explores a rhetorical topic or a rhetorical figure in depth. Specific content is chosen by the instructor and announced in advance. Possible topics are: classical rhetoric, contemporary rhetoric, women and rhetoric, other rhetorics, rhetorics of everyday, rhetoric and religion, rhetoric of science. Possible thinkers are: Socrates, Plato, Aristotle, Burke, Weaver, hooks. Students may take the course with different descriptors with approval of the Division Chair. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

Hu490
Humanities Internship 2 or 4 credits
This course provides Humanities students professional experience at an advanced level. With faculty sponsorship, students may extend their educational experience into such areas as writing, publishing, editing, research, journalism, teaching, library work, or broadcasting. Work will be supplemented by appropriate academic assignments and jointly supervised by an on-site reviewer and a faculty member. Students must complete the appropriate Southern Vermont College Internship processes and forms and abide by the College’s policies on internships. A grade of pass or fail is assigned to internships. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

Hu492
Humanities Capstone 4 credits
This course provides students the opportunity to develop a major professional project and a portfolio of his or her own work. The semester stresses depth of study, and after a period of reading, writing and revising, the student will submit a substantial culminating project. The student will also prepare a digital portfolio that will collect and reflect on the evidence of their learning over their academic career. The portfolio is intended to help achieve the student’s goals for career or graduate study. Students will work closely with faculty throughout the course. Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.

MANAGEMENT
Mg110
Accounting Fundamentals 4 credits
This course introduces students to basic financial and managerial accounting concepts. Specific concepts include double-entry journaling, preparing and analyzing financial statements, ratio and budget analysis, and ethical practice.

Mg120
Foundations of Economics 4 credits
This course offers students an understanding of the key macro- and micro-economic forces that influence our decisions at personal, organizational and national levels. Topics include business cycles, supply and
demand, labor and employment, inflation and growth and economic history and decision-making in our socio-political context.

**Mg130**  
**Marketing Fundamentals**  
4 credits  
This course provides students with an understanding of the marketing mix and gives practice in applying the mix to a variety of real-world problems. Simulated and live case formats are used to emphasize the importance of a broad strategic approach that considers the needs of multiple stakeholders and the ethics associated in marketing decision-making.

**Mg140**  
**Introduction to Sports Management**  
4 credits  
This course focuses on an in-depth analysis of the relationship of sports and management. The study of sports includes sporting goods manufacturers; fitness, health and wellness centers; recreation departments; broadcasting and high school, NCAA and professional leagues. The study of sports management in this course will be presented as follows: Part I: Foundations – history, management, marketing, finance, legal and ethical issues; Part II: The Industry – amateur sports, professional sports, lifestyle and recreation activities; Part III: Industry Support Segments–facilities, events, sales, sponsorship, communications, broadcasting, media, licensed products; and Part IV: Careers in the Industry. *Prerequisite: Mg150.*

**Mg150**  
**Organizational Management**  
4 credits  
This course will introduce students to basic management concepts and techniques and build their understanding of the new and emerging environmental forces in the context of a more global and higher technology-driven business world. Students will apply the fundamental management skills of planning, organizing, influencing and controlling to solve management problems through team-based projects with community organizations using a “live case” format.

**Mg170**  
**Fundamentals of Academic Computing**  
4 credits  
This class presents a hands-on introduction to computer technology and information literacy. Topics include understanding and utilizing hardware and software that comprise computing devices, networks and the Internet. Students acquire skills in office productivity suites, social media and file formats, as well as managing personal information safely online. Basic academic information literacy (including legal and ethical implications of copyright and data usage) are also discussed.

**Mg208**  
**Personal Financial Management**  
4 credits  
This course will educate the student on how to handle personal finances and investment opportunities. It will include a review of macroeconomic principles dealing with the state of the economy and the actions of the Federal Reserve. The banking system and other financial institutions will be covered. Among the topics will be a look at the securities markets, including stocks, bonds, mutual funds and valuations. Students will also look at more exotic investments including derivatives, options and commodities. Evaluating risk and returns and various efficient market theories will also be covered as well as insurance and other financial issues.
Mg210
Operational Finance
4 credits
This course is designed to build critical managerial skills in the analysis and strategic use of budgets and financial statements for maintaining business operations. Special emphasis is placed on cash flow adequacy and management, as well as the use of ratio, profit, break even and comparative analyses to improve managerial decision making. Recommended Prerequisite: Mg110 Accounting Fundamentals or permission of instructor.

Mg220
Current Environments of Globalism
4 credits
This course is designed to raise students’ awareness of the pervasive aspects of our interconnected world, identify critical issues and explore the degree to which those issues – from finance and trade to the environment to population, resources, and food – are powerfully linked to both our contemporary realities and the 21st century in which we live.

Mg225
Business Law
4 credits
This course introduces students to the legal, ethical and regulatory environment of business. It will cover contracts, negotiable instruments, employment and legal relations created under various forms of business organization. The course will also examine additional important business law subject matter areas, such as commercial paper and banking transactions, bankruptcy law, creditors and debtors rights and responsibilities.

Mg275
Web Authoring
4 credits
This course integrates visual web-authoring applications and hand-coded Hypertext Markup Language (HTML) to create documents for use on the World Wide Web, intranets and extranets. Students receive practical experience in web-based content and delivery, the variations among browsers, bandwidth considerations, image optimization and techniques to promote accessibility. Prerequisites: Mg270 or permission of instructor.

Mg299
Special Topics
4 credits
This lower-division course is offered on an as-needed basis as precipitated by trends and research in business, business education and specialized content areas.

Mg325
Sports Law
4 credits
This course reviews the legal considerations, responsibilities and liabilities of organizations and their personnel as they related to the sport industry. Students will learn to apply legal principles to event management, personnel relations and governmental regulations. Topics covered will include, but are not limited to: tort law, contract law, labor law, constitutional law and antitrust law as they apply to the sport industry. Prerequisite: Mg225 Business Law.

Mg330
Marketing Research
4 credits
The ability to design and implement qualitative and quantitative research studies is key to data-driven decision-making. In this course, students develop skills in secondary and primary data collection,
research design, data analysis and presentation. Training in the ethics of working with human subjects is also provided. Prerequisite: Mg130 Marketing Fundamentals or permission of instructor.

Mg332
Branding and Promotions Strategy 4 credits
In this course, students will develop an understanding of the elements of a brand and its relationship to customer and organizational goals. Through live case and simulated problems, students will also learn to match brand goals with promotions mix elements and then implement and monitor those elements for quality improvement.

Mg335
Consumer Behavior 4 credits
This course provides students with a deep exploration into the factors that drive the purchase and consumption behavior of individuals and groups. Topics include internally focused subjects such as motivation, attitudes and personality, as well as externally generated factors such as reference groups, marketing mix elements and buying behaviors.

Mg340
Event Development and Management 4 credits
This course provides students with an understanding of the skills necessary to develop, conduct and manage programs, contests and special events in the areas of sport, physical education, fitness, wellness and athletics.

Mg341
Sport Facilities Management 4 credits
This course studies the guidelines and principles of managing sport and recreation facilities and equipment. Topics include logistics, critical planning techniques, situational analyses, negotiations, funding, facility design, equipment buying, operations and maintenance.

Mg342
Management of Sport Organization 4 credits
This course will expand upon the understanding of the functions of general management: planning, organizing, leading and evaluating. Students will explore the management of sport organizations in greater depth with attention to organizational culture, personnel management, systems, strategic planning, decision making, program evaluation and effectiveness.

Mg360
Social Entrepreneurship 4 credits
This course prepares students to identify the new enterprise opportunities and to identify business models and “best practices” in a variety of industries. Students will learn about the organizational legal forms which affect both personal liability and capacity to raise adequate amounts of capital, as well as develop the skills necessary to create business plans for a new business venture.

Mg362
Systems Thinking and Knowledge Management 4 credits
This class explores the utility of applying “paradigms,” as usefully described by Thomas Kuhn, and “systems thinking” to our understanding of the behavior, complex processes and problem-solving capabilities of organizations, with special emphasis given to the learning organization. In this course, students explore the interconnections between organizations and the environments within which they
operate. The class also examines the integration of high speed communication media, such as the Internet, and the applicability of both virtual and learning organizations to contemporary organizational environments.

Mg365
New Ventures 4 credits
This course provides learners the opportunity to participate in the development and growth of a new business idea. Students will observe and interact with early-stage entrepreneurs to understand the foundation ideas. After familiarizing themselves with the organizational opportunity and related background information, learners transition participative role, performing due diligence and feasibility analysis to determine whether these ventures have a possibility of success.

Mg370
Social Media 4 credits
This course will equip students with knowledge and experience necessary to study and practice contemporary sites of digital communication and to explore the concept of “social media” as it is currently understood as a digital space and as some of its analog roots. While we will learn about and practice the use of certain platforms, our approach is grounded in the study of digital communication and what we gain from this study. Prerequisites: En101 and En102.

Mg375
Advanced Web Design 4 credits
Students continue to learn and add to the principles of Web site design and management, business applications and security and e-commerce. They learn how to create interactive Web applications, enhance Web pages with dynamic images, implement a Web server and integrate the Web site with a database management system. Prerequisites: Mg375 or permission of instructor.

Mg385
Management Practicum I 4 credits
In order to complete the first Sports Management Practicum opportunity, students must participate in 12 hours a week of supervised work in the field either on campus or off campus. One practicum experience may be on campus, but one off-campus practicum is required. Students are also required to attend a weekly practicum seminar that will focus on integrating theory and practice. For the practicum the student must complete/participate in a learning contract, time logs, topical discussions, case analyses and special assignments. Students will also be evaluated by their site supervisors. Student site evaluations, projects completed and any reference letters obtained will be added to the portfolio.

Mg425
Human Resources Management and Law 4 credits
The principles and procedures of personnel management, including techniques for increasing staff effectiveness and the influence of human factors on the achievement of organizational goals.

Mg450
Philanthropy 4 credits
A collaborative trio of projects in the course will give students an opportunity to develop a scoped philanthropic campaign on a topic of choice, support the grant-writing initiatives of a local non-profit organization and work to leverage additional philanthropic funds. Students will apply the concepts they have learned by actively participating in the development of a giving campaign from beginning to end. Teams will identify a need, formulate a communications strategy, develop a process and procedures for
requests for proposals, evaluate submissions based upon developed criteria and then award funds. Students will also be charged with partnering with a local non-profit organization to write a grant application. Additionally, students will work to create a unique way to leverage additional philanthropic funds to award through our project.

**Mg455**  
**Strategic Management**  
4 credits  
This advanced course provides students an opportunity to integrate their coursework from across the disciplines of business and the wider SVC experience. A case approach is utilized in order to allow students to develop and hone skills in strategic decision-making across a variety of industries and management problems. Emphasis is placed on research, analysis and data-driven decision-making. This capstone experience is best completed in the Senior Year.

**Mg465**  
**Applied Ventures Practice**  
4 credits  
In this course, students focus on the implementation of a new ventures idea. The project will vary by semester, and teams will work to perform appropriate due diligence.

**Mg470**  
**Project Management**  
4 credits  
This course examines the concepts and applied techniques for cost-effective management of projects. Project management principles and methodology are introduced. Key topics of focus include developing a project plan and scheduling resources, work breakdown structures and project networks.

**Mg480**  
**Business Ventures Research**  
4 credits  
This course is designed for the student seeking to engage deeply in developing new business ideas and knowledge. Through independent research and individualized meetings, students will complete one or more of the following activities: complete an individualized project for an entrepreneur or business entity; develop business and strategic plans for their own venture; and engage in new knowledge creation through the formal academic research process. *Prerequisite: permission of instructor.*

**Mg485**  
**Management Practicum II**  
4 credits  
In order to complete the second Sports Management practicum opportunity, students must participate in 12 hours a week of supervised work in the field either on campus or off campus. One practicum experience may be on campus, but one off-campus practicum is required. Students are also required to attend a weekly practicum seminar that will focus on integrating theory and practice. For the practicum the student must complete/participate in a learning contract, time logs, topical discussions, case analyses and special assignments. Students will also be evaluated by their site supervisors. Student site evaluations, projects completed and any reference letters obtained will be added to the portfolio.

**Mg490**  
**Management Internship**  
4 credits  
In this capstone experience, students engage in work experience without an associated classroom experience. All internships are developed in conjunction with the Internship Coordinator and require a minimum of 160 hours of documented work experience as well as completion of documented experience and educational objectives.
Mg499
Special Topics 4 credits
This upper-division course is offered on an as-needed basis as precipitated by trends and research in business, business education and specialized content areas.

MATH
Ma101
Contemporary Applied Mathematics 4 credits
This course offers an examination of a variety of mathematical concepts which focus on problem solving, interpreting data and applications. Topics include data analysis, basic algebra, basic probability, basic statistics, geometric measures and consumer mathematics. This course does not fill the SVC general core mathematics requirement for Nursing, Radiologic Technology and Psychology (track A) programs.

Ma105
Introductory Algebra 4 credits
This course presents the study of algebra, including the algebraic properties, polynomials, factoring, rational expressions, linear equations and inequalities, systems of linear equations, radical expressions and quadratic equations. This course provides a foundation for further study of mathematics.

Ma120
College Algebra 4 credits
This course extends the basic algebraic principles of solving and graphing linear equations, quadratic equations and inequalities. In addition, exponential and logarithmic functions and their graphs will be introduced as well as the study of systems of equations and matrices. Students must have a good working knowledge of basic algebra before taking this course. Calculators are permitted but not required. Upon successful completion of this course, students will be prepared to take any upper-level mathematics course at Southern Vermont College.

Ma130
College Trigonometry 4 credits
A consideration of those topics in trigonometry are necessary for the calculus. Topics include: circular functions, identities, special trigonometric formulas, solving triangles, polar coordinates, vectors and conic sections.

Ma202
Statistical Methods 4 credits
This course serves as an introduction to basic statistics. Students will gain a working knowledge of data collection, organization and analysis; correlation and linear regression; basic probability and probability distributions; normal curves; estimation; and hypothesis training.

Ma303
Applied Calculus 4 credits
This course presents practical aspects of calculus. Topics include functions, limits, the slope of a curve, and differentiation and its applications.
MUSIC

Mu105
Guitar 4 credits
This hands-on course is for guitarists of all levels and abilities. Students will be introduced to notation, theory, chords, scales and various styles of music. Electric, acoustic and bass guitarists welcome. This course may be repeated for credit.

Mu107
Music Appreciation 4 credits
An in-depth survey course of Western Classical music beginning with ancient Greece and examining the development through the Renaissance, Baroque, Classical, Romantic and 20th century periods.

Mu210
Rock History 4 credits
This course is a general overview of popular music and its culture. Beginning with popular music of the 19th century and expanding into the 20th century, blues, rock, pop, country, and hip-hop artists, musicians and the industry are explored.

Mu215
Introduction to World Music 4 credits
This course is a broad overview of various kinds of music from all over the world. American, Native American, Folk, Mexican, Indonesian, Japanese and Indian music will be introduced among other nations as well. Various music terms and a general look at the relevance of music in other cultures will be studied. There will also be a focus on the relationship of music, trance and rituals.

Mu216
Jazz History 4 credits
This course is a general overview of jazz music, its history and various styles. Students will learn what to listen for and essentially how to listen to this music. Academic issues in jazz will be introduced through additional articles. The various styles of jazz will be examined through readings, class discussions and listening. Topics include but are not limited to ragtime, blues, swing, bebop, cool jazz, third stream, bossa nova, fusion and avant-garde. No musical background is necessary for this course.

Mu217
Women in Music 4 credits
This course will review the lives of the many women who were pioneers of music in what has been primarily a man’s field. Learn about the trials and tribulations and give overdue respect and attention to those women who paved the way for so many in such a vast field. This class will examine the lives and impact of anonymous women musicians of ancient Greece, to the first known woman composer in 800 A.D., up to the pioneers of the 20th century.

Mu230
Band 4 credits
This class is designed to help students make improvements in the areas of melodic and harmonic reading, develop sight-reading skills, improve knowledge of harmony and chords, learn to arrange songs, make improvements in melodic improvisation, improve students’ technique and develop a wide range of repertoire. The SVC Concert Band will focus on the study of various jazz, classical and popular music styles and will present a final concert at the end of the semester. Meeting once a week for combo rehearsal and lectures, students must own or rent an instrument and come prepared with a pencil, staff notebook
and wire music stand. All instruments, levels and abilities are encouraged. This course may be repeated for credit.

Mu315
Choir 4 credits
This course introduces students to the joy of singing in a group. Students will learn vocal techniques, warm ups, phrasing and diction through a wide range of music including rock, pop, Broadway, classical and jazz styles. No previous experience required. This course may be repeated for credit.

Mu420
Topics in Music 4 credits
This course allows students to examine relevant themes, various genres, major figures and/or historical movements in music. Specific course content is selected by the instructor. Students may take the course with different descriptors more than once with permission of the Division Chair.

NATURAL SCIENCE
Ns101
Physical World 4 credits
Topics are selected from chemistry, the earth sciences and astronomy and integrated to describe the structure and dynamics of our physical environment.

Ns102
General Biology I 4 credits
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

Ns103
General Biology II 4 credits
This course examines the basics of organismal biology. Concepts covered include ecology and form and function of representative organisms (plant and animal) using the theme of evolution. Prerequisite: Completion of Ns102 with a minimum of C-.

Ns104
General Chemistry I 4 credits
This course surveys the general principles of inorganic chemistry. Basic concepts about atomic structure and the periodic table, equations and reactions, solutions, acidity and the naming of compounds.

Ns105
General Chemistry II 4 credits
This course expands upon the concepts acquired in General Chemistry I and applies the theory of chemical equilibrium and kinetics. Prerequisite: Completion of Ns104 with a minimum of C-.

Ns120
Human Biology 4 credits
This course will serve as an introduction to human anatomy and physiology. There will be a particular emphasis on the structure and function of cells, tissues, organs and organ systems. This course will
provide an integrated view on how the human body works and will also provide information about health issues that are common in today’s society.

Ns150  
**General Physics I**  
4 credits  
Concepts covered in this course include: Kinematics, statics, dynamics, energy, oscillations, gravitation, fluids and thermodynamics.

Ns160  
**General Physics II**  
4 credits  
Concepts covered in this course include: Electricity, magnetism, radiation and optics. *Prerequisite: Completion of Ns150 with a minimum of C-.*

Ns200  
**Ecology**  
4 credits  
Using the ecosystem approach, this course provides an introduction to the science of ecology. Topics such as energy flow, population structure and community development are used to develop concepts that are illustrated at various field sites in and around the Southern Vermont College campus.

Ns215  
**Animal Behavior**  
4 credits  
Animal behavior is a course that investigates major themes in the interactions of different organisms. Topics include social communication predator-prey interactions, territoriality, sexual selection, game theory and group dynamics. This course is interdisciplinary in that the information covered has origins in other subjects such as physics, genetics, psychology, evolution, biology and taxonomy. Students will be asked to apply the information from class in order to analyze different behaviors and social situations.

Ns221  
**Human Nutrition**  
4 credits  
This course is designed so that students can first obtain information about nutrition and then use that knowledge to make logical decisions about the foods they eat, fad diets and information presented in the media about supplements. We will discuss the dietary factors required for human growth and health, underlying basis of these requirements and specific components available to meet these needs.

Ns235  
**Anatomy and Physiology I**  
4 credits  
This course is the first part of a two-semester sequence in which human anatomy and physiology are studied using a body systems’ framework, while emphasizing the interrelationships between organ systems and between form and function at the gross and microscopic levels. This segment of the course covers basic anatomical and directional anatomy, the organizational levels and chemical basis of life, fundamental concepts of the cell and cellular metabolism, histology, acid/base and fluid electrolyte-balance, the integument, skeletal and muscular systems, nervous systems, and the special senses. Clinical correlation and interaction between body systems on the microscopic and gross levels is emphasized.

Ns236  
**Anatomy and Physiology II**  
4 credits  
This course is a continuation of Anatomy and Physiology I. The topics include the cardiovascular system, lymphatic system and immunity, endocrine system, respiratory and digestive systems, urinary system and reproductive system. It is essential in the study of the human body that the parts be integrated into
the whole. Unifying themes and topics, such as homeostasis, will be emphasized throughout both semesters. Prerequisite: Ns235.

Ns240
Medical Microbiology 4 credits
A study of medically-relevant microorganisms and their role in health and disease. Topics examined include signs and symptoms of disease, virulence factors, pathogenesis, immunology, epidemiology, diagnosis, treatment, prevention and control.

Ns265
Botany 4 credits
This course examines the basic principles and concepts of the biology of plants. Topics include the form and function of plants, their evolution and their environmental impact.

Ns270
Evolution 4 credits
Students will investigate variation within and among species, evolutionary patterns, processes, and innovation, evidence of evolutionary change and social controversies surrounding this concept.

Ns290
Cellular Biology 4 credits
Advanced survey of cell organelles, their composition, origin and the relationship between their structure and function. Emphasis on recent literature and current controversies.

Ns300
Genetics 4 credits
An integrated lecture-lab treatment of transmission, chromosomal, and population genetics; gene mapping, genetic interactions and mutations; and historical and social aspects of genetics. Assignments emphasize quantitative analysis and the use of experimental and statistical hypotheses. Lab activities promote familiarity with model organisms and the execution and presentation of genetic experiments. Prerequisites: Ma120 and General Biology I.

Ns310
Immunology 4 credits
Integrated lecture-lab experience covering the cellular and molecular basis of vertebrate adaptive immune response. Topics include structures and cells of the immune system, antibody formation and diversity; role of immune system in health and disease, and evolution of adaptive immunity. Applied immunology and disorders of immunity will also be covered. Prerequisite: General Biology I & II.

Ns315
Wildlife Biology 4 credits
This course serves as an introduction to the biology, ecology conservation and ethology of wildlife species. Students will learn the taxonomy of local flora and fauna and their role in the ecosystem. They will also develop an understanding of the influence the human population has had on different ecosystems and the world as a whole.
Ns320  
**Biochemistry**  
4 credits  
An integrated lecture-lab experience exploring the relationship between structure and function of macromolecules and other biologically active compounds to metabolism and energy utilization of the cell. Practical experiences will introduce students to methodologies, analytical techniques, and data analyses associated with biochemical research. *Prerequisite: General Biology I & II and General Chemistry I & II.*

Ns340  
**Molecular Biology**  
4 credits  
An integrated lecture-lab experience covering the structure and organization of DNA; DNA replication, repair, and modification; transcription and RNA processing; protein biosynthesis; transcriptional and posttranscriptional control mechanisms, using examples from prokaryotes, eukaryotes and viruses; and genomics and bioinformatics. Experimentation in modern recombinant DNA techniques. *Prerequisite: General Biology I & II.*

Ns350  
**Organic Chemistry I**  
4 credits  
The characteristics and classification of carbon compounds. The course will cover the major functional groups and describe important natural and synthetic organic and biochemical compounds. *Prerequisite: General Chemistry I and II.*

Ns360  
**Organic Chemistry II**  
4 credits  
This course expands upon the concepts acquired in Organic Chemistry I and expands upon the structure, mechanism, synthesis and instrumentation of carbon compounds. Prerequisite: Organic Chemistry I.

Ns370  
**Endocrinology**  
4 credits  
This course will examine the anatomy, physiology, and interrelationships of the endocrine systems within organisms. *Prerequisite: General Biology I & II.*

Ns365  
**Developmental Biology**  
4 credits  
This course examines the concepts of the growth and development of plants and animals as well as the development of their organ systems. *Prerequisite: General Biology I & II.*

Ns380  
**Undergraduate Research (Capstone Course)**  
4 credits  
Research with faculty mentor. Enroll following departmental guidelines.

Ns410  
**Parasitology**  
4 credits  
This course will include the examination of the taxonomy, identification, life cycle, parasite host interactions, transmission and the signs and symptoms of infection. *Prerequisite: General Biology I & II.*
Ns420
Mycology 4 credits
This course will include investigations in the taxonomy and life cycle of yeasts, molds, mushrooms and lichens. An emphasis will be placed on those that cause disease as well as those with ecological benefits. Prerequisite: General Biology I & II.

Ns430
Advanced Undergraduate Research 4 credits
Research with faculty mentor. Enroll following departmental guidelines. Pre/co-requisites: Senior Standing. Prerequisite: Capstone course–Undergraduate Research.

Ns435
Neurobiology 4 credits
Focus on molecular and cellular aspects of the nervous system. Electrical signaling, synaptic transmission, signal transduction, neural development, plasticity and disease. Prerequisite: General Biology I & II.

Ns440
Topics in Biology 4 credits
An integrative view of the scientific method in relation to published research. Emphasis on the review and discussion of current research and the further development of critical thinking skills. Course topics will be announced prior to registration for the semester when the topic is to be offered. Prerequisite: General Biology I & II.

Ns450
Comparative Zoology 4 credits
An investigation into the diversity of organisms. Lecture includes the ecology, behavior and evolutionary relationships of the respective organisms and laboratory examines the histological and anatomical relationships. Prerequisite: General Biology I & II.

NURSING
Bachelor of Science in Nursing Degree Program:
4-year Pre-licensure BSN Track and RN–BSN Track
The clock to clinical ratio is 1:4.

Nu211
Foundations of Professional Nursing 4 credits
(Pre-Licensure BSN Track)
Students in this course will establish a foundation in nursing ethics, values, accountability, role, empowerment, nursing process and professional standards. The concepts of: health, determinants of health and lived experience will be examined from individual to population level perspectives. The role of prevention in nursing practice will be identified. Introductory content will build a framework for beginning engagement of evidence based practice, culturally congruent practice, communication skills and practice for quality and safety in healthcare. Beginning psychomotor skills in nursing assessment, documentation, communication, infection control and safe patient handling will be taught in a laboratory and community settings. Ongoing development of critical thinking and reflective practice in nursing will be identified and supported in this course. (15 hours of lab + 15 hours of clinical) Prerequisites: En101 English Comp I, En102 English Comp II, Py150 Psychology, Ns235 Anatomy and Physiology I, Ns236 Anatomy
and Physiology II, Ns221 Human Nutrition, Ns240 Microbiology; co-requisite Py203 Lifespan Development, So250 Race, Ethnicity, Gender and Class.

Nu221
Health Assessment and Health Promotion

(Pre-Licensure BSN Track)
In this course, students will learn to take a complete health history and physical assessment. Students will learn to recognize normal and abnormal findings and relate those findings to disease processes. Students will learn to document assessment findings correctly and provide patient teaching based on those findings. Health promotion strategies will be discussed for each body system. (30 hours of lab)
Prerequisites: Nu211 Foundations of Professional Nursing, Py203 Lifespan Development, So250 Race, Ethnicity, Gender and Class.

Nu222
Concepts of Nursing Practice

(Pre-Licensure BSN Track)
In this course, students will develop an understanding of concepts basic to nursing care such as safety, mobility, hygiene, and elimination. Students will develop a holistic foundation of the individual, exploring issues of self-concept, communication and cultural, spiritual, sexual, and physical aspects of human functioning. Students will practice basic skills including medication administration and wound care. (24 hours of lab + 60 hours of clinical) Prerequisites: Nu211 Foundations of Professional Nursing, Ns104 General Chemistry, Py203 Lifespan Development, So250 Race, Ethnicity, Gender and Class; co-requisite Nu221 Health Assessment.

Nu231
Bridge for Professional Nursing

(RN–BSN Track)
This course is designed as a career transition course for registered nurses. A variety of nursing and health care concepts will be examined from multiple viewpoints in order to enhance self-awareness and expand the individual’s perspective of the role of nursing in today’s health care environment. Prerequisite: Admission to RN–BSN Track.

Nu241
Health Assessment and Health Promotion

(RN–BSN Track)
In this course, students will learn to take a complete health history and physical assessment. Students will learn to recognize normal and abnormal findings and relate those findings to disease processes. Students will learn to document assessment findings correctly and provide patient teaching based on those findings. Health promotion strategies will be discussed for each body system. (30 hours of lab)
Prerequisites: pre or co-requisite Nu231 Bridge for Professional Nursing, Ns221 Human Nutrition.

Nu311
Research and Evidence-Based Nursing Practice

(Pre-Licensure BSN Track)
The goal of this foundational course is to prepare the undergraduate nurse to be a consumer of research. The course focuses on developing the ability to critique evidence and research findings for the significance and implications for nursing practice. Topics include research methodologies, theoretical and philosophical paradigms that underpin research methods and the components of a published study. Skill development includes the ability to retrieve, critically evaluate and communicate research findings with consideration of ethical and legal issues related to development of a research study. The implications of
nursing research for professional practice are a focus of the course. Prerequisites: Ma202 Statistical Methods, Nu221 Health Assessment and Health Promotion, Nu222 Concepts of Nursing Practice.

**Nu312**
Pathophysiology  
(Pre-Licensure BSN Track)  
This is a course to augment the knowledge and understanding of the human body learned in Anatomy and Physiology. Students in this course examine a wide variety of health issues that are complex and encompass multiple systems. Prerequisites: Ns235 A&P I, Ns236 A&P II, Ns240 Microbiology, Nu221 Health Assessment and Health Promotion, Nu222 Concepts of Nursing Practice.

**Nu313**
Pharmacology  
(Pre-Licensure BSN Track)  
Pharmacology is a theory course that introduces the basic principles of pharmacology and nursing implications within the framework of nursing process. The science of pharmacology is discussed with an emphasis on each prototype drugs actions, side effects, adverse effects, and nursing implications of each drug classification. Prerequisites: Nu221 Health Assessment and Health Promotion, Nu222 Concepts of Nursing Practice, Ns104 General Chemistry; co-requisite Nu312 Pathophysiology.

**Nu314**
Care of Elders  
(Pre-Licensure BSN Track)  
In this course, students will assess the psychological, social, biological, and physiological changes in the older adult as they progress through the younger, middle, and older adult stages. The change in family dynamics and coping strategies as the older adult progresses through the stages will be discussed. Clinical experiences include the acute-care setting, long-term care, and community settings where the overall health status of the older adult is assessed in relation to acute and long-term conditions. (60 hours of clinical) Prerequisites: Nu221 Health Assessment and Health Promotion, Nu222 Concepts; co-requisite Nu311 Research and Evidence-Based Nursing Practice, Nu312 Pathophysiology, Nu313 Pharmacology.

**Nu321**
Care of the Medical-Surgical Patient and Family I  
(Pre-Licensure BSN Track)  
This course focuses on multiple aspects of selected human disease processes with effects to both patients and families. Application and analysis of the therapeutic management of complex health issues are applied to clients across the lifespan. A focus is on family education, cultural competency and sensitivity to values and ethical concerns. Concepts of health promotion, disease prevention, disease progression, and treatment are approached from a multisystem perspective. This course builds upon concepts and practice introduced in Foundations, Concepts of Nursing Practice, Health Assessment and Promotion, and Nursing Care of Elders, while incorporating advanced level of practice and complex patient populations. The problem solving process, the nursing process, and the ability to critically think continue to be developed. The more complex patient is studied and the concepts of health promotion, disease prevention, and multisystem issues are the focus of planning of care. (60 hours of clinical) Prerequisites: Nu311 Research and Evidence-Based Nursing Practice, Nu312 Pathophysiology, Nu313 Pharmacology, Nu314 Care of Elders; co-requisite: Nu328 Care Along the Continuum of Mental Health.
Nu328
Care Along the Continuum of Mental Health 4 credits
(Pre-Licensure BSN Track)
This course focuses on the psychiatric nursing care of individuals across the lifespan and as clients within the family and community. Emphasis is placed on effective therapeutic communication techniques, evidenced-based practice, self reflection, and nursing process in this population. (45 hours of clinical)
Prerequisites: Nu311 Research and Evidence-Based Nursing Practice, Nu312 Pathophysiology, Nu313 Pharmacology, Nu314 Care of Elders.

Nu331
Research and Evidence-Based Nursing Practice 4 credits
(RN–BSN Track)
The goal of this foundational course is to prepare the undergraduate nurse to be a consumer of research. The course focuses on developing the ability to critique evidence and research findings for the significance and implications for nursing practice. Topics include research methodologies, theoretical and philosophical paradigms that underpin research methods and the components of a published study. Skill development includes the ability to retrieve, critically evaluate and communicate research findings with consideration of ethical and legal issues related to development of a research study. The implications of nursing research for professional practice are a focus of the course. Prerequisites: Ma202 Statistics, Nu231 Bridge for Professional Nursing.

Nu333
Pharmacology 4 credits
(RN–BSN Track)
Pharmacology is a theory course that introduces the basic principles of pharmacology and nursing implications within the framework of nursing process. The science of pharmacology is discussed with an emphasis on each prototype drugs actions, side effects, adverse effects, and nursing implications of each drug classification. Prerequisites: Ns104 General Chemistry, Nu231 Bridge for Professional Nursing, Py203 Lifespan Development.

Nu410
Care of Children and Families 4 credits
(Pre-Licensure BSN Track)
This course further builds on foundational knowledge of normal growth and development of children and families. Family centered and atraumatic care are two prominent concepts being practiced. Skill development reflects necessary psychomotor skills for pediatric care and cognitive skills necessary for critical thinking, therapeutic and interdisciplinary communication, and teaching/learning. In this course, students are introduced to the practice of pediatric nursing in home, school, and community settings. At the completion of this course, students are poised to become caring and reflective members of the profession of nursing. (45 hours of clinical) Prerequisites: Mg120 Foundations of Economics, Nu321 Care of the Med/Surgical and Family I, Nu328 Care Along the Continuum of Mental Health; co-requisite: Nu411 Care for Women and Child-Bearing Families.

Nu411
Care for Women and Child-Bearing Families 4 credits
(Pre-Licensure BSN Track)
This course continues the synthesis and refinement of the nursing process, building on prior knowledge from the social, biological and physical sciences and the humanities for the provision of contemporary maternity nursing care to women, infants and families. Application and analysis of therapeutic
management, of communication with multiple members of the healthcare team, and of nursing technology are applied to normal and common complex health issues of childbearing women and their families. Nursing care is practiced with caring, holism, cultural sensitivity in accordance with current standards for this specialty care. (45 hours of clinical) Prerequisites: Mg120 Foundations of Economics, Nu321 Care of the Medical-Surgical Patient I, Nu328 Care Along the Continuum of Mental Health.

Nu413
Nursing Care of the Medical-Surgical Patient and Family II  4 credits
(Pre-Licensure BSN Track)
In this course students will examine health issues of the medical surgical patient that are complex and encompass multiple systems. In the clinical setting, students will demonstrate the ability to apply the nursing process to the care of individuals and families with complex needs in the acute care setting and through simulation learning. Current evidenced based research and implications will be incorporated throughout. This course builds upon the previous component part, with focus on providing the student opportunity to focus and deepen their knowledge base. Students will be expected to synthesize and apply principles and concepts to complex patients. (60 hours of clinical) Prerequisite: Mg120 Foundations of Economics, Nu321 Care of the Medical-Surgical Patient I, Nu328 Care Along the Continuum of Mental Health.

Nu421
Community and Public Health Nursing  4 credits
(Pre-Licensure BSN Track)
Students in this course will identify nursing’s role in promoting population health. Students will develop skills and knowledge to assess population level determinants of health and will utilize public health benchmarks and appraisal of efficacy of interventions to design public health interventions. In community clinical setting, students will engage both population health concepts as well as best practices in direct care in community settings health and will focus on family and other environmental systems. Particular focus will be placed on developing assessment skills, compassion and expression of caring through understanding of lived experience of health and illness in the community. Students will gain exposure to diverse nursing roles in community settings, will explore realms of intervention in nursing care in the community and will relate community health concepts to nursing professional ethics and concept of nurse citizen. Students will develop knowledge, skills and disposition to work with others who serve communities and to engage health policy work to serve communities. The concepts of environment, systems, and upstream nursing theory will be integrated into course content. (45 hours of clinical) Prerequisites: All Nu courses through semester seven.

Nu422
Transitions to Professional Practice  4 credits
(Pre-Licensure BSN Track)
Synthesis of core knowledge and skills in preparation for entry-level professional practice. Students revisit, through accelerated content review based on areas of client needs, the essential professional body of knowledge necessary for entry to practice and licensure. Facilitation of the student’s transition to professional nursing practice and management of clients with complex health problems. The practicum experience enables students to demonstrate leadership and collaborative skills in a self-selected health care environment with other members of the health care team through a preceptor relationship with an RN. Application and evaluation of safety, quality improvement, evidence-based practice, informatics, and teamwork and collaboration competencies culminates in the senior practicum experience and project; capstone course. (75 hours of clinical) Prerequisites or co-requisites: Nu421 Community and Public Health Nursing, Nu423 Leadership and Management for Quality Healthcare Systems.
Nu423
Leadership and Management for Quality Healthcare Systems  4 credits
(Pre-Licensure BSN Track)
The goal of this course is to assist the professional nurse to distinguish the difference between management and leadership, and the characteristics of the leader which are most effective for creating change for the benefit of the health care agency in which the nurse leader functions. Nurse leader roles are evaluated for the ability to assess, plan, organize, direct, delegate, communicate, and evaluate, to achieve continuous quality improvement in health care. The course examines the role of the professional registered nurse in the delivery of nursing care across a variety of settings with attention to access, cost and quality of care. Patient advocacy, resource management, excellence in practice, interdisciplinary communication, evaluation of outcomes and performance improvement are stressed; bookend course. Prerequisite or co-requisite: Nu421 Community and Public Health Nursing.

Nu441
Community and Public Health Nursing  4 credits
(RN–BSN Track)
Students in this course will identify nursing’s role in promoting population health. Students will develop skills and knowledge to assess population level determinants of health and will utilize public health benchmarks and appraisal of efficacy of interventions to design public health interventions. In community clinical setting, students will engage both population health concepts as well as best practices in direct care in community settings health and will focus on family and other environmental systems. Particular focus will be placed on developing assessment skills, compassion and expression of caring through understanding of lived experience of health and illness in the community. Students will gain exposure to diverse nursing roles in community settings, will explore realms of intervention in nursing care in the community and will relate community health concepts to nursing professional ethics and concept of nurse citizen. Students will develop knowledge, skills and disposition to work with others who serve communities and to engage health policy work to serve communities. The concepts of environment, systems, and upstream nursing theory will be integrated into course content. (45 hours of clinical) Prerequisites: Nu231 Bridge for Professional Nursing, Nu241 Health Assessment, Nu331 Research and Evidence-Based Nursing Practice, Nu333 Pharmacology, So250 Race, Ethnicity, Gender and Class.

Nu442
Transitions to Professional Practice  4 credits
(RN–BSN Track)
Synthesis of core knowledge and skills in preparation for entry-level professional practice. Students revisit, through accelerated content review based on areas of client needs, the essential professional body of knowledge necessary for entry to practice and licensure. Facilitation of the student’s transition to professional nursing practice and management of clients with complex health problems. The practicum experience enables students to demonstrate leadership and collaborative skills in a self-selected health care environment with other members of the health care team through a preceptor relationship with an RN. Application and evaluation of safety, quality improvement, evidence-based practice, informatics, and teamwork and collaboration competencies culminates in the senior practicum experience and project; capstone course. (75 hours of clinical) Prerequisites: pre or co-requisite Nu441 Community and Public Health Nursing, Nu443 Leadership and Management for Quality Healthcare Systems.
Nu443
Leadership and Management for Quality Healthcare Systems  4 credits
(RN–BSN Track)
The goal of this course is to assist the professional nurse to distinguish the difference between management and leadership, and the characteristics of the leader which are most effective for creating change for the benefit of the health care agency in which the nurse leader functions. Nurse leader roles are evaluated for the ability to assess, plan, organize, direct, delegate, communicate, and evaluate, to achieve continuous quality improvement in health care. The course examines the role of the professional registered nurse in the delivery of nursing care across a variety of settings with attention to access, cost and quality of care. Patient advocacy, resource management, excellence in practice, interdisciplinary communication, evaluation of outcomes and performance improvement are stressed; bookend course. Prerequisites: pre or co-requisite Nu441 Community and Public Health Nursing, Mg120 Foundations of Economics.

PHILOSOPHY
Ph200
Introduction to Philosophy  4 credits
Philosophy asks questions that concern the foundations of human life and of reality. Some philosophical questions include: What is real? What do we know? How should I live? This course is designed to introduce students to the study of philosophy. The course is open to any student in any major. Some topics for investigation may include: whether free will exists; what it means to live ethically; the nature of happiness; and, how individuals might balance responsibilities to themselves and towards their communities.

Ph/Hu240
The Search for God: Our Relationship with the Sacred  4 credits
Why am I here? What is the soul? Who or what is God? What is the meaning of life? How can I find my path in the world? These enduring questions are those humans have asked themselves for millennia. By exploring such questions, we can gain a deeper understanding of the universe, the sacred and ourselves. This is a “thought” course, one which pushes students to delve deeply into their own personal beliefs concerning society, the sacred, their place in the scheme of the universe and how to live a just and honorable life. This semi-historical approach looks into the realms of the mystical through the study of literature, artifacts and sacred texts. Discussions, guest speakers, videos, journaling and presentations challenge the students to expand their awareness by considering diverse viewpoints on the sacred and humanity’s role in the world.

Ph250
Comparative Religions  4 credits
An introduction to the plurality of world religions designed for advanced students in all degree programs, this course compares the systems of belief of the major religions of the world today (Hinduism, Buddhism, Islam, Judaism and Christianity) as well as other religions. Some field work is included.

Ph/Ev308
Environmental Ethics  4 credits
This course investigates the ethical issues raised by our relationships with the environment and its inhabitants. Students identify different theoretical positions regarding moral value, moral obligation, right and wrong action, justice and fairness, and how these positions relate to environmental issues.
Questions for study may include issues about the extent of moral concern, issues about environmental justice and issues about climate change.

**Ph420**  
**Topics in Philosophy**  
4 credits  
This course is designed to explore a philosophical topic or a philosophical figure in depth. Specific course content is chosen by the instructor and will be announced in advance. Some possible topics are: love and friendship, gender, race, environmental ethics, and social and political philosophy. Some possible thinkers for study are: Socrates, Plato, Aristotle, Kant, Mill, Rawls, and Butler. Students may take the course with different descriptors more than once, with approval of the Division Chair. *Prerequisite: Successful completion of En102 or En150 or approval of Division Chair.*

**PSYCHOLOGY**

**Py150**  
**Psychology**  
4 credits  
This course provides an overview of the field of psychology. Topics will include biological bases of behavior, learning, memory, developmental psychology, personality and abnormal behavior. Service-learning may be a component of this course.

**Py203**  
**Lifespan Development**  
4 credits  
This course will provide students with the knowledge of how individuals develop from conception through adulthood ending with death. A developmental model will be used that considers the biological, psychological, social and cultural systems that influence human behavior. Students will examine the various developmental tasks at each stage with an emphasis on normal development. *Prerequisite: Py150 or approval of Division Chair.*

**Py204**  
**Family Dynamics**  
4 credits  
This course examines current trends in marriage and the family and clarifies personal values as a basis for making sound choices and achieving more successful intimate relationships.

**Py205**  
**Child Growth and Development**  
4 credits  
This course will survey the major topics and psychological theories in developmental psychology from conception through preadolescence. The focus will be on individual maturation, both physical and mental, and how this affects the emotional, moral, cognitive and social development of the child. Consideration will be given to current controversies in the field: nature/nurture; continuity/discontinuity; and individual vs. group differences. Social issues will be discussed in the framework of the impact on the individual. *Prerequisite: Py150 or approval of Division Chair.*

**Py206**  
**Psychology of Adulthood and Aging**  
4 credits  
This course aims to expose students to information about physiological, psychological and social factors which influence one’s experience of early adulthood, families, middle adulthood and later adulthood. Theories of life-span development will be explored. Variables such as marital status, educational level, gender, childbearing status, ethnicity and culture will be examined for their influences on the experience of adult development and aging. Different approaches to research in the area of adult development will
be presented, and students will have the opportunity to engage in original research. *Prerequisite: Py150 or approval of Division Chair.*

**Py207**  
**Exceptional Child**  
4 credits  
A survey course designed to give students a comprehensive view of exceptional children. Topics such as early intervention will be covered, as well as the education of exceptional children with intellectual, communicative, sensory, behavioral or physical differences. Exceptional children will be viewed as unique learners in the contexts of family, school, peers and community. *Prerequisite: Py150 or approval of Division Chair.*

**Py208**  
**Chemical Dependency**  
4 credits  
This course examines the progressive nature of chemical dependency and its effects on people’s lives. The focus is on developing programs of prevention, intervention, referral and treatment, as well as the role of therapy.

**Py230**  
**Cognition, Learning and Memory**  
4 credits  
This course examines how individuals perceive their world, reason, learn and remember. Particular emphasis will be placed on how understanding one’s own cognitive processes can be beneficial to the individual. *Prerequisite: Py150.*

**Py250**  
**Interviewing Skills and Case Management**  
4 credits  
Generalist social work practice is studied by learning the change process of assessment, planning, intervention, evaluation and termination. The fundamental theoretical perspective presented in the course is systems/ecological, which emphasizes the interface of the human system with its multifaceted environment. Service-learning may be a component of this course.

**Py260**  
**Family Violence**  
4 credits  
Students will study the social and psychological dynamics of violence in America. This course focuses on partner abuse, physical and sexual child abuse, neglect and emotional responses to family violence.

**Py303**  
**Human Sexuality**  
4 credits  
This course surveys the physiological, sociological and psychological aspects of human sexuality.

**Py307**  
**Issues in Adolescence**  
4 credits  
This course will examine the major biological, social and psychological changes that occur as children develop into adolescents, through the teenage years, and into young adulthood. Issues explored will include the development of self-identity, moral reasoning, adolescent egocentrism, the importance of peer relationships and the emergence of sexuality. Special focus will be placed on relevant issues such as alcohol/substance abuse, adolescent depression and suicide, eating disorders; as well as legal and judicial issues in cases involving adolescents. *Prerequisite: Py150 or approval of Division Chair.*
Py310
Social Psychology 4 credits
This course will examine the relationship between The Society and The Individual. The class will look at current phenomena in society and how scientists uncover and explain such phenomena. Topics include social thinking, social influence, and social relations. Prerequisite: Py150 or approval of Division Chair.

Py/Rs315
Ethics in the Helping Professions 4 credits
This is a mid-level course in professional ethics. It is designed in particular for psychology, nursing and criminal justice majors and focuses on the ethics of professional conduct within the helping professions. Basic course themes will focus on ethical decision-making, behavior, managing dilemmas and conflict and problem-solving, the maintenance of ethical conduct and leadership. The course seeks to illuminate and balance theory and best practices through the use of case studies, films, literature, simulations and special guest speakers. It will integrate historical and contemporary issues that ranges from the individual to the institutional and systemic. Multicultural issues will also be considered and addressed.

Py320
Py320 Community-based Intervention and Advocacy 4 credits
This course examines the issues surrounding creating behavior changes in large populations. The focus of the course will be on the creation, implementation and evaluation of such programs. Ethical considerations and the impact of legislating behavior change will also be examined. Particular emphasis will be placed on programs geared towards underserved populations.

Py/Cj321
Social Research 4 credits
This course is designed to survey the basic processes of research methodology as practiced in the social sciences. Included are such topics as research literature, research design, data collection and research ethics. The course prepares students to understand and evaluate published research. Prerequisite: Ma202 Statistical Methods.

Py330
Biologic Basis of Behavior 4 credits
This is an introductory course that examines the interrelationship between biology and human behavior. Students will examine how brain structure and function produce observable behavior. The plasticity of the brain and how rehabilitation works will be focused upon throughout the course. Prerequisite: Py150.

Py351
Health and Stress 4 credits
An examination of various models of the healthy personality, this course considers successful coping strategies in light of the current research on the relationship between stress, health and mind body connection. Students will research primary prevention and intervention strategies to promote mental health and well-being at the personal, family, workplace and community levels.

Py400
Practicum and Seminar I 4 credits
Students will participate in 10 hours a week of supervised field work in a human service or other organization and attend a weekly seminar to integrate theory and practice. A learning contract, logs, case presentation and special assignments are required. Prerequisite: Junior or Senior status.
Py402
Abnormal Psychology  
4 credits
This course begins with the difficult task of defining and exploring the various explanations of abnormal behavior. Using the DSM-IV classification system, specific disorders will be studied. To assist in the understanding of these disorders, case studies will be utilized. *Prerequisite: Py150 or approval of Division Chair.*

Py403
Group Counseling  
4 credits
Social work practice with both treatment and task groups is studied by examination of the worker’s activities at each phase of group development. This highly experiential course requires students to participate in class group learning activities and plan and lead their own group.

Py415
Conflict Resolution  
4 credits
Conflict arises in all settings, from small interpersonal groups to large organizations and social institutions. This course will examine conflict from a multidisciplinary approach that includes both psychological and sociologic theory. Students will examine the personal and social forces leading to conflict and the strategies used to address conflict. Strategies covered will include communication skills, problem solving, negotiation, mediation and arbitration.

Py420
Theories of Personality  
4 credits
This course will examine several theoretical perspectives and research in personality psychology.  
*Prerequisite: Py150 or approval of Division Chair.*

Py425
Special Topics in Psychology  
4 credits
The knowledge base in psychology is constantly changing. Topic areas may include a focus on ethical issues in psychology, theories of behavior, recent developments in diagnosing and treating mental illness, application of psychology theory or recent developments in psychology research. Topics will be chosen for their currency and relation to issues and challenges facing society. A student may repeat the course but not the topic. *Prerequisites: Any 200-level writing-intensive Psychology course and Junior status.*

Py430
Death and Dying  
4 credits
This course examines the social and psychological impact that occurs at the end of the life cycle. Particular attention will be placed on examining how different cultures view death and how those views impact both the individual and community and guide their associated rituals. *Prerequisite: Py150.*

Py440
Schools of Psychotherapy  
4 credits
This course examines how psychotherapy has evolved over the last 100 years. Students will examine the theory underlying different types of psychotherapy and examine the evidence regarding its efficacy. To gain a better understanding of each therapy type, students will be expected to engage in role plays of the different therapeutic models. *Prerequisite: minimum of 16 credits in psychology.*
Py480
Senior Seminar in Social Science 4 credits
The Senior Seminar provides students with the opportunity to do advanced work in the social sciences. This course is designed to expose students to the research literature in a specific field. A research paper and/or presentation is a requirement of the seminar. Prerequisite: Senior status and 27 credits in psychology or permission of Division Chair.

RADIOLOGIC SCIENCES
Rs210
Introduction to Radiology and Patient Care 4 credits
This course focuses on program and clinical orientation. Students will receive an introduction to the field of radiology, basic radiation safety, patient care principles, legal aspects of radiography and basic nursing procedures. The student will learn foundational skills needed for patient assessment and start their initial clinical experiences, including monitoring breathing, heart rate and blood pressures. Students will be introduced to basic imaging procedures through clinical practice and learn to recognize changes in a patient’s well being. Safe transport of patients, effective communication with various types of patients, and current information on infectious disease control will also be covered. 4 credits (2.1 credits class/1.9 credits clinical); includes 16 hours of clinical per week for 9 weeks (144 hours); class 2 hours per week for 15 weeks. Clinical fee. Prerequisite: Program acceptance, Hc100 and Hc105.

Rs220
Radiographic Positioning I 4 credits
This course provides the student with the foundational knowledge and skill as well as the anatomy and the anatomical relationships necessary to perform basic radiographic procedures of the chest, abdomen, upper extremities, lower extremities, the shoulder girdle, hip and pelvis. The concepts and criteria needed to produce and evaluate quality radiographs will be emphasized. Laboratory demonstrations will complement the lectures in this course. 3 class hours/1.5 laboratory hours/week - 4 credits. Prerequisite: Program acceptance, Ns235 and Ns236.

Rs230
Radiographic Equipment 4 credits
This course includes a study of the fundamental units of measure, the structure of matter, and the concepts of work, force and energy. Also included are studies of elementary electricity and an Examination of the relationship between magnetism and electricity—fundamental to the basic operation of many x-ray circuit components. The student will also learn the construction, function, principle of operation and location of many of the x-ray equipment components. The student will demonstrate knowledge and understanding of the x-ray tube and circuit as well as electron interactions with matter that are used to create x-radiation. The student will also learn about basic radiation units of measurement and other concepts related to radiation protection. 4 hours/week - 4 credits. Prerequisite: Ma120.

Rs260
Clinical Radiography I 4 credits
This course is the second in a series of five, which will provide the student an opportunity to interact with patients and healthcare team members in the radiology department. The clinical experience assists the student in gaining mastery of radiologic procedures and patient interactions. The student will gain the knowledge and skills required to produce a diagnostic radiograph and practice radiation protection through comprehensive competency examinations of specific body areas. Students practice patient care skills and radiation safety procedures under direct supervision of a registered radiologic technologist. 16
hours/15 weeks + 80 hours of clinical done in January before the semester begins (approximately 316 hours) - 4 credits. Prerequisite: Rs220.

Rs261
Clinical Radiography II (summer) 6 credits
This course is the third in a series of five which will provide the student an opportunity to interact with patients and healthcare team members in the radiology department. The clinical experience assists the student in gaining mastery of radiologic procedures and patient interactions. The student will gain the knowledge and skills required to produce a diagnostic radiograph and practice radiation protection through comprehensive competency examinations of specific body areas. Students practice patient care skills and radiation safety procedures under direct supervision of a registered technologist. 40 hours/12 weeks (472 hours) – 6 credits. Prerequisite: Rs320.

Rs300
Digital Imaging, Processing and Quality Assurance 2 credits
This course introduces the student to the fundamental principles of computer theory, terminology and their applications in medical imaging. Components, principles and operation of digital imaging systems used in diagnostic radiology are introduced to blend digital concepts with film-based systems applications. In addition, the student will be introduced to the important concept of quality assurance, which is necessary for the continued production of quality diagnostic radiographic images. The student will also learn the process of radiographic film to include proper storage and handling of exposed and unexposed radiographic films, recognition of common artifacts and their causes, and a study of an automatic film processor. 2 hours/week - 2 credits. Prerequisite: Rs330.

Rs/Py315
Ethics in the Helping Professions 4 credits
This is a mid-level course in professional ethics. It is designed in particular for Psychology, Nursing, and Criminal Justice majors and focuses on the ethics of professional conduct within the helping professions. Basic course themes will focus on ethical decision-making, behavior, managing dilemmas and conflict, problem-solving, and the maintenance of ethical conduct and leadership. The course seeks to illuminate and balance theory and best practices through the use of case studies, films, literature, simulations, and special guest speakers. It will integrate historical and contemporary issues that range from the individual to the institutional and systemic. Multicultural issues will also be considered and addressed.

Rs320
Radiographic Positioning II 4 credits
This course provides the student with the foundational knowledge and skill as well as the anatomy and the anatomical relationships necessary to perform basic radiographic procedures of the vertebral column, the bony thorax, the skull and facial bones. General operating room procedures as well as fluoroscopic and upper and lower gastrointestinal series are covered. The concepts and criteria needed to produce and evaluate quality radiographs will be emphasized. 3 class hours/1.5 laboratory hours/week - 4 credits. Prerequisite: Rs220.

Rs330
Radiographic Exposures 4 credits
This course builds upon the concepts learned in Rs230 and is designed to introduce the student to the physical principles governing x-rays, x-ray production and x-ray beam characteristics as they relate to quality, improved patient care and protection. It will include an in-depth examination of radiographic prime factors and x-ray interactions with matter. This course introduces the student to the area of
radiographic technique, including influencing factors like filtration, beam restriction and grid use. The student is introduced to the fluoroscopic tube, image intensification and the principles associated with dynamic imaging. 4 hours/week – 4 credits. Prerequisite: Rs230.

Rs350  
Radiation Protection and Biology  
2 credits  
This course provides the student with an advanced understanding and overview of the principles of radiation protection so that the student and others are protected from exposure to radioactivity. The student will examine the characteristics of radiation and how radiation affects cell biology. The student will also apply standards and guidelines for radiation exposure. 2 hours/week - 2 credits. Prerequisite: Rs330.

Rs360  
Clinical Radiography III  
4.5 credits  
This course is the fourth in a series of five which will provide the student an opportunity to interact with patients and healthcare team members in the radiology department. The clinical experience assists the student in gaining mastery of radiologic procedures and patient interactions. The student will gain the knowledge and skills required to produce a diagnostic radiograph and practice radiation protection through comprehensive competency examinations of specific body areas. Students practice patient care skills and radiation safety procedures under direct supervision of a registered radiologic technologist. 24 hours/15 weeks - 4.5 credits. Prerequisite: Rs261.

Rs361  
Clinical Radiography IV  
4.5 credits  
This course is the fifth in a series of five which will provide the student an opportunity to interact with patients and healthcare team members in the radiology department. The clinical experience assists the student in gaining mastery of radiologic procedures and patient interactions. The student will gain the knowledge and skills required to produce a diagnostic radiograph and practice radiation protection through comprehensive competency examinations of specific body areas. Students practice patient care skills and radiation safety procedures under direct supervision of a registered radiologic technologist. 24 hours/15 weeks - 4.5 credits. Prerequisite: Rs360.

Rs370  
Radiographic Pathology  
2 credits  
This course provides the student with an understanding of the basic description and clinical manifestation of some of the most common pathological conditions. The student will be able to identify certain radiographic features. The student will also learn the characteristics of the disease or disorder and how technical values need to be changed to compensate for density differences produced by various pathological condition. 2 hours/week - 2 credits. Prerequisite: Rs236.

Rs420  
Advanced Imaging and Pharmacology  
4 credits  
This course provides instruction in design and equipment, special procedure modalities, interventional radiography and pharmacology and drug administration. This course is designed to provide the student with the knowledge and skill necessary to perform advanced radiographic procedures including angiography, arthrogram, myelogram, sialogram, venogram, hysterosalpinogram and interventional radiography. This course will also introduce the student to other area specialties found in the radiology field. 4 hours/week - 4 credits. Prerequisite: Rs320.
Rs440  
Radiographic Critique and Analysis  
4 credits  
This course is a problem-based seminar and focuses on film critique stressing common procedures as well as pediatric radiography. This course enhances the student's understanding of factors that influence the production of the radiographic image and focuses on the analysis of image quality. 4 hours/week - 4 credits. Prerequisite: Rs300, Rs330 and Rs360.

Rs461  
Principles of Computed Tomography I  
4 credits  
This course is the first of a three-course set in Computed Tomography (CT) Imaging. This specific course focuses on the basic fundamentals of CT including the history, equipment instrumentation and Quality Control. Specific aspects of data acquisition, digital analysis and image processing and reconstruction are also addressed. This course includes 40 hours of clinical observations in CT.

Rs462  
Principles of Computed Tomography II  
6 credits  
This course is the second of a three-course set in Computed Tomography (CT) Imaging. This specific course focuses on CT exam procedures, cross-sectional anatomy, pathology and radiation protection practices. Specific aspects of patient care, communication, contrast agents and injection techniques are also addressed. This course includes 60-80 hours of clinical observation and training in CT. (Student must hold a primary ARRT registry for hand-on clinical training.)

Rs463  
Principles of Computed Tomography III  
6 credits  
This course is the last of a three-course set in Computed Tomography (CT) Imaging. This course focuses on independent performance through clinical training (up to 300 hours) with an optional didactic section on registry preparation and review. Clinical education involves a practical learning experience in the patient care environment. The students participate in pre-scheduled time periods and practice their CT skills in a hospital or clinic setting. Students will be under the supervision of an experienced CT technologist preceptor. Emphasis will be placed on equipment utilization, exposure techniques, patient care, evaluation of CT procedures, evaluate image quality, radiation safety practices, contrast administration, positioning protocols and image acquisition. A specified number of clinical exam competencies will be required in the areas of computed tomography of the head, neck, spine, chest, abdomen, pelvis and musculoskeletal system.

Rs480  
Senior Seminar: Program Capstone  
2 credits  
This is an interactive seminar that focuses on factors impacting decision-making related to delivery of health care and radiological practice. Topics addressed include recent scientific findings in related fields of medicine, imaging modalities, and the future of radiographic study. This course is designed to review all aspects of radiology and prepare the student for the healthcare workforce and the American Registry of Radiologic Technologist (ARRT) examination. 2 hours/week - 2 credits. Prerequisite: Rs360.

**CENTER FOR TEACHING AND LEARNING**

Sc101  
Introduction to Tutoring  
4 credits  
This course serves as the primary training for students wishing to become peer tutors in the Center for Teaching and Learning. The course guidelines are those agreed upon by the College Reading and Learning Association (CRLA), an organization that certifies our program, and the Tutor Coordinator.
Topics include learning styles, individual and group tutoring, the structure of a session and study strategies. Students will learn by observing tutoring sessions, role playing, reading, writing, and listening to faculty and staff guest speakers from across the disciplines. Students need to earn at least a B in the course to be hired as peer tutors. Prerequisites: completed application with faculty recommendation(s) by time of registration, Sophomore standing and at least 16 credits completed at SVC.

Sc290
Educational Mentoring and Instructional Leadership  2 credits
This course is designed specifically for upper-level students who have been accepted into the College’s “Course Apprenticeship Program” (CAP). The course provides a mini-internship with an SVC faculty member in a course designated primarily for first-year students. CAP students will serve as apprentices in their assigned first-year course, sponsored and supervised by the faculty member of record in that course. Additionally, CAP students will participate in a once-per-week professional development seminar (Sc290) and gain skills, knowledge and understanding regarding mentoring and small group instructional activities that support first-year students to succeed at SVC. Topics may include group dynamics, time and stress management, personal organization, young adult lifespan development, learning styles, teaching styles, instructional methodologies, leadership, classroom ethics and more. Students can service CAPs up to four times.

LANGUAGES
Sl101
Introduction to American Sign Language  4 credits
This course introduces students to communication of the manual-visual mode, along with instruction and practice in finger spelling, vocabulary, sentence structure and conversation. It also provides an emphasis on receptive and expressive skills. Participants will work on comprehension and the grammatical structure of ASL.

Sp101
Introduction to Spanish Language and Culture  4 credits
This beginner’s level course focuses on the development of basic communication skills in speaking, listening, reading and writing, using a thematic approach integrating language and culture. Students will learn facts and cultural information about some countries in the Spanish-speaking world. Students will also learn about different cultural celebrations, traditions and famous people from the Hispanic community in the United States.

Sp102
Spanish Language and Culture  4 credits
This advanced beginner’s and low intermediate levels course focuses on further development of more advanced communication skills using a thematic approach integrating language and culture. This course also includes exploration into Spanish-speaking countries and the Hispanic community. Prerequisite: At least one year of Spanish in high school or one semester in college.

SOCIAL SCIENCE
So100
Sociology  4 credits
This course presents the study of the interrelationship of society, personality and culture and an analysis of our relationship to such fundamental social institutions as the church, state, family and school, as well as the economic order. Service-learning may be a component of this course.
So150
Anthropology        4 credits
By examining the evolution of humankind both physically and culturally, the student will become more familiar with some of the key concepts in culture, e.g., race, ethnicity, religion and family. A broad range of topics will be covered such as bands and tribes, food production, and kinship in an effort to gain insight into some of the changes that our culture and the rest of the world are experiencing.

So201
Social Problems     4 credits
This course is intended to introduce students to a wide range of social issues in the United States (US) today. Issues will be approached from both the theoretical and practical perspectives. The course will begin with an overview of the social landscape in the US with special attention to the difficulties facing particular groups and the entire population. Once this overview is presented, students will study the major ideologies in the US, especially liberalism and conservatism, to provide a theoretical framework with which to understand public policy debate. The major social issues that confront society will then be studied. These include persistent poverty, environmental degradation, immigration, gun control, abortion, prayer in school, affirmative action, gay rights, criminal justice, capital punishment, corporate accountability and others. Service-learning may be a component of this course.

So202
Global Issues       4 credits
This course is designed to introduce students to some of the major issues confronting the global community. Students will begin their investigation by studying some of the major political ideologies, such as Liberalism, Marxist-Leninism and Islamic Fundamentalism, that influence contemporary politics. Students will then tackle a variety of issues that challenge the world community—persistent poverty, further globalization of the world economy, the role of corporations, the collapse of the USSR and the spread of democracy and capitalism, the struggles of women and children, the role of religion in society and environmental challenges, among others. Students will be asked to stay informed of current events around the world and research one particular global issue.

So206
Social Ethics      4 credits
Students will explore some of the major philosophical and moral challenges of the ages. These include the notion of freedom, social justice, morality of war, issue of equality, etc. The course will introduce students to some of the leading ethical systems and frameworks and then apply them to timeless and contemporary issues.

So250
Race, Ethnicity, Gender and Class 4 credits
Students will analyze the role of race, nationality, gender and class in the society and cultures of the United States and individual and institutional prejudice and discrimination. The relationship between race, ethnicity and gender to inequality structures and social change will also be explored.

So300
Special Topics in Sociology 4 credits
Sociology is a dynamic discipline, and topics of contemporary significance arise frequently. This course will study selected issues of current interest and importance in sociology. These topics will vary in accordance with the interests of students and faculty. Students may repeat the course as the topic changes.
So/Py321
Social Research 4 credits
This course is designed to survey the basic processes of research methodology as practiced in the social sciences. Included are such topics as research literature, research design, data collection and research ethics. The course prepares students to understand and evaluate published research. Prerequisite: So280 or permission of instructor.

SPECIAL STUDIES/INTERNSHIPS
299 and 499 Experimental Courses
Courses with a 299 designation are offered occasionally. They cover topics of special interest and are not required in any major or minor concentration. The course number 299 designates a lower-level course, and 499 designates an upper-level course.

Independent Study
Independent studies of courses in the College Catalogue may be arranged to accommodate student needs or special interests. Independent Study Application forms are available at the Registrar’s Office, and approval from the Provost is necessary. See page 109 for more information.

Individualized Study 298 and 498
These research-oriented courses are jointly designed by the student and instructor for the serious student who wishes to pursue a specific aspect of a subject area in far more depth than would ordinarily be possible. Students will defend their theses and papers at the end of the project during an interview with the instructor. Permission of the sponsoring instructor, approval by the Division Chair, Curriculum Committee and Provost are required. The course number 298 designates a lower-level course, and number 498 designates an upper-level course.

Internships 290 and 490
Internships are required for some programs of study and are available for most others. Academic credit is earned through an internship which applies theories learned in class to a practical job experience in an organization or agency. All internships are developed in conjunction with the Internship Coordinator.
Statements of Policy

Student Records
In compliance with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380), students may inspect their own educational records upon request. It should be noted that any parent who claims a student as a dependent for income tax purposes has the same rights of access to academic records. Parents’ financial records and related material will not be released to students.

All students’ permanent academic records are maintained in the Registrar’s Office. A report of grades is available on the SVC Scholar Portal (online registration) at the end of each semester or session unless the College is requested to send it elsewhere.

A transcript is a copy of a student’s permanent academic record and is a chronological list of course work taken and grades received. Official transcripts bear the raised seal of the College and the signature of authorized personnel. There is a $10 fee for each official transcript. There is no charge for unofficial transcripts. To request a transcript, contact the Registrar’s Office at 802-447-6324 or e-mail registrar@svc.edu. The Transcript Request Form is also available online at http://www.svc.edu/forms/transcript_request.pdf.

It is Southern Vermont College policy to withhold grades, reports, transcripts, degrees and references for students whose financial obligations to the College have not been met.

Non-Discrimination Policy
It is the policy of Southern Vermont College not to discriminate in its admission program, student services, or employment practices on the basis of race, color, creed, religion, national origin, sexual orientation, sex, age, veteran’s status or disability.

Accreditation Statement
Southern Vermont College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs and is substantially doing so. Inquiries regarding the status of Southern Vermont College’s accreditation by the New England Association should be directed to the administrative staff of the College or the New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, 617-271-0022.
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*Adjunct Appointment
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Stefano Donati – Learning Differences Assistant
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Colleen Little – Deputy Chief Operating Officer/Director of Development
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Kathy Reed – Accounts Payable
Becky Legacy – Accountant and Payroll Coordinator
Sue Harris – Campus Store and Mailroom Manager

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Phylle Lentz – Financial Aid Administrator
Donna Pilling – Student Accounts Manager
Glory Daignault – Student Financial Services Coordinator

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Douglas Mears – Support Specialist
Leonard Kelley III – Database Administrator
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Deborah George – Custodian
Patrick Boisvert – Facilities Assistant
Gary Gras – Facilities Assistant
Frank Lofaro – Facilities Assistant
Lucas Smith – Facilities Assistant
Bonnie Cooper – Housekeeper
Lynn DeBay – Housekeeper
Tanya Wesley – Housekeeper

Admissions
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Stephanie Pelletier – Assistant Director
Lindsey Pilling – Assistant Director
Lindsey Clark – Assistant Director/Transfer Coordinator
Sharief Hashim – Admissions Representative/Athletics Coordinator
Emma Piazza – Senior Operations Assistant
Jordan Bassi – Administrative Assistant

Athletics
Michael P. McDonough – Director of Athletics
Joseph Baia – Men’s Soccer Coach
Alyssa Davis – Softball Coach
Dan Engelstad – Men’s Basketball Coach
Scott Fitzgerald – Men’s and Women’s Volleyball Coach
David Gage II – Baseball Coach
Sharief Hashim – JV Men’s Basketball Coach
Kathleen Newton – Cross Country Coach and Men’s Track & Field Coach
Tom Otero – Women’s Lacrosse Coach
Mike Quinn – Women’s Basketball Coach
Michael Zauzig – Women’s Soccer Coach
Ashley Hodges – Athletic Trainer
Alyssa Diamond – Assistant Athletic Trainer
Michael Nosek – Director of Sports Information

Human Resources
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Development and Communications
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Susan Biggs – Senior Advisor for Communications, Strategic Planning and Support
Samantha Damon – Development Specialist/Alumni Relations and Community
Marion Whiteford – Assistant Director of Communications
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Michael Goodwin – Assistant Dean of Students
Tammy Shields – Executive Assistant to Dean of Students
Ivan Figueroa – Director of Mountaineer Scholars Program/Diversity Initiatives
Kelli Cressy-Gassaway – Director of Dining Services

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Michael Goodwin – Director of Student Involvement
Matt Somerville – Residence Director
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Deborah Berg, R.N. – College Nurse

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Chris Allard – Campus Safety Officer
Ashley Austin – Campus Safety Officer/Shuttle Driver
Joseph Castillo – Campus Safety Officer
Miguel Gutierrez – Campus Safety Officer
Frederick Larabee, Jr. – Campus Safety Officer
Carlos Rosas – Campus Safety Officer
Alvin Hunt – Van/Shuttle Driver
Buffie Race – Van/Shuttle Driver
Christopher Teder – Van/Shuttle Driver
We know that anyone considering attending college will have many questions. We welcome your inquiries regarding our admissions process, financial aid availability, residential life, degree programs or any other topic of interest to you.

Admissions Office                802-447-6300
Admissions E-mail                admissions@svc.edu
Admissions Fax                   802-681-2868
Directions to Campus             http://svc.edu/about/directions.html
All Other Departments           802-447-4000
Business Office Fax              802-447-6329
Campus Safety Fax               802-681-2869
Financial Aid Fax               802-447-6313
Human Resources Fax             802-447-4634
Residence Life Fax              802-447-6330
Fax (other departments)         802-447-4695
Web Site                        www.svc.edu
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