The Southern Vermont College Catalog is intended to provide general information about the College. The information in the Catalog is current as of the time of online publication, but policies and course listings as stated in this Catalog 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 Dean of the Faculty, Division Chairs, and faculty members, who will be happy to respond to inquiries.

Please refer to the Southern Vermont College Community Standards of Conduct Student Handbook for additional information on campus policies and regulations.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td>3</td>
</tr>
<tr>
<td>The College</td>
<td>5</td>
</tr>
<tr>
<td>Admissions</td>
<td>7</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>10</td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>11</td>
</tr>
<tr>
<td>Division of Student Affairs</td>
<td>24</td>
</tr>
<tr>
<td>Mountaineer Athletics</td>
<td>29</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>30</td>
</tr>
<tr>
<td>The McCormick Division of Business</td>
<td>34</td>
</tr>
<tr>
<td>Business Administration</td>
<td>36</td>
</tr>
<tr>
<td>Business Administration – Entrepreneurship</td>
<td>38</td>
</tr>
<tr>
<td>Business Administration – Healthcare Management</td>
<td>40</td>
</tr>
<tr>
<td>Business Administration – Sports, Recreation, and Tourism Management</td>
<td>42</td>
</tr>
<tr>
<td>The Hunter Division of Humanities</td>
<td>45</td>
</tr>
<tr>
<td>Arts Administration</td>
<td>45</td>
</tr>
<tr>
<td>Communication</td>
<td>49</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>50</td>
</tr>
<tr>
<td>English</td>
<td>52</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>53</td>
</tr>
<tr>
<td>Interdisciplinary Studies (Associate in Science)</td>
<td>54</td>
</tr>
<tr>
<td>The Division of Nursing and Health Services</td>
<td>57</td>
</tr>
<tr>
<td>Nursing</td>
<td>57</td>
</tr>
<tr>
<td>Radiologic Sciences</td>
<td>67</td>
</tr>
<tr>
<td>Computed Tomography Certificate</td>
<td>72</td>
</tr>
<tr>
<td>Mammography Certificate</td>
<td>73</td>
</tr>
<tr>
<td>The John Merck Division of Natural Sciences and Mathematics</td>
<td>74</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>74</td>
</tr>
<tr>
<td>The Donald Everett Axinn Division of Social Sciences</td>
<td>79</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>80</td>
</tr>
<tr>
<td>History and Politics</td>
<td>83</td>
</tr>
<tr>
<td>Human Services</td>
<td>85</td>
</tr>
<tr>
<td>Psychology</td>
<td>88</td>
</tr>
<tr>
<td>Special Academic Offerings</td>
<td>92</td>
</tr>
<tr>
<td>Articulation Agreements</td>
<td>94</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>95</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>110</td>
</tr>
<tr>
<td>Course Listings</td>
<td>114</td>
</tr>
<tr>
<td>Statements of Policy</td>
<td>172</td>
</tr>
<tr>
<td>Student Privacy – Notification of Rights: FERPA Statement</td>
<td>173</td>
</tr>
<tr>
<td>Board of Trustees &amp; Emerita/Emeritus</td>
<td>174</td>
</tr>
<tr>
<td>Faculty</td>
<td>175</td>
</tr>
<tr>
<td>Administration &amp; Staff</td>
<td>178</td>
</tr>
<tr>
<td>Contacting Southern Vermont College – Campus Map</td>
<td>181</td>
</tr>
<tr>
<td>Index</td>
<td>183</td>
</tr>
</tbody>
</table>
Academic Calendar

**Fall 2018 Semester**

- 8/26/2018: Late Registration, Check-In
- 8/27/2018: First Day of Classes – Fall 2018
- 8/29/2018: Opening Convocation
- 9/5/2018: Add/Drop Deadline – Last Day to Add or Drop (without a W Grade) a Class
- 9/3/2018: Labor Day – No Classes
- 9/17/2018: Constitution Day
- 10/8/2018: Columbus Day – No Classes
- 10/15/18 – 10/19/18: Mid-Term Examination Period
- 10/26/2018: Mid-Term Grades Due
- 11/2/2018: Withdrawal Deadline Fall 2018 – Last Day to Withdraw from a Class (with a W Grade)
- 11/5/2018: Spring and Summer 2019 Registration Begins
- 11/21/18 – 11/23/18: Thanksgiving Holiday – No Classes
- 11/26/2018: Classes Resume
- 12/7/2018: Last Day of Classes for Fall 2018 Semester
- 12/10/18 – 12/14/18: Final Exam Period
- 12/15/2018: Fall 2018 Graduation Date
- 12/18/2018: Final Grades Due to Registrar by 12:00 p.m.

**Spring 2019 Semester**

- 1/20/2019: New Student Orientation – For Students Entering Spring 2019
- 1/21/2019: Late Registration, Check-In
- 1/22/2019: First Day of Classes – Spring 2019
- 1/31/2019: Add/Drop Deadline – Last Day to Add or Drop (without a W Grade) a Class
- 2/18/2019: Presidents’ Day – No Classes
- 3/11/19 – 3/15/19: Mid-Term Examination Period
- 3/22/2019: Mid-Term Grades Due
- 3/18/19 – 3/22/19: Spring Break – No Classes
- 3/25/2019: Classes Resume
- 4/5/2019: Withdrawal Deadline Spring 2018 – Last Day to Withdraw from a Class (with a W Grade)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/8/2019</td>
<td>Fall 2019 Registration Begins</td>
</tr>
<tr>
<td>5/9/2019</td>
<td>Last Day of Classes for Spring 2019 Semester</td>
</tr>
<tr>
<td>5/10/19 – 5/16/19</td>
<td>Final Exam Period</td>
</tr>
<tr>
<td>5/17/2019</td>
<td>Graduating Students Grades Due by 9:00 a.m.</td>
</tr>
<tr>
<td>5/18/2019</td>
<td>Commencement, Spring Graduation Date</td>
</tr>
<tr>
<td>5/21/2019</td>
<td>Final Grades Due to Registrar by 12:00 p.m.</td>
</tr>
</tbody>
</table>

**Summer 2019 Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/28/2019</td>
<td>First Day of Classes – Summer Session 1 and 3</td>
</tr>
<tr>
<td>5/31/2019</td>
<td>Add/Drop Deadline – Summer Session 1 and 3</td>
</tr>
<tr>
<td>6/14/2019</td>
<td>Withdrawal Deadline – Summer Session 1</td>
</tr>
<tr>
<td>7/5/2019</td>
<td>Last Day of Classes – Summer Session 1</td>
</tr>
<tr>
<td>7/5/2019</td>
<td>Withdrawal Deadline – Summer Session 3</td>
</tr>
<tr>
<td>7/8/2019</td>
<td>First Day of Classes – Summer Session 2</td>
</tr>
<tr>
<td>7/12/2019</td>
<td>Add/Drop Deadline – Summer Session 2</td>
</tr>
<tr>
<td>7/26/2019</td>
<td>Withdrawal Deadline – Summer Session 2</td>
</tr>
<tr>
<td>8/16/2019</td>
<td>Last Day of Classes – Summer Session 2 and 3</td>
</tr>
<tr>
<td>8/23/2019</td>
<td>Summer 2019 Graduation Date</td>
</tr>
</tbody>
</table>
The College

Mission Statement
Southern Vermont College affirms a deep belief in the potential of every individual. We embrace diversity in all its forms, fostering excellence and personal responsibility in each member of our community. Grounded in the liberal arts, our programs prepare students to look beyond boundaries, to engage their communities, and to excel in their professional endeavors.

Overview
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 11:1 enables students to express ideas, give and receive feedback, and grow intellectually and socially within a supportive environment.

Southern Vermont College educates students in the liberal arts tradition to prepare them for successful careers and as active citizens and leaders who understand the complexities of today’s world. The College’s faculty challenge students to think independently and creatively, integrating theory and practice in the classroom and in other venues, both on and off campus.

Southern Vermont College is accredited by the New England Association of Schools and Colleges.

History
The College has its roots in Saint Joseph College, which was established in downtown Bennington by the Sisters of Saint Joseph in 1926. In 1974, the Sisters of Saint Joseph turned the College over to an independent board of trustees and the College moved to its current location at the Everett Estate, on 371 acres with spectacular mountain views. Within a few months, the name of the College was changed to Southern Vermont College and it became a private, independent college no longer having a religious affiliation.

Campus
The Everett Mansion, serving as the College’s primary administrative and classroom building, has 27 rooms and is home to faculty offices, the Library, the Theatre, the Center for Teaching and Learning, Jazzman’s Café, Student Financial Services, the Registrar’s Office, and the Advancement Office (including Alumni Office and Communications). The Mansion grounds feature a 13-tier cascading stone fountain overlooking the cobblestone courtyard.

The campus includes six residence halls, laundry facilities, a Dining Hall, the Mountaineer Athletic Center with Fitness Center, and a 24-hour Computer Lab with wireless workstations for remote Internet access and high-speed data transfer. Hunter Hall, a living and learning facility that houses 110 students, provides conference rooms and classroom space, science labs, “The Cave” and student lounge, and a multipurpose atrium. The Wellness Center is also part of Hunter Hall.

Other campus buildings include The Gatehouse, an original part of the Everett Estate which was renovated as a welcome point for the College and houses the Office of Admissions. Now named the Wagner House, this stately stone dwelling is only feet from the College’s main entrance. Birchwood, the
stone carriage barn next to the Everett Mansion, contains faculty offices, the Career Development and Internships office, the Mountaineer Scholars Program, and the Campus Store.

In 2012, the College opened its Healthcare Education Center in downtown Bennington. The Center encompasses all learning facilities for Nursing and Radiologic Sciences majors. The Center, located at the historic Vermont Mill Properties, features simulation labs, lecture halls, classrooms, study and research facilities, faculty/administrative offices, and a student lounge.

**Highlights**

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

The relationship between the town of Bennington and Southern Vermont 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. Students who participate in service-learning experiences 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.

Southern Vermont College uses Merit to celebrate student accomplishments and creates for each student a Merit page—a verified online profile—that is automatically updated when students earn awards, are elected to honor societies, study abroad, and more. Student achievement stories are also published on the College’s institutional Merit page. Through Merit, accomplishments are shared with students’ hometown media outlets, government officials, families, and high schools.

In December 2017, the Bennington Center for the Arts and a significant portion of its collection was gifted to Southern Vermont College and renamed as the Laumeister Art Center. This gift, the largest in the College’s history, provides a transformative opportunity for new programs to engage and educate students and the community, and to increase Southern Vermont College’s visibility as a critical contributor to Bennington’s cultural renaissance.

Beginning in 2018, Southern Vermont College enjoys a formal affiliation agreement with Southwestern Vermont Health Care (SVHC), the parent organization of the Southwestern Vermont Medical Center (SVMC) adjacent to the College’s campus in Bennington. SVHC is affiliated with the Dartmouth-Hitchcock health system, providing access to state-of-the-art medical research, technology, and healthcare. SVMC is a four-time designee by the American Nurses Credentialing Center’s (ANCC) Magnet Recognition Program®, which recognizes healthcare organizations that demonstrate nursing excellence, quality patient care, and innovations in professional nursing practice; it is considered the gold standard for nursing excellence. As a four-time grantee, Southwestern Vermont Medical Center retains its place among the best of the best as part of the Magnet® community. This outstanding affiliation provides SVC Nursing and Radiologic Sciences students, as well as students in other fields, with exceptional access to educational opportunities through internships, clinical placements, and work experience, and supports SVC’s programs through joint faculty/clinical appointments at the College and SVMC.
Admissions

Admission to Southern Vermont College is offered on a rolling basis. 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 (RN-BSN applicants may also apply for the summer term). Admission to the College is based on prior academic performance, personal character, and potential for success.

Application Procedure
Applications for admission are available on the College’s website at [Apply.SVC.edu](http://Apply.SVC.edu) or by contacting the Office of Admissions at 802-447-6300 or [admissions@svc.edu](mailto:admissions@svc.edu). SVC offers a paper or online application. We also accept 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 once all relevant documents are evaluated. Prospective students are encouraged to visit campus and talk with an Admissions Counselor. To learn more about visit opportunities, please go to [Visit.SVC.edu](http://Visit.SVC.edu).

First-Year Student Application Requirements:

- Completed application
- An official high school transcript with graduation date or GED
- Personal Statement/Essay (encouraged)*
- One letter of recommendation (encouraged)*
- Official SAT or ACT scores are required for certain degree programs with outside accreditation. All other degree programs do not require SAT/ACT scores, though they may be provided. Check the Catalog for your degree program requirements.

Transfer Student Application Requirements:

- Completed application
- Official transcripts from all post-secondary institutions attended**
- An official high school transcript with graduation date or GED
- Personal Statement/Essay (encouraged)*
- One letter of recommendation (encouraged)*

*These documents are recommended but not required for an admission decision to be made. If deemed appropriate, the admissions staff may request or require these or additional documentations or interviews before making an admission decision. Additionally, the personal statement/essay will be used to assess English course placement for first-year students and transfer students who will not fulfill the English requirement prior to starting courses.

**Credits earned at other regionally 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 is evaluated as substantially equivalent to one offered at SVC. A credit evaluation will be provided upon acceptance to the College. Students receive transfer credit, but no grades, for the accepted 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) with a score of 3 or better (specific programs may have higher requirements), 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.

**International Student Requirements:**

- Completed application
- Official transcripts from secondary schools, colleges, or universities (transcripts must be evaluated in English and verified by World Education Services or another approved evaluation agency)**
- Personal Statement/Essay
- Two letters of recommendation (encouraged)
- 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

***International students must earn the equivalent of a US high school diploma to be considered for admission. A GED Transcript will be accepted as a substitution for a secondary school transcript.

**Reentry Students**

Students who have attended Southern Vermont College previously and wish to re-enroll should submit an application at [Apply.SVC.edu](http://Apply.SVC.edu). Readmission to the College is based on prior performance (academically and socially), personal character, and potential for success. If the student attended another institution(s) while un-enrolled, they must also submit official transcript(s) for review prior to a re-admission decision being made.

**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, recommended documents (if submitted), and any relevant information obtained by Admission 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 proven 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 and Health Services section.

For additional Radiologic Sciences program admission criteria, see the Division of Nursing and Health Services section.

**Deferred Admission**

Students who have applied to the College and have been accepted may defer admission once 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 must be reevaluated for admission in accordance with the Acceptance Policy.

**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. Residential students are required to submit a nonrefundable $200 housing deposit in addition to the enrollment deposit.** After May 1, deposits will be accepted on a space-available basis. Submitting the deposit and completing the Enrollment Confirmation Form confirms matriculated status. Once enrollment confirmation and payment has been submitted, the student must withdraw all applications/acceptances from other institutions.

** For more information about housing requirements, please reference the Student Affairs section of this catalog.

**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 a college voucher, 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, the opportunity to enroll in courses at a reduced rate. To learn more or apply, please contact the Office of Admissions or visit [http://svc.edu/admissions/dual-enrollment](http://svc.edu/admissions/dual-enrollment).

**Additional Information**
The Office of Admissions and its staff 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)).
## Tuition and Other Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Tuition (12+ credits) per semester</td>
<td>$12,618.00</td>
</tr>
<tr>
<td>Part Time Tuition (up to 11 credits) per credit</td>
<td>$1,051.00</td>
</tr>
<tr>
<td>RN-BSN Program Tuition per credit</td>
<td>$406.25</td>
</tr>
<tr>
<td>CT Certificate Program Tuition per credit</td>
<td>$468.75</td>
</tr>
<tr>
<td>Audit (Non-Credit) Tuition per course</td>
<td>$250.00</td>
</tr>
<tr>
<td>65+ Years of Age (Audit, Non-Credit) Flat Fee per course</td>
<td>$100.00</td>
</tr>
<tr>
<td>Dual Enrollment Tuition Rate per credit</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

## Other Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room &amp; Board (per semester; unlimited access to dining hall)</td>
<td>$5,500.00</td>
</tr>
<tr>
<td>Activities Fee (per semester; for resident students)</td>
<td>$137.50</td>
</tr>
<tr>
<td>Activities Fee (per semester; for non-resident students)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Nursing Course Fee</td>
<td>Varied</td>
</tr>
<tr>
<td>Radiologic Science Course Fee</td>
<td>Varied</td>
</tr>
<tr>
<td>Course Materials/Lab Fee (where required)</td>
<td>Varied</td>
</tr>
<tr>
<td>ID Replacement Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Transcript Fee (per transcript)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Rush Transcript Fee (per request; up to 3 transcripts per request)</td>
<td>$15.00</td>
</tr>
<tr>
<td>Rush Express Transcript Fee (per transcript; express mailing included)</td>
<td>$35.00</td>
</tr>
<tr>
<td>Application Fee (waived for online application)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Enrollment Deposit (nonrefundable)</td>
<td>$150.00</td>
</tr>
<tr>
<td>Room Reservation Fee (nonrefundable)</td>
<td>$200.00</td>
</tr>
<tr>
<td>New Student Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Graduation Application Fee</td>
<td>$125.00</td>
</tr>
</tbody>
</table>

Total comprehensive fees (2018-2019): $36,238 a year (tuition, room, and board)
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, their resources can be supplemented with employment, grants, scholarships, and loans. The amount of institutional aid available through the College is based on need as demonstrated through the Free Application for Federal Student Aid (FAFSA) and merit based on academic achievement. 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 the Catalog.

Application Procedures and Deadlines
Students who wish to be considered for financial aid eligibility, whether 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.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 before March 1 of each year. Failure to submit before 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 emailed 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 from entering 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 Office of Student Financial Services 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. The Verification process must be completed within 60 days of notification. Failure to submit the requested documents will prevent an applicant from
receiving disbursements of institutional and federal financial aid awards. As a result of the Verification process, the data reported on the FAFSA may need to be corrected. The Office of Student Financial Services will electronically submit corrections to the Federal processor. If financial aid eligibility changes, as a result of the Verification process, the Office of Student Financial Services will notify the applicant.

**Institutional Scholarships and Grants**

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 achievement and financial need. 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/or grants are required to maintain at least a 2.00 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 are 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 wishes to defer eligibility for an institutional financial aid award until a subsequent semester of full-time study, they 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 Direct 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.

**Presidential Scholarship** – This scholarship is awarded to first-year applicants who have demonstrated the highest academic abilities while in high school. This scholarship is renewable each year for four years or eight semesters as long as the student maintains a 2.0 GPA.

**Everett Scholarship** – This scholarship is awarded to first-year applicants who have demonstrated above-average academic ability and great potential for success while in high school. This scholarship is renewable for up to four years or eight semesters as long as the student maintains a 2.0 GPA.

**Trustees Award** – This grant is awarded to first-year applicants who have the abilities and demonstrated potential for academic success. The grant is renewable for up to four years or eight semesters as long as the student maintains a 2.0 GPA.
**Opportunity Grant** – This grant is awarded to first-year applicants who have a robust record and promise for success and is renewable for up to four years or eight semesters as long as the student maintains a 2.0 GPA.

**Transfer Scholarship** – This merit-based scholarship is offered to a first-time transfer student from a two- or four-year college who has completed more than 24 credits at their 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.

**Alumni Scholarship** – This scholarship is renewable for up to four years upon the ability to maintain satisfactory academic progress and is awarded to first-year applicants to the College.

**Good Neighbor Scholarship** – This scholarship is available to first-year applicants in area communities. Qualified applicants are those who attend or have recently graduated from high schools in Bennington or Windham Counties in Vermont or selected nearby towns in Massachusetts and New York. More details of this renewable award are available at the SVC website. This scholarship is renewable for up to four years upon the ability to maintain satisfactory academic progress and is awarded to first-year applicants to the College.

**The Nicholas Donofrio Distinguished Nursing Scholarship** – This scholarship requires additional application materials – more info at: [https://svc.edu/admissions/nicholas-donofrio-distinguished-nursing-scholarship/](https://svc.edu/admissions/nicholas-donofrio-distinguished-nursing-scholarship/).

**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 at least as strict as the academic policy that is applied to students enrolled in the same program who are not receiving federal student aid; include quantitative measure (maximum timeframe and pace of completion) and qualitative measure (GPA); determine intervals when SAP will be measured; and address how a student’s GPA and pace of completion are affected by course incompletes, withdrawals, 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 time frame cannot exceed 150 percent 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 percent 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 67 percent 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 semester with the following exceptions:

- A credit hour is considered attempted if the credit hour is officially added after the conclusion of the add/drop 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 semester, 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 in fall semester and half-time in 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 time frame. 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: Credit hours from another institution that are accepted toward the student’s educational program must count as both attempted and completed credit hours.

Satisfactory Academic Progress 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 by 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. 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. Possible bases on which a student may file an appeal are: the death of a relative, an injury or illness of the student, other special circumstances, and information regarding any change in the circumstance that would now allow the student to meet the standards.

All appeals must be accompanied by the academic plan created by the Dean of the Faculty (or designee) or academic advisor. The academic plan must 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 Office of Student Financial Services. 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.

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 semesters 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 College determines that the student met the requirements specified in the academic plan for the student.

**Appeal Denied – Reestablishing 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 student meets the minimum SAP requirements. Students who comply with either method should submit to the Office of Student Financial Services 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](http://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 2018-2019 academic year is $650-$6,095.

**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 $250 to a maximum of $4,000.

**State Incentive Grant**
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 their 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 4.45 percent with a 1.069 percent origination fee. The interest rate for the Federal Direct PLUS Loan is fixed at 7.00 percent with a 4.276 percent origination fee. The interest rates noted are for those loans first disbursed on or after July 1, 2017, and before July 1, 2018. 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 online.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress while in their 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 student 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 they are 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 taking 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 they have and its characteristics; for example:

- **What is the interest rate?** Most loans come with a variable rate. The student should estimate their 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 them decide how much they can borrow.

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

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

Veterans Educational Benefits
Eligible veterans may receive Veterans Administration 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 they completely withdraw from college 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 semester attended. If a student completely withdraws from college during a semester, the college 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 earned, the unearned excess funds must be returned to the source(s) from which they came.

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

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.

If a student earned more than was disbursed, the institution would owe the student a post-withdrawal disbursement which must be paid within 180 days of the student’s withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal. Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans;
- Subsidized Direct Stafford Loans;
- Federal Direct PLUS Loans;
- Federal Pell Grants for which a return of funds is required;
- Federal Supplemental Opportunity Grants for which a return of funds is required.

**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, paypal account or E-check at https://svc.edu/student-accounts/guest-payer; or 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 Office of Student Financial Services in the Everett Mansion, Room 209, during regular office hours (Monday – Friday, 8:30 a.m. – 5 p.m.).
SVC maintains a relationship with 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.

**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, their Direct Deposit pay stub will be available at the Business Office.

**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 a Certificate of Eligibility 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 Office of Student Financial Services.

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

Students should direct any questions regarding the status of their refund check to http://svc.edu/student-accounts.

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, a student should 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, they can be subject to loss in Federal Funds. Please refer to the Office of Student Financial Service’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 their balance due.

Questions regarding Federal Pell, SEOG, Parent PLUS loans, Federal Stafford loans, or alternative loans should be directed to the Director of Student Financial Services.

Tuition, Room, and Board Refunds
Refunds are based on the official (approved) Withdrawal Leave of Absence date. Students who officially Withdraw or take a Leave of Absence from the College are allowed a refund according to the schedule below*:

- 100% refunded from the first day of class through the last date of add/drop at 5 p.m.;
- 75% refunded seven (7) calendar days after the add/drop date at 5 p.m.;
- 50% refunded fourteen (14) calendar days after the add/drop date at 5 p.m.; or
- No amount refunded fifteen (15) or more days after the add/drop date.

Students who are dismissed by the College during the semester for academic or disciplinary reasons are not eligible for tuition or room or board refunds or deposits.

*Approved medical withdrawal room and board refunds will follow the above refund schedule; tuition, however, will be prorated based on number of days attended in the term.
Textbook Vouchers
Textbooks are the student’s responsibility. Southern Vermont College 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 returning it to the Student Accounts Manager.
Division of Student Affairs

The Division of Student Affairs works in partnership with faculty, staff, and students to provide a well-rounded “student experience” for all students. Students are encouraged to take advantage of all that Southern Vermont College has to offer and to become engaged and successful members of the campus community.

Student Affairs includes the Offices of the Dean of Students, Residence Life, Student Engagement, Health Services, and Counseling Services. Directed by the Dean of Students, individuals in these areas work toward providing an outstanding co-curricular experience for students.

Orientation

All new students, entering in the fall or spring semester, are strongly encouraged to participate in the College’s Orientation program, which has orientation sessions scheduled for July and January. In August, new students also arrive early for “First Days.” Please refer to the “Student Life” website 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 them an opportunity to get acquainted with College faculty, staff, facilities, and student services.

Residence Life and Housing

The Southern Vermont College Office of Residence Life encourages students to develop independence and responsibility. Currently, the College has six residence halls: Aldis Hall, Bowen Hall, Cady Hall, Darby Hall, and Ellinwood Hall, and Hunter Hall. Aldis Hall, Bowen Hall, and Cady Hall are the first-year housing halls. Darby Hall, Ellinwood Hall, and Hunter Hall are home to students beyond their first year and nontraditional students. Each area has laundry facilities for student use. Additionally, Hunter Hall has a kitchen, game room, snack bar, and conference room as well as classroom space. There is a computer lab located near each Residence Area; Hunter Hall has a computer lab in the building, and there is a computer lab located in the Interdisciplinary classroom building, which is located near Buildings A through E.

Two live-in Residence Directors and a live-in Coordinator of Student Engagement are on hand to help develop and support the residential community. In addition to the professional staff, each residence hall has one or more Resident Advisors (RAs). RAs are dedicated, trained, upper-class students who are there to assist other residential students in making the most of their living environment.

Residency Requirement – All full-time students are required to live in College housing through their junior year, meaning a student can live off campus once the student is recognized as having senior status (90+ credits). Housing contracts are in effect for the entire academic year. Students who break their contract without express permission from the Dean of Students will be held financially responsible for all room and board charges.

Transfer students are required to live in College housing until they have 90+ credits earned or meet one of the exemption reasons for the residency requirement.
Years of residency requirement is determined by College-level equivalency credits. College level is determined by the number of credits earned towards graduation, not by the number of semesters in attendance. The credits required for each College level are listed in the SVC Catalog.

For a student to be exempt from the residency requirement, the student must meet at least one of the following criteria:

- Have senior status which is having earned 90+ credits
- Be 23 years of age or older
- Be a veteran of the U.S. Armed Forces
- Be married and/or have children
- Be considered a local resident by living within a 30-mile commuting radius of the College and have established that residency one-year prior to enrollment

**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. Students with specific dietary restrictions should contact the Dean of Students.

**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.

Students present their meal cards when they enter 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 Cave” in Hunter Hall and at Jazzman’s Café, located in the Everett Mansion. The meal card must be validated each semester in Dining Services for both the meal plans and Mountain Money.

**Jazzman’s Café**
The wireless Jazzman’s 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, Jazzman’s 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. Jazzman’s Café is á 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 an institution-wide notification system (e2campus) to send alerts to the College community via email 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. The e2campus system is an ‘opt-in’ system that requires students, staff, and faculty to create and activate a personal account to receive notifications. The student can create an account on e2campus notification system on the SVC website at [http://svc.edu/student/campus-safety](http://svc.edu/student/campus-safety), first listing under “Campus Safety Quick Links.” Once there, they can select their preferred mode(s) of notification.

**Identification Cards (Mountaineer Card)**
Students are required to obtain and carry a Student Identification Card (or Mountaineer Card) at all times. 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 *Community Standards of Conduct*.

**Health Services**
The on-campus health facility is available 20 hours per week during the academic year to all degree-seeking students. The Health Services is staffed by a Registered Nurse who can consult with a physician on an as-needed basis. The office hours are sent via campus-wide email every two weeks and are also posted in the Wellness Center. There are no additional charges for visits to the Southern Vermont College Health Services. However, costs associated with diagnostic studies sent to Southwestern Vermont Medical Center, prescription drugs, and consultation or treatment outside Southern Vermont College Health Services is the responsibility of the student. Additional information can be found in *Community Standards of Conduct*.

**Counseling Services**
Students in a college environment may encounter a variety of personal difficulties. In such occasions, students may benefit from speaking with a professional counselor. The Southern Vermont College Counseling Services Office provides a variety of services to the campus community. The Counseling Services Office can assist degree-seeking students with coping skills, stress management, interpersonal, or family concerns by developing new ways of meeting goals and resolving problems. The Counseling Services Office is also able to provide couples’ counseling as well as alcohol and drug assessments to students. Counseling services are confidential and free of charge to all SVC students. In some instances, Counseling Services may provide referrals to off-campus mental health services. The College has a relationship with a local psychiatrist who is available to consult and meet with students by appointment. Payment for any services received from off-campus resources is the responsibility of the student.

In addition to individual and group counseling, the Counseling Services Office offers workshops and presentations on a variety of issues and has self-help brochures.

Counseling Services is open Monday through Friday, 9:00 a.m. to 5:00 p.m., with a couple days of additional evening hours, until 7:00 p.m. during the academic year. Appointments can be made by calling
Counseling Services at 802-447-6343. For emergencies, contact Campus Safety at 802-447-4001 or 802-384-1657.

**Office of Student Engagement**
The Coordinator of Student Engagement is responsible for leadership of the Student Government Association, Mountaineer Events Board, civic engagement, and student clubs and organizations on campus. The Coordinator of Student Engagement also assists with leadership development programs, Family Weekend, Fall Fest, and commuter-student outreach and programming.

The Office of Student Engagement takes an active role in cultivating student development by providing and assisting students with leadership development opportunities and the development of student-run clubs and organizations. The programs that are orchestrated through the Office of Student Engagement include campus forums and educational, cultural, social, and entertaining events. The Office strives to engage students through service and leadership while providing the tools and resources needed to become successful leaders and socially responsible citizens, both on and off campus. The Office is committed to developing a sense of community and respect for diversity in an environment conducive to personal growth and higher learning. Students are encouraged to participate in activities, clubs and organizations, and leadership positions. A diverse roster of clubs, organizations, and events means Southern Vermont’s campus is full of energy.

**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 are posted on campus. Students may contact the Campus Store at 802-447-6318 or [http://store.svc.edu](http://store.svc.edu).

**Textbook Purchases**
Southern Vermont College wants students to find the best prices for their textbooks and required course materials. To that end, unless an instructor has a specific reason why they should only purchase books from the virtual bookstore, students are encouraged to explore other sources 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](http://bookstore.mbsdirect.net/svc.htm). Regardless of where books are purchased, it is the student’s responsibility to make their purchase in time for the start of classes, and it is important to remember 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 virtual bookstore, MBS Direct, using the website link above. Students who choose to use their excess financial aid to purchase course materials must request a Voucher ID and login information for MBS Direct from the Student Accounts Office. When purchase is completed using a voucher ID, the amount of purchase will be deducted from that student’s College account.

To access the textbook information online, students are to use the link above or go to the SVC homepage (top bar) and enter the “Campus Store” link. Upon entry, click the “Book Store” link, and follow the prompts to either pay with credit card or use the voucher information. Check the boxes associated with a course and then select books to buy as new or used. Some instructors require a new edition, in which case the student 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, (INCLUDE the Student’s Name), 982 Mansion Drive, Bennington, VT 05201-6002.

For more specific information about purchasing required course materials, contact 802-447-6333 or http://store.svc.edu.

**Book Buyback**

Textbooks may be sold back to the virtual bookstore at the end of the fall and spring semesters through the virtual bookstore by accessing http://store.svc.edu and entering the bookstore link. For more information, call MBS Direct at 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 a member 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 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) 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 interested in hearing from prospective student-athletes. Those students may contact coaches by phone, email, or fax. Contacts are available at http://athletics.svc.edu/information/staff_directory/index, along with information about teams, schedules, and results.

Clubs and Intramurals

The College also sponsors 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 five core 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 – collect, organize, evaluate, and articulate ideas and information effectively

Reason/Inquire – use questions, reflection, and critical thinking to solve problems, set and achieve goals, and create meaning

Innovate/Create – present, represent, and circulate ideas; process, react, and create a collection of work

Engage – develop ethical, responsible, and inclusive practices

Contribute – enter and participate actively in multiple and diverse communities for purposes of individual and collective achievement

Southern Vermont College has an instructional program built on a 4x4 curriculum. As such, most courses will be four (4) credits, and a standard full-time load will be constituted by four (4) of these courses each semester (4x4).

Bachelor’s Degree Core

Entering into the Discussion

Writing Courses (2 courses)

Traditional: En101 English Composition I and En102 English Composition II

OR

Advanced Option: En150 Advanced Composition and any other Cw or En course (approved by the Humanities Division Chair).

Introductory Bookend Course

Fy100 Quest for Success: The First Year Experience (required for students with less than 12 college-level credits)

Exploring the Diversity

Humanities (2 courses)

Ar, Cm, Cw, En, Hu, Mu, and Ph prefixes; also includes any language course

Social Sciences (2 courses)

Cj, Hp, Hs, Py, and So prefixes

Natural Sciences and Mathematics (2 courses)

Ev, Ma, and Ns prefixes
Career Enhancing Courses (2 courses)
Mg or Hc prefixes; also includes Cm360, En100, En300, En303, and any language course. Nursing and Radiologic Sciences majors may choose other courses relevant to their major as career enhancing. These courses must be approved by the Nursing and Health Services Division Chair.

Consolidating Knowledge
Advanced Bookend Course
These advanced courses in professionalization, usually called a Capstone or a Senior Seminar, 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- or 400-level.

A student’s coursework must include the following areas of study: Sustainability, Ethics, and Human Diversity.

Associate Degree Core
Entering into the Discussion
Writing Courses (2 courses)
Traditional: En101 English Composition I and En102 English Composition II or
Advanced Option: En150 Advanced Composition and any other Cw or En course (approved by the Humanities Division Chair).

Introductory Course
Fy100 Quest for Success: The First Year Experience (required for students with less than 12 college-level credits)

Exploring the Diversity
Humanities (1 course)
Ar, Cm, Cw, En, Hu, Mu, and Ph prefixes; also includes any language course

Social Sciences (1 course)
Cj, Hp, Hs, Py, and So prefixes

Natural Sciences or Math (1 course)
Ev, Ma, and Ns prefixes
Programs of Study

The McCormick Division of Business offers:

Bachelor’s Degrees:
- Business Administration
- Business Administration – Entrepreneurship
- Business Administration – Healthcare Management
- Business Administration – Sports, Recreation, and Tourism Management

Minor:
- Business Administration

The Hunter Division of Humanities offers:

Bachelor’s Degrees:
- Arts Administration
- Communication
- Creative Writing
- English
- Liberal Arts

Associate Degree:
- Interdisciplinary Studies

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

The Division of Nursing and Health Services offers:

Bachelor’s Degrees:
- Nursing (with Pre-Licensure BSN and RN-BSN Tracks)
- Radiologic Sciences

Certificate:
- Computed Tomography
- Mammography

The John Merck Division of Natural Sciences and Mathematics offers:

Bachelor’s Degree:
- Biological Sciences
Minor:
- Biology
- Chemistry
- Environmental Studies
- Exercise Science
- Natural Science

The Donald Everett Axinn Division of Social Sciences offers:

Bachelor’s Degrees:
- Criminal Justice
- History and Politics
- Human Services
- Psychology

Minor:
- Psychology
The McCormick Division of Business

The McCormick Division of Business offers baccalaureate degrees in Business Administration; Business Administration – Entrepreneurship; Business Administration – Healthcare Management; and Business Administration – Sports, Recreation, and Tourism Management.

Faculty
Stacey Hills, PhD (Chair)
Jebediah Gorham, PhD
David Williamson, DBA
Iván Figueroa, EdD
Robert Flower, BA
Jennifer Macksey, MS
James McDonald, MBA
James Williams, MBA

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 local 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 composed of focused upper-level courses for the major, upper-division business electives, and general electives of the student’s choice. Upper-level coursework is selected in 1-on-1 consultation with a faculty advisor.

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 nonprofit organizations. All students within the Division have the opportunity to work in one of our Division-run applied venture initiatives, such as our café/lounge or sustainable food garden. Credit and non-credit internship options are available, as are a very limited and occasional number of paid opportunities. Please see Division faculty for more information.

Upon Graduation
Within the Division of Business, the faculty are committed to developing students into young professionals with integrity and a commitment to excellence. Graduating students are to be employed in large corporations, professional practices, financial institutions, governmental agencies, and higher education. They may also go on to manage small/family enterprises or start their own business.
Students may also prepare for graduate study in a number of business disciplines and related specialties such as analytics, public administration and law. Southern Vermont College currently maintains several articulation agreements with graduate programs at local colleges and universities that allow the College’s graduates to prepare for and transition to post-bachelor’s degree education.

To that end, all graduates of The McCormick Division of Business will demonstrate effective:

- Oral and written communication, using both formal and informal means
- Strategic analysis of scenarios/issues across organizational forms and industries
- Ethical and stakeholder-driven problem solving
- Professionalism and maturity in working with others

Students are encouraged to think of their Division experience as the start of their professional career and to work closely with their advisor, each of the faculty, and the Career Development and Internships Office to develop and work toward their post-graduation goals.

**Sustainable Ventures Program Certification**

In addition to our majors, the Business Division offers the opportunity for certification in Sustainable Ventures. Since 2016, the Sustainable Ventures Program provides students across all majors an excellent opportunity to achieve nearly 1,000 hours of hands-on, competency-based training and education through an academic coursework series of 2 practica and 4 internships.

To achieve this certification, a student will consult with their advisor to select a target industry area or concentration for competency-based work (i.e. Non-Profit Management, Business Development, Event Management, Sustainable Agriculture, etc.). Then, working together with the Director of the Sustainable Ventures Program, the student will develop and pitch an academic implementation plan to a select panel of faculty and staff. Students electing the Business Development option may also work in tandem with area entrepreneurs and venture capitalists to hone and launch their own business venture.

Once approved, the panel will assist the student in the identification of practica/internship sites, networking contacts, specific competencies to be obtained, and metrics for successful demonstration of those competencies.

Students must successfully complete each practica and internship in order to remain in the program and receive certification. Upon completion of each experience, students provide both a comprehensive oral presentation to the panel and invited guests, as well as a multi-media portfolio demonstrating the completion of each competency.

**Craft Beverage Certificate Option**

Within the Sustainable Ventures Program, individuals may seek specialization in the craft beverage industry. Coursework includes marketing and promotion, operations and supply chain, among others. Students are required to participate in 2 internship and 2 practica for a total of 640 industry-specific training hours.

For information, contact Dr. Jebediah Gorham, Director of the Sustainable Ventures Program, at jgorham@svc.edu.
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 and allows students to have laboratory-learning opportunities through internships and class projects to put theory into practice.

In addition to the stated Division goals for all students, graduates of the Business Administration program will:

- Demonstrate knowledge of the theories, skills, and practices across their selected major coursework (e.g. marketing, finance, etc.)
- Develop creative and critical thinking through independent business and research projects
- Complete a minimum of one capstone course or internship experience

Program of Study: Business Administration

General Core Requirements (12 courses)

Entering the Discussion (3 courses)

Writing Courses
En101  English Composition I
En102  English Composition II

Bookend Course
Fy100  Quest for Success: The First Year Experience

Exploring Diversity (8 courses)

Humanities Courses
Two courses with Ar, Cm, Cw, En, Hu, Mu, and Ph Prefixes; also includes any language course

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

Natural Sciences and Mathematics
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 Mg495 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 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 Mg120 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
Mg445 Strategic Management OR Business Elective
300/400-level Management Core OR Business Elective
General Core
General Elective
Fourth Year – Spring
Mg445 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, the 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 they have learned by creating their own enterprise as part of the degree program.

In addition to the stated Division goals for all students, graduates of the Business Administration – Entrepreneurship program will:

- Demonstrate knowledge theories, skills, and practices common to the Entrepreneurship studies
- Develop creative and critical thinking through the development of their own business enterprise
- Complete a minimum of one capstone course or internship experience

Program of Study: Business Administration – Entrepreneurship

General Core Requirements (12 courses)

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

Bookend Course
Fy100 Quest for Success: The First Year Experience

Exploring Diversity (8 courses)
Humanities Courses
Two courses with Ar, Cm, Cw, En, Hu, Mu, and Ph Prefixes; also includes any language course

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

Natural Sciences and Mathematics
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 Mg495 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 and Knowledge Management
Mg365 New Ventures
Mg465 Applied Ventures Practice
Three 300/400-level Business Division Courses

General and Recommended Business Electives (7 courses)

Sample Program Sequence

First Year – Fall
En101 English Composition I
Fy100 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.

In addition to the stated Division goals for all students, graduates of the Business Administration – Healthcare Management program will:

- Demonstrate knowledge theories, skills, and practices common to the Healthcare Management field
- Develop creative and critical thinking through individual and community projects
- Complete a minimum of one capstone course or internship experience

Program of Study: Business Administration – Healthcare Management

General Core Requirements (12 courses)

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

Bookend Course
Fy100 Quest for Success: The First Year Experience

Exploring Diversity (8 courses)
Humanities Courses
Two courses with Ar, Cm, Cw, En, Hu, Mu, and Ph Prefixes; also includes any language course
**Social Sciences**
Two courses in Criminal Justice, History & Politics, Psychology, or Social Sciences

**Natural Sciences and Mathematics**
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 Mg495 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
Hc310 Healthcare Law
Hc315 Healthcare Insurance
Hc420 Topics in Healthcare
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 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
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 Mg495 Management Internship
General Core
General Elective

Fourth Year – Spring
Hc420 Topics in Healthcare
Mg485 Management Practicum II OR Mg495 Management Internship OR Business Elective
General Core OR General Elective
General Elective

BUSINESS ADMINISTRATION – SPORTS, RECREATION, AND TOURISM MANAGEMENT (Bachelor of Science Degree)
The Business Administration and Sports, Recreation, and Tourism 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, Recreation, and Tourism 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.

In addition to the stated Division goals for all students, graduates of the Business Administration – Sports, Recreation & Tourism (SRT) program will:

- Demonstrate knowledge of the theories, skills, and practices common to the SRT field
- Develop creative and critical thinking through team-based business and community projects
- Complete a minimum of two capstone practica or internship experiences

Program of Study: Business Administration – Sports, Recreation, and Tourism Management
General Core Requirements (12 courses)
Entering the Discussion (3 courses)

Writing Courses
En101 English Composition I
En102 English Composition II

Bookend Course
Fy100 Quest for Success: The First Year Experience

Exploring Diversity (8 courses)

Humanities Courses
Two courses with Ar, Cm, Cw, En, Hu, Mu, and Ph Prefixes; also includes any language course

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

Natural Sciences and Mathematics
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, Recreation, and Tourism (SRT) Management Core (7 courses)
Mg140 Introduction to Sports Management
Mg325 Sports Law
Mg385 Management Practicum I

Four 300/400-level SRT-designated courses

General and Recommended Business Electives (7 courses)

Sample Program Sequence

First Year – Fall
En101 English Composition I
Fy100 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 SRT Management Core
General Core
General Elective

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

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

Fourth Year – Spring
Mg485 Management Practicum II
300/400-level SRT Management Core
General Core
Business OR General Elective

MINOR
Business Administration (choose 5 of the following courses):
Mg110 Accounting Fundamentals
Mg120 Foundations of Economics
Mg130 Marketing Fundamentals
Mg150 Organizational Management
Mg210 Operational Finance
Mg225 Business Law

Students in The McCormick Division of Business may not pursue a minor within the Division. However, they are encouraged to use 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

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

Faculty
Daisy Levy, PhD (Division Chair)
Jennifer Burg, PhD
Eric Despard, MM
Kirk Robinson, MFA
Lynda Sinkiewich, MA
Rachel Boisvert, MA
Catherine Burns, MA
Michelle Deal, PhD
Jennifer Dunning, PhD
David Evans, PhD
Iván Figueroa, EdD
Tracey Forest, MA
Jarah Greenfield, MA
Heather Kirn Lanier, MFA
Greg Winterhalter, MFA (Emeritus)

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. Humanities faculty strive to actively engage students in issues involved with 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 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.

ARTS ADMINISTRATION (Bachelor of Arts Degree)
The Bachelor of Arts degree in Arts Administration is centered around a comprehensive studio art or music-based curriculum, and complemented with a thorough core of business administration coursework. While, all students choose a concentration in either fine arts or music, in which they emphasize study of the histories particular to their concentration, the program’s curriculum relies on the inter-relatedness of all art forms and histories – pairing the study of history of visual art with the history of music. This gives students a complex and robust understanding of the arts, not just in modern practice, but as traditions that have always emerged alongside and integrated with each other. In addition to this professional art or music core of coursework, students complete a scaffolded sequence of studio art or
music courses, in conjunction with the concentration they have chosen, and have multiple opportunities to produce and exhibit the art or music they make in this program.

Coupled with their educational and studio experiences in art or music, students in this program complete a study in business administration practices critical to work in nonprofit arts communities, such as accounting, management theory, economics, marketing, nonprofit management, and business law. Additionally, all students majoring in Arts Administration complete at least one internship in a nonprofit arts organization – a museum, a performing arts organization, an educational arts institution, a gallery, a summer theater or music festival, etc.

The Arts Administration degree provides students a rich blend of theoretical and practical knowledge in order to launch them into entry-level and mid-management-type career opportunities in the nonprofit arts sector.

**Arts Administration Program Objectives**

- Develop knowledge of the theories, skills, and practices across their selected major coursework (visual art, music, finance, marketing, etc.).
- Develop and produce visual art or music that demonstrates applications of theories, skills, and practices.
- Perform or display original work to audiences in appropriate/professional venues.
- Complete a minimum of one internship experience.
- Produce a polished and cohesive body of work through a capstone portfolio.

**Program of Study: Arts Administration**

**General Core Requirements (12 courses)**

**Arts Administration Major (20 courses)**

**Professional Core (4 courses) (These run concurrently for both art and music concentrations)**

- Ar250 Art History/Mu200 Music Appreciation
- Ar220 Art of the World/Mu215 World Music

*Choice of 2 of the following:*
- Ar300 African American Art/Mu300 Jazz History
- Ar310 Popular Art/Mu210 Rock History
- Ar330 Women in Art/Mu330 Women in Music

**Administration Core (3 courses)**

- Mg110 Accounting Fundamentals (satisfies Career Enhancing Core #1)
- Mg120 Foundations of Economics (may satisfy Career Enhancing Core #2)
- Mg130 Marketing Fundamentals (may satisfy Career Enhancing Core #2)
- Mg150 Organizational management (may satisfy Career Enhancing Core #2)
- Mg225 Business Law OR Mg 210 Operational Finance
Arts Studio Courses (4 courses)
Students must choose one of these courses (identified by bullet point) to take as a Humanities General core. The remaining four courses in the particular concentration are required for the Arts Administration degree.

<table>
<thead>
<tr>
<th>Music Concentration</th>
<th>Art Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Mu105 Guitar</td>
<td>● Ar/Cm200 Concepts of Visual Design</td>
</tr>
<tr>
<td>● Mu110/Mu120 Choir/Band (satisfies Humanities Core)</td>
<td>● Ar104 Basic Drawing (may satisfy Humanities Core)/Ar206 Life Drawing</td>
</tr>
<tr>
<td>● Mu212 Musicianship</td>
<td>● Ar103 Basic Painting (may satisfy Humanities Core)/Ar204 Watercolor Painting</td>
</tr>
<tr>
<td>● Mu110 Choir/Mu120 Band (as a repeated course)</td>
<td>● Ar/Ev230 Nature Journaling</td>
</tr>
<tr>
<td>● Either Mu110 Choir/Mu120 Band (taken as 3rd time) OR Mu350 Advanced Music Studio</td>
<td>● Advanced Studio Course: Choose from the following: Ar204 Watercolor Painting, Ar205 Painting Landscape, Ar206 Life Drawing, Ar350 Advanced Art Studio</td>
</tr>
</tbody>
</table>

Arts/Management Electives (3 courses)
Choose three from the following, or select other courses from Humanities and Business Division, with approval of academic advisor:

Cm308 Grant Writing,
Cm375 Editing and Publication Design
Cm360 Organizational Communication
En300/En303 Speaking/Writing for the Professions
Mg340 Event Development and Management
Mg360 Social Entrepreneurship
Mg370 Social Media
Mg450 Philanthropy

OR Mg385 Management Practicum 1 and 2 (for students accepted into the Sustainable Ventures certificate program), with additional internship, as required by same program

General Electives (6 courses)
Total Courses/Credit hours: 32 courses/128 credit hours

Sample Program Sequence for Arts Administration Major, with either art or music concentrations.
Note: this is a suggested sequence of courses, reflecting the options available. Students majoring in this program will work with their academic advisor to select their concentration and to ensure they are enrolled in the appropriate course for that section. All courses listed with a “/” between the course numbers indicate courses that run concurrently. This is to maintain one of the objectives of the program:
to encourage students to emphasize a specific concentration (in either Studio Art or Music), but also to study the interrelatedness of the arts.

**First Year – Fall**
En101 Composition I or En150 (based on placement)
Fy100 Quest for Success: First Year Experience
Ar250 Art History/Mu200 Music Appreciation
Ar104 Basic Drawing/Mu104 Musicianship (satisfies Core requirement)

**First Year – Spring**
En102 Composition II or General Core Requirement (assuming successful completion of En150)
Ar/Cm200 Concepts of Visual Design OR Mu110/120 Band/Choir
Ar320/Mu215 Art of the World/World Music
General Core Requirement

**Second Year – Fall**
Administration Core Course (see list above)
Ar300 African American Art/Mu300 Jazz History OR Ar310 American Popular Art/Mu210 American Popular Music OR Ar330 Women in Art/Mu330 Women in Music
Advanced Studio Art or Music Course (see list above for possible options)
General Core Requirement

**Second Year – Spring**
Administration Core Course (see list above)
Ar300 African American Art/Mu300 Jazz History OR Ar310 American Popular Art/Mu210 American Popular Music OR Ar330 Women in Art/Mu330 Women in Music
Advanced Studio Art or Music Course (see list above for possible options)
General Core Requirement

**Third Year – Fall**
Administration Core Course (see list above)
Advanced Studio Art or Music Course (see list above for possible options)
General Core Requirement or Arts/Management Elective
General Core Requirement or Elective

**Third Year – Spring**
Administration Core Course (see list above)
Advanced Studio Art or Music Course (see list above for possible options)
Arts/Management Elective (see list above)
General Core Requirement

**Fourth Year – Fall**
Administration Core Course (see list above)
Arts/Management Elective (see list above)
General Core Requirement or Arts/Management Elective
General Core Requirement or Elective

**Fourth Year – Spring**
Hu 490 Internship
Arts/Management Elective (see list above)
General Core requirement or Elective
General Core Requirement: Capstone
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 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 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.

Communication majors are prepared for a broad range of career choices, including work as a communication specialist in advertising, advocacy, human resources, journalism, law, politics, public relations/publicity, publishing, research and development, sales and marketing, or technical writing. Students may also pursue graduate study in those areas and others.

Communication majors have the opportunity to pursue diverse subjects in different academic divisions. The Communication major offers courses that share academic/disciplinary interests across Southern Vermont College. Students can focus the Communication major in areas such as business communication, cultural communication, healthcare communication, and new media. Students will discuss potential areas of focus with advisors, typically putting together a plan in the sophomore year of study.

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

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; and
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 Education 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
Cm375 Editing and Publication Design
Cm403 Media and Culture
Hu495 Humanities 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 Division Chair.
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. The 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 aims to first teach the academic skills necessary for a scholarly pursuit of creative writing, and then to move onto a more individualized path where students hone skills in their genres of choice.

This process is accomplished through introductory courses which familiarize students with the skills necessary to work within different writing genres. 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 advanced courses where they focus on individual approaches, work extensively in one or two genres, and develop the skills necessary to meet career and educational goals. Students participate in workshops where they create their own work, share their writing, and provide peers with written and verbal feedback. This process allows students to be self-directed while also staying structured and disciplined. Our goal is to help students find, refine, and strengthen their own unique voices.

Learning takes many forms and is not limited to 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; and
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 Education Core, Creative Writing majors compile a portfolio of their best work completed during their educational career. This compilation will demonstrate proficiency in creative writing 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: Creative Writing
General Core Requirements (12 courses)

Creative Writing Major (11 courses)
Cw100 Introduction to Creative Writing
Cw215 Writers’ Lives and Work
Cw375 Editing and Publication Design
Cw407 Theories of Writing OR Cw420 Topics in Creative Writing

One of the following courses:
Cm204 Media Writing
Cw275 Foundations in Book Publishing
En304 Shakespeare
En318 Literary Criticism
Hu250 Introduction to Rhetoric
Ph200 Introduction to Philosophy

Three of the following courses:
Cw311 Advanced Fiction Writing Workshop I
Cw312 Advanced Nonfiction Writing Workshop I
Cw313 Advanced Playwriting Workshop I
Cw314 Advanced Poetry Writing Workshop I
Cw321 Advanced Fiction Writing Workshop I
Cw322 Advanced Nonfiction Writing Workshop II
Cw323 Advanced Playwriting Workshop II
Cw324 Advanced Poetry Writing Workshop II
OR
Two Advanced Workshops (Cw31X and Cw32X) and another upper-level Cw or En or Hu course with approval of advisor and Division Chair.

Hu495 Humanities Internship

Two Cw and/or En electives (200-, 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.

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 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 educators.

Students in English acquire strong writing skills and a broad knowledge of the humanities through the completion of coursework in literature, drama, and the 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 develop their own views as a result. Through the study of literature, English majors engage with expressions of the human spirit spanning centuries, and hone 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; and
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 Education Core, English majors compile a portfolio of their best work completed during their educational career. This compilation will demonstrate proficiency in English studies 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: English

General Core Requirements (12 courses)

Major Requirements (10 courses)

- En103 Introduction to Literature
- En304 Shakespeare
- En318 Literary Criticism
- En407 Theories of Writing
Two of the following literature survey courses:
En203 British Literature
En205 American Literature
En215 Writers’ Lives and Work
En225 Literary Genre
En250 Environmental Literature

One of the following diversity courses:
En311 World Literature
En320 Literature and Society
En335 Women’s Literature
En435 Topics in Literature of Diverse Cultures and Peoples

Three of the following advanced study courses:
En305 The Novel: An Exploration
En310 Children’s Literature
En315 Major Authors
En420 Topics in Literature
Hu495 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 (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; and
4. Culminate study of a selected curricular emphasis through an advanced senior-level experience.

Program of Study: Liberal Arts

General Core Requirements (12 courses)
The Capstone requirement for this degree program is met with Hu492 Humanities Capstone.
Major Requirements (15 courses)
All courses are selected with advisor approval. There must be a minimum of six courses at the 300- and 400-level.

Eight courses from one of the following four academic divisions to create a declared focus:
Humanities (Ar, Cm, Cw, En, Hu, Mu, Ph)
Business (Mg)
Natural Sciences and Mathematics (Ev, Ma, Ns)
Social Sciences (Cj, Hp, Py, So)

Six courses, two from each of the remaining three academic divisions.

Hu495 Humanities Internship

General Electives (5 courses)

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

INTERDISCIPLINARY STUDIES (Associate Degree)
The associate degree program in Interdisciplinary Studies allows students to design a personalized education plan. Students receive individualized academic advising and a broad educational experience with coursework from a variety of academic disciplines. For this reason, the associate degree is an excellent transfer program that can be used towards the successful completion of a Baccalaureate Degree in any field. The program includes general education requirements and an area of concentration. The concentration area can be tailored to prepare students for entry into a particular career area or to transfer to another institution.

The degree in Interdisciplinary Studies can be an excellent foundation for transferring into a baccalaureate program in any field, teaching, social-services delivery, or the arts.

Associate Degree in Interdisciplinary Studies Program Objectives
Graduates will be able to:

1. Demonstrate awareness and improvement of thinking and learning strategies;
2. Demonstrate a proficiency in the broad range of academic knowledge and skills required by the various academic disciplines; and
3. Use the acquired academic knowledge and skills as the foundation for success in future educational and/or career plans.

Program of Study: Associate Degree in Interdisciplinary Studies

General Core Requirements (6 courses)

Career Enhancing Requirement (1 course)
Business (one course): Any course with Mg prefix
Major Requirements (7 courses)
Courses are selected from across the Divisions of Business, Humanities, Natural Sciences and Mathematics, and Social Sciences to comprise a rational combination of skills and concepts which formulate a specific focus, for example, Business Communication, Cultural Studies, Diversity, Education, Environmental Studies, Ethics, Gender Studies, Public Relations, or Religious Studies. Only courses approved by the advisor and the Humanities Division Chair will count toward meeting these requirements.

General Electives (2 courses)

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

MINORS
A minor in a Humanities discipline is a great way to complement one’s major, enhance one’s career preparation, develop a secondary area of expertise, or explore a passion. Study in the Humanities encourages students to think outside of the box; the Humanities promote creativity and other skills 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 they major.

Art (5 courses):
Ar103 Basic Painting OR Ar104 Basic Drawing
Ar250 Art History
Three other Ar courses, at least one at the 300-level or above

Communication (5 courses)
Cm101 Fundamentals of Communication
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
Cw215 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,
  and Ph, at least one at the 300-level or above

Music (5 courses)
  Mu200 Music Appreciation
  Mu105 Guitar or Mu110 Band or Mu120 Choir
  Three other Mu courses, at least one at the 300-level or above

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
    Mg130 Marketing Fundamentals
    Mg335 Consumer Behavior
    Mg370 Social Media
    Ph420 Topics in Philosophy
The Division of Nursing and Health Services

Faculty

Nursing
Mary L. Botter, PhD, RN (Division Chair; Chief Nursing Officer, Southwestern Vermont Health Care)
Shiela Boni, MSN, RN (Associate Division Chair; Associate Chief Nursing Officer, Southwestern Vermont Health Care)
Christa Berthiaume, MSN, RN (Interim BSN Program Director)
Melissa North, MSN, RN, CNE (RN-BSN Program Coordinator)
Christina Smith, MSN, RN
Joanne Steele, PhD, CNM, RN
Bridget Bromirski, MSN, APRN
Kristi Cross, MSN, RN
Jessica Sullivan, MSN, RN, CEN
Jane M. Worley, MSN, APRN, PHMHCNS-BC

Radiologic Sciences
Linda Lippacher, RT(R) (M), MA (Program Director)
Alyssa Dufresne, RT(R), MS
Julie Walsh, RT(R) (M) (CT), MEd

BACHELOR OF SCIENCE IN NURSING (BSN):
Pre-Licensure BSN track
RN–BSN track

BSN Program Tracks
The Bachelor of Science in Nursing (BSN) Degree is offered 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. Research has demonstrated that baccalaureate and higher levels of nursing education lead to more positive patient outcomes.

BSN Program Mission
Grounded in the liberal arts, the BSN program, in accordance with the mission of SVC, prepares the graduate to pursue professional excellence and advocate for social justice in the provision of safe, quality nursing care. The SVC Nursing graduate is prepared with the knowledge, skills, and abilities to serve as a full partner in the redesign and advancement of health care (IOM, 2010) and through leadership affect the determinants of health for diverse individuals and populations.

Vermont State Board of Nursing Program Approval
The BSN program, including the Pre-Licensure BSN track and the RN–BSN track, is approved by the Vermont State Board of Nursing. The RN-BSN track was initiated in 1991 and the four-year, pre-licensure BSN program, opened in Fall 2013. The Vermont State Board of Nursing may be contacted at 802-828-2396 or via 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, 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.

Affiliation with Southwestern Vermont Health Care
Southern Vermont College enjoys a formal affiliation agreement with Southwestern Vermont Health Care (SVHC), the parent organization of the Southwestern Vermont Medical Center (SVMC) adjacent to the College’s campus in Bennington. SVHC is affiliated with the Dartmouth-Hitchcock health system, providing access to state-of-the-art medical research, technology, and healthcare. SVMC is a four-time designee by the American Nurses Credentialing Center’s (ANCC) Magnet Recognition Program®, which recognizes healthcare organizations that demonstrate nursing excellence, quality patient care, and innovations in professional nursing practice; it is considered the gold standard for nursing excellence. As a four-time grantee, Southwestern Vermont Medical Center retains its place among the best of the best as part of the Magnet® community. Adding strength to this innovative affiliation, the Chair of SVC’s Division of Nursing and Health Services also serves as SVHC’s Chief Nursing Officer. The organizations share several other administrative and academic ties, providing SVC students with exceptional access to educational opportunities through internships, clinical placements, and work experience.

Nursing Program Policies
The BSN 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 Nursing Program 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 and other responsibilities during the course of study. There are four specific readiness categories that 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 Nursing Program has specific academic policies and procedures to support student success. These policies and procedures may be found in the Division of Nursing and Health Services: BSN Program Student Handbook and/or in each nursing course syllabus.
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 and Health Services: BSN Program Student Handbook. 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 and Health Services: BSN Program Student Handbook at http://svc.edu/academics/nursing/division-of-nursing-student-handbook, 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 and Health Services baccalaureate Nursing Program, 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 Nursing Program emphasizes active learning, exploration, empowerment, citizenship, personalized learning, and environmental sensibility. The professors in the Nursing Program 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 nursing 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 and Health Services baccalaureate Nursing Program 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 healthcare 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 and Health Services baccalaureate Nursing Program must meet the following SVC baccalaureate Nursing Program 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 Nursing Program 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 and the Baccalaureate Nursing Program must meet the standard College admission requirements and the Nursing Program 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
Nursing Program admission requirements include the following: High school or transfer GPA of 2.8 or above; SAT scores of 530 math, 27 reading subscore 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 who do not meet the BSN Program 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 English language requirements as well as the following criteria to be admitted into the Nursing program: successful completion of the required Nursing prerequisite science courses with grades of C+ or better; completion of the required prerequisite non-science courses with grades of C or better; and, a cumulative GPA of 2.8 or higher. Students who fail to receive the required grades in more than one course (or twice in the same course) are not eligible for admission to the BSN Program and will be advised in their selection of another major. Any documented incident of academic dishonesty will result in exclusion from consideration for admission to the BSN Program.

Transfer students must meet the College admission criteria and the Nursing Program admission requirements and policies. Nursing courses completed at other nursing programs will not be accepted as transfer credits to the College for the BSN Program or to meet other degree requirements. Students who have failed to achieve the required grades (a C+ or higher in required sciences; and, a C or higher in required non-sciences) in more than one course (or twice in the same course) are not eligible for admission into the Nursing Program. Exceptions may be made for courses taken greater than 5 years prior to application. A minimum cumulative GPA of 2.8 is required. Students who have previously attended a nursing program are required to provide a letter from the Dean, Director, or Chair of the program regarding their academic standing. (Note: Ns235 Anatomy & Physiology I and Ns236 Anatomy & Physiology II, or their equivalent, must have been completed within the 5 years prior to admission to be considered for transfer credit for the BSN Program).

**Admission Criteria for RN–BSN Track**
The RN–BSN applicant must meet the same admission cumulative GPA and English proficiency requirements outlined for the Pre-Licensure BSN track. Additionally, admission to the RN–BSN track requires an active, unencumbered United States RN license. Enrollment in Nu441 (Community and Public Health Nursing) and Nu422 (Transitions to Professional Practice) requires an active, unencumbered RN license in the state in which the clinical component of these 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. Upon admission, the student should arrange for a transcript evaluation and meeting with the Chair of the Division of Nursing and Health Services or assigned Nursing faculty academic advisor.

RN-BSN students may receive up to 64 credits from their ADN degree. Graduates of diploma programs will be granted up to 64 credits for courses taken at an accredited college as part of their diploma program. 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 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 BSN Program will provide the website and access information necessary to complete criminal background screening. Students who receive a misdemeanor or felony conviction, other than a speeding violation, must report the conviction immediately to the Division Chair. The student will be required to provide official documentation regarding the conviction and meet with the Chair. A misdemeanor or felony conviction may result in dismissal from the program. Failure to report such a conviction may also result in dismissal from the program.

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 Division of Nursing and Health Services: BSN Program Student Handbook and/or course syllabi.

Students are required to purchase a laptop computer for use during the entire BSN curriculum. The minimum recommended specifications are outlined on the SVC Nursing Student Resource webpage.

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

General Core Requirements (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 Hc 310 or Hc315 (4)
- So250 Diversity in America 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 Foundations of Professional Nursing (4)
- Nu221 Health Assessment and Health Promotion (4)
- Nu222 Concepts of Nursing Practice (4)
- Nu311 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)**

**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.)

### First Year – First Semester

- En101 English Composition I  4 credits
- Fy100 Quest for Success: The First Year Experience  4
- Ns235 Anatomy and Physiology I  4
- Py150 Psychology  4

16 cr

### First Year – Second Semester

- En102 English Composition II  4
- Ns221 Human Nutrition  4
- Ns236 Anatomy and Physiology II  4
- Ns240 Medical Microbiology  4

16 cr

### Second Year – Third Semester

- Ns104 General Chemistry  4
- Nu211 Foundations of Professional Nursing  4
- Py203 Lifespan Development  4
- So250 Diversity in America  4

16 cr
**Second Year – Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ma202 Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>Nu221 Health Assessment and Health Promotion</td>
<td>4</td>
</tr>
<tr>
<td>Nu222 Concepts of Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>Nu312 Pathophysiology</td>
<td>4</td>
</tr>
</tbody>
</table>

16 cr

**Third Year – Fifth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nu311 Evidence-Based Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>Nu313 Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>Nu314 Care of Elders</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>4</td>
</tr>
</tbody>
</table>

16 cr

**Third Year – Sixth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mg120 Foundations of Economics</td>
<td>4</td>
</tr>
<tr>
<td>Nu321 Care of the Medical-Surgical Patient &amp; Family I</td>
<td>4</td>
</tr>
<tr>
<td>Nu328 Care Along the Continuum of Mental Health</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>4</td>
</tr>
</tbody>
</table>

16 cr

**Fourth Year – Seventh Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nu410 Care of Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>Nu411 Care for Women and Child-Bearing Families</td>
<td>4</td>
</tr>
<tr>
<td>Nu413 Care of the Medical-Surg. Patient &amp; Family II</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

16 cr

**Fourth Year – Eighth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nu421 Community and Public Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Nu422 Transitions to Professional Practice</td>
<td>4</td>
</tr>
<tr>
<td>Nu423 Leadership &amp; Management for Quality</td>
<td>4</td>
</tr>
<tr>
<td>Healthcare Systems</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

16 cr

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 enhances the students’ cognitive, social, and leadership skills. Within the safety of the simulated laboratory setting, students practice a wide range of nursing skills on anatomically correct patient simulators. They participate in computer-programmed simulation of medical, surgical, maternity, and pediatric patient care situations and emergencies. Students 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 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 Diversity in America (4)
Humanities Core Elective (4)
Ma202 Statistical Methods (4)
Mg120 Foundations of Economics OR Hc310 or Hc315 (4)

Science Core for Nursing                        8 credits
Ns104 General Chemistry I OR substitution approved by the Division (4)
Ns221 Human Nutrition (4)

Nursing Major Requirements                     28 credits
Nu231 Bridge for Professional Nursing (4)
Nu241 Health Assessment and Health Promotion (4)
Nu331 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

Sample 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. Selected courses are also offered during Summer Sessions.)

First Year – First Semester                      Credits
Nu231 Bridge for Professional Nursing            4
Nu333 Pharmacology                              4
So250 Diversity in America                      4
Ma202 Statistical Methods                       4
                                         16 cr

First Year – Second Semester                     Credits
Ns221 Human Nutrition                           4
Py203 Lifespan Development                      4
Mg120 Foundations of Economics                  4
Nu241 Health Assessment and Health Promotion    4
                                         16 cr

First Year – Summer Semester                    Credits
Nu331 Evidence-Based Nursing Practice            4
                                         4 cr
Second Year – Third 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>(Note: 45 required practicum hours)</td>
<td></td>
</tr>
<tr>
<td>Nu443 Leadership and Management for Quality Healthcare Systems</td>
<td>4</td>
</tr>
<tr>
<td>Ns104 General Chemistry</td>
<td></td>
</tr>
<tr>
<td>OR substitution approved by Division</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></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>Nu442 Transitions to Professional Practice</td>
<td>4</td>
</tr>
<tr>
<td>(Note: 120 required practicum hours)</td>
<td></td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 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 Sessions.

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

Student academic achievement in the prerequisite, foundational and Nursing 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. A student may repeat one required course. Students who fail to receive the required grades in more than one course (or twice in the same course) are dismissed from the program.

Pre-Licensure BSN students may progress to the third semester of the BSN curriculum provided all prerequisite courses have been completed with the required grades and achievement of a 2.8 cumulative GPA. RN-BSN students must take Nu231, the first course in the BSN Nursing course sequence, during the first semester of matriculation. Progression to subsequent semesters for Pre-Licensure BSN and RN-BSN students is based on continued achievement of a 2.8 GPA.

Academic Warning, Probation, Dismissal, and Readmission

Students in both the Pre-licensure BSN and RN-BSN tracks who do not achieve a grade of C+ in a Nursing Science Core course or a C in a required prerequisite course or a C+ in a Nursing Major Core course (courses designated with Nu) or have a GPA of lower than 2.8 will be placed on Division of Nursing and Health Services Nursing Program 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 Nursing Science Core; grades below a C in required non-science courses) or a GPA of lower than 2.8 at the conclusion of the following semester will result in dismissal from the program. Pre-Licensure BSN students may not progress to the final semester with a GPA lower than 2.8 and will be dismissed from the program. RN-BSN students may not progress to the final Nursing course (Nu 442) with a GPA lower than 2.8 and will be dismissed from the program.
Students on Division of Nursing and Health Services Nursing Program Academic Probation will be required to meet with their academic advisor and Division Chair to develop an individualized plan for success.

Students who do not achieve the required grade in a second required course, or a required course for the 2nd time, will be dismissed from the program. Additionally, Pre-Licensure BSN students who do not achieve a 2.8 GPA as required for progression or prior to the final semester will be dismissed from the program. RN-BSN students who do not achieve a 2.8 GPA as required for progression or prior to the final Nursing course (Nu442) 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 Nursing Program is given careful review and individual consideration based on academic merit, compliance with Division of Nursing and Health Services Nursing Program policies, and demonstration of actions or outcomes suggesting future academic success. Students who have withdrawn or been dismissed from the Nursing Program twice are not eligible for readmission.

**BACHELOR OF SCIENCE IN RADIOLOGIC SCIENCES (BSRS)**

**Mission Statement**

The BSRS degree prepares students to meet the needs of the medical imaging community through an advanced level of education with a broader knowledge base that meets the demands facing the healthcare industry today. With a foundation in the liberal arts, the competency based program fosters excellence by expanding the curriculum in the application of current, developing, and advanced imaging technologies.

The BSRS graduate will use appropriate interpersonal skills, think critically, embrace diversity, employ healthcare research, and apply appropriate radiation safety measures becoming ethical professional leaders dedicated to the health and safety of their patients.

**Program Goal(s):**

1. Students will demonstrate communications skills;
2. Students will become clinically competent;
3. Students will utilize critical-thinking skills; and
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 learn to communicate effectively with diverse populations.
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 examinations. 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 professionals. Changes to the profession include minimum degree requirements for Radiologic Technologists, imaging educators, administrators and sub-specialty certifications. The American Society of Radiologic Technologists (ASRT) recognizes the need for advanced degrees within the profession and has adopted a Bachelor of Science in Radiologic Sciences (BSRS) curriculum.

Accreditation
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.

BSRS Policies
The BSRS program prepares individuals to be professionals in the field of diagnostic imaging. The 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 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 curriculum is rigorous and requires motivation and dedication well beyond the classroom and clinical laboratory assignments. As such, it is recommended that students limit their non-academic and personal commitments and other responsibilities during the course of study.
Clinical education experiences are designed to aid the Radiologic Sciences’ student to develop in the professional role and integrate learned skills and abilities. Clinical sites for the program are located in Vermont and New York. Students are required to provide their own transportation to and from their assigned clinical site. Clinical education policies and procedures can be found in the Radiologic Sciences Student Handbook.

Admission Criteria for Non-registered (ARRT) Students
Students entering SVC without a previous ARRT registration are admitted to the College as Exploratory: Pre-Radiologic Sciences’ students. These students 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 required preparatory classes (Ma120, Ns235, and Ns236), completed a minimum of 57 credits towards the degree and have a cumulative GPA of 2.85. The following classes 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 to the Radiologic Sciences program is determined by a point system which takes into account course grades, overall GPA, and courses completed at SVC with a grade of C or higher. Completion of the general education and preparatory classes with an overall GPA of 2.85 does not guarantee admission into the Radiologic Sciences program.

Post-Admission Requirements for Non-registered (ARRT) Students
Before beginning Rs310 (Radiologic Sciences Patient Care and Introduction to Clinical Education), all Radiologic Sciences’ students are required to complete and submit the following: (1) results of a physical examination; (2) evidence of current immunizations, including but not limited to: a two-step tuberculin skin test (TST), Hepatitis B and annual flu vaccinations; (3) show proof of medical insurance; (4) complete and be cleared by a national criminal background check performed by a college-approved entity; and (5) American Heart Association (AHA) Basic Cardiac Life Support (BCLS) Healthcare Provider certification. The Radiologic Sciences program will provide the website and access information necessary to complete criminal background screening.

Failure to meet these requirements before the beginning of Rs310 may result in administrative withdrawal from Rs courses and delayed progression in the program.

In addition to the above requirements, students must have access to a laptop, IPad, or other similar electronic device other than a cell phone for use during the entire BSRS curriculum for computerized testing. Students must also provide their own transportation to and from their assigned clinical site(s).

Degree Progression and Readmission to the Program
After admittance into the Radiologic Sciences program, a student must receive a grade of C+ or higher in each Radiologic Sciences course, Hc100, Hc105, and PY315, and maintain a cumulative grade-point average of 2.3 or higher to progress in the program. A student not fulfilling these requirements will be dismissed from the program.

Student’s wishing to reenter the program must state their intent to be readmitted in writing to the Radiologic Sciences Academic Policies and Progression Committee. To be considered for readmission, the student must meet all prerequisite requirements including the minimum Radiologic Sciences cumulative GPA of 2.85. A student may only be readmitted to the program one time and a seat in the program must also be available. A student who is readmitted must repeat any Radiologic Sciences major course in
which they have not received a grade of C+ or higher as well as completing all prerequisite requirements before being eligible to take the next course(s) in the degree sequence.

Program of Study: BSRS for Non-registered (ARRT) Students

General Core Requirements

Fa100 Quest for Success: The First Year Experience (4)
OR elective when transferring 12 or more credits.

English Composition I and II (8)

Humanities Core (8)

One course must be a level 300/400.

Career Enhancing Course (4)

Social Science Core (4)

Ma120 College Algebra or applicable substitute (4)

Mg170 Fundamentals of Academic Computing (4)

Ns235/236 Anatomy and Physiology I and II (8)

Py315 Ethics for the Helping Professions (4)

Major Requirements: 63 credits

Hc100 Introduction to Healthcare (4)

Hc105 The Language of Health Care (4)

Rs220 Radiographic Positioning I (4)

Rs230 Radiographic Equipment (4)

Rs300 Digital Imaging, Processing and Quality Assurance (2)

Rs310 Radiologic Sciences Patient Care and Introduction to Clinical Education (4)

Rs320 Radiographic Positioning II (4)

Rs330 Radiographic Exposures (4)

Rs350 Radiation Protection and Biology (2)

Rs355 Clinical Radiography I (4)

Rs365 Clinical Radiography II (6)

Rs370 Radiographic Pathology (2)

Rs420 Advanced Imaging and Pharmacology (4)

Rs440 Radiographic Critique and Analysis (4)

Rs455 Clinical Radiography III (4.5)

Rs465 Clinical Radiography IV (4.5)

Rs480 Senior Seminar: Program Capstone (2)

General Electives 24 credits

Total Credits 135 credits

Please note that there are prerequisite courses for some of the program requirements. A minimum of 128 credits are needed for graduation.

Course Sequence for BSRS Non-registered (ARRT) Students

(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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Ma120 College Algebra or Ma105 Intro to Algebra*</td>
<td>4</td>
</tr>
<tr>
<td>Hc100 Introduction to Healthcare</td>
<td>4</td>
</tr>
<tr>
<td>*If needed to strengthen math skills</td>
<td></td>
</tr>
<tr>
<td>16 cr</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year – Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>En102 English Composition II</td>
<td>4</td>
</tr>
<tr>
<td>Hc105 The Language of Health Care</td>
<td>4</td>
</tr>
<tr>
<td>General elective (100/200) or Ma120</td>
<td>4</td>
</tr>
<tr>
<td>(if not previously done)</td>
<td></td>
</tr>
<tr>
<td>Career Enhancing Course</td>
<td>4</td>
</tr>
<tr>
<td>16 cr</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year – Third Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ns235 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>Mg170 Fund. of Academic Computing</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Core</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Core</td>
<td>4</td>
</tr>
<tr>
<td>16 cr</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year – Fourth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ns236 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>300/400 Humanities General Core</td>
<td>4</td>
</tr>
<tr>
<td>General Elective</td>
<td>8</td>
</tr>
<tr>
<td>16 cr</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year – Fifth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs315 Rad. Sciences Patient Care &amp; Intro. To Clinical</td>
<td>4</td>
</tr>
<tr>
<td>RS220 Radiographic Positioning I</td>
<td>4</td>
</tr>
<tr>
<td>Rs230 Radiographic Equipment</td>
<td>4</td>
</tr>
<tr>
<td>General Elective</td>
<td>4</td>
</tr>
<tr>
<td>16 cr</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year – Sixth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fy315 Ethics for the Helping Professions</td>
<td>4</td>
</tr>
<tr>
<td>Rs320 Radiographic Positioning II</td>
<td>4</td>
</tr>
<tr>
<td>Rs330 Radiographic Exposures</td>
<td>4</td>
</tr>
<tr>
<td>Rs355 Clinical Education I</td>
<td>4</td>
</tr>
<tr>
<td>16 cr</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs365 Clinical Education II</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year – Seventh Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs300 Digital Imaging/Processing</td>
<td>2</td>
</tr>
<tr>
<td>Rs350 Rad. Protection and Biology</td>
<td>2</td>
</tr>
<tr>
<td>Rs420 Advanced Imaging &amp; Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>Rs455 Clinical Education III</td>
<td>4.5</td>
</tr>
<tr>
<td>General Elective III</td>
<td>4</td>
</tr>
<tr>
<td>16.5 cr</td>
<td></td>
</tr>
</tbody>
</table>
Fourth Year - Eighth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs370 Radiographic Pathology</td>
<td>2</td>
</tr>
<tr>
<td>Rs440 Radiographic Critique</td>
<td>4</td>
</tr>
<tr>
<td>Rs480 Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Rs465 Clinical Education III</td>
<td>4.5</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>16.5 cr</td>
</tr>
</tbody>
</table>

Admission Criteria for Registered (ARRT) Students seeking a BSRS degree

Students who previously graduated from SVC with an associate degree in Radiologic Technology and who have successfully passed the ARRT examination will be eligible to continue and complete the degree requirements for the BSRS degree within one- to one-and-a-half years depending on the classes previously taken.

Students who have completed an associate degree from another institution and are presently registered with the ARRT in Radiography, Nuclear Medicine, or Radiation Therapy will be awarded a maximum of 64 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. A minimum of 64 credits must be taken at Southern Vermont College and 128 credits are needed for graduation. For other degree progression policies, refer to the Radiologic Sciences Student Handbook.

Program of Study: BSRS for Registered (ARRT) Students

Associate degree in Radiologic Technology 64 credit (maximum)

General Core Requirements 40 credits

- English Composition I and II (8)
- Humanities Core (8)
  - One course must be a level 300/400.
- Career Enhancing Course (8)
- Social Science Core Level 300/400 (4)
- Natural Science and Math (8)
- Fy315 Ethics for the Helping Professions (4)

General Electives

- Two Upper Level Electives (300- or 400-level) 8 credits
- Four General Electives 16 credits

Total Credits 128 credits

Please note that there are prerequisite courses for some of the required courses.

RADIOLOGIC SCIENCES CERTIFICATE PROGRAMS

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 healthcare settings that include trauma centers, hospitals, clinics, urgent care centers, and/or imaging centers.

The Computed Tomography program consists of two required courses (Rs461 Principles of Computed Tomography I & Rs462 Principles of Computed Tomography II) and one optional clinical education course (Rs463 CT Clinical Education). Certification is earned upon successful completion (grade of C or higher) of the two required courses.

The twelve-credit, CT 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 Radiologic Sciences major who have completed all general education requirements and who have a cumulative GPA of 3.3 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. Completion of the three-course set, fulfills the structured education and clinical requirements making the student eligible to sit for the ARRT post-primary examination in Computed Tomography. 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.

MAMMOGRAPHY (Certificate)
Mammography is a division of diagnostic imaging and is the most common method of breast imaging utilized in the detection of breast cancer in its earliest, most treatable stage. Using low-dose x-rays, Mammographers image breast tissue to aid health practitioners in evaluating, discovering, and tracking many different types of breast diseases. Mammographers can be employed in a number of healthcare settings that include hospitals, clinics, imaging centers, and/or specialized women’s imaging centers.

The Mammography program consists of two required courses (Rs470 Principles of Mammography I and Rs471 Principles of Mammography II) and one optional clinical education course (Rs473 Mammography Clinical Education). Certification is earned upon successful completion (grade of C or higher) of the two required courses.

The twelve-credit, Mammography program provides formal specialized training in Breast imaging preparing an individual to become a competent, technically proficient, entry-level Mammography Technologist. The certificate program is open to registered Technologists in the areas of Radiography, as well as SVC senior students in the Radiologic Sciences major who have completed all general education requirements and who have a cumulative GPA of 3.3 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. Completion of the three-course set, fulfills the structured education and clinical requirements making the student eligible to sit for the ARRT post primary examination in Mammography. Note: This program completes both the requirements by the ARRT and MQSA (Mammography Quality Standards Act).
The John Merck Division of Natural Sciences and Mathematics

The John Merck Division of Natural Sciences and Mathematics offers baccalaureate degrees in Biological Sciences.

Faculty
Jennifer Nelson, PhD (Division Chair)
Andrea Corcoran, PhD
Melinda Fried, DC, CACCP
Marielle Postava-Davignon, PhD
Jeffery Thompson, MS
Orville Bigelow, DHSc, MS, RD
David Lindenberg, MS

Mission Statement
The John Merck Division of Natural Sciences and Mathematics builds on the College’s liberal arts foundation to produce students that understand and utilize scientific, mathematic, and environmental literacy. The Division prepares majors for professional employment or graduate school. Courses challenge the students to expand their intellectual curiosity, strengthen their critical-thinking skills, sharpen their analytical skills, and apply their scientific understanding ethically.

The Curriculum
The John Merck Division of Natural Sciences and Mathematics offers a baccalaureate degree in Biological Sciences and minors in Biology, Chemistry, Environmental Studies, Exercise Science, and Natural Science. The Division also provides science, environmental, and mathematics courses taken by students to meet General Core requirements and electives.

Career Opportunities and Graduate Study
The Biological Sciences degree program will prepare students for careers in the sciences including biotechnology companies, environmental industries, or the government. Students are prepared to pursue graduate degrees in the biological sciences and related disciplines, professional programs in the medical fields including physician’s assistant, and physical and occupational therapy or athletic training. A minor in the sciences can enhance career opportunities for graduates in any major by producing students with a demonstrated scientific literacy, laboratory techniques, and problem-solving skills.

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 Goals

1. Students will become competent in laboratory techniques and scientific method.
2. Students will demonstrate effective and appropriate communication skills.
3. Students will utilize critical-thinking skills.
4. Students will display professionalism.

Intended Student Educational Outcomes:

1. Scientific Method: Students will inquire, generate hypotheses, design experiments, and conduct research.
2. Laboratory Competence: Students will demonstrate competency in safe laboratory techniques and current best practices.
3. Written Communication: Students will write effectively including in proper scientific report formats.
4. Oral Communication: Students will demonstrate proper oral presentation and communication skills.
5. Critical Thinking: Students will be able to analyze and interpret graphs, figures, and data from laboratory work, scientific literature, and case studies.
6. Critical Thinking: Students will utilize scientific, statistic, quantitative, and qualitative reasoning.
7. Professionalism: Students will use science to responsibly and ethically engage with their communities.

Program of Study: Biological Sciences

General Core Requirements:
- En101 English Composition I
- En102 English Composition II OR En150 Advanced Composition
- Fy100 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
NS420 Topics in Organismal Biology
Ns450 Comparative Zoology

Choose one of the following:

Cellular/Molecular courses:
Ns240 Medical Microbiology
Ns285 Cellular Biology
Ns300 Genetics
Ns310 Immunology
Ns320 Biochemistry
NS340 Molecular Biology
Ns370 Endocrinology

Natural Sciences Electives: Choose three 300/400-level Ns courses

General Electives: Choose eight courses

Recommended Program Sequence

First Year – Fall
En101 English Composition I
Fy100 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
Natural Sciences Elective
Natural Sciences Elective
Elective
Third Year – Spring
Ns360 Organic Chemistry II
Natural Sciences Elective
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

A grade of C or higher is required for Ma120 College Algebra. A grade of C- or higher is required for the following courses: Ns102 General Biology I, Ns104 General Chemistry I, and Ns150 General Physics I.

MINORS
A student cannot minor in the same discipline in which they major.

Biology Minor
Ns102 General Biology 1
Ns103 General Biology 2
3 biology electives at the 200-level or above, at least 1 at 300-level.
Cellular and Molecular Biology: Select electives from: Ns240, Ns285, Ns300, Ns310, Ns320, Ns340, Ns380.
Ecology and Environment: Select electives from Ns200, Ns215, Ns270, Ns380, Ns420, Ns450.
Healthcare: Select electives from Ns221, Ns235, Ns236, Ns240, Ns270, Ns285, Ns300, Ns310, Ns320, Ns340, Ns370, Ns380.

Students may not use an Ns course to fulfill the Ns General Core requirement and a Biology Minor requirement. Students majoring in Biological Sciences cannot also minor in Biology.

Chemistry Minor
Ns104 General Chemistry 1
Ns105 General Chemistry 2
Ns350 Organic Chemistry 1
2 Chemistry Electives selected from Ns205, Ns320, Ns360, Ns380, Ns430.

Students may not use an Ns course to fulfill the Ns General Core requirement and a Chemistry Minor requirement. Students majoring in Biological Sciences cannot minor in Chemistry.

Environmental Studies Minor
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
- Ns240 Medical Microbiology
- Ns285 Cellular Biology
- Ns300 Genetics
- Ns310 Immunology
- Ns320 Biochemistry
- Ns340 Molecular Biology
- Ns450 Comparative Zoology

_Students may not use an Ns course to fulfill the Ns General Core requirement and an Environmental Studies Minor requirement._

**Exercise Science Minor**

- Mg247 Exercise Science
- Ns235 Anatomy and Physiology 1
- Ns236 Anatomy and Physiology 2

**2 Electives chosen from:**

- Hc105 Introduction to Healthcare II
- Mg246 Methods of Coaching
- Mg248 Introduction to Athletic Training
- Mg495 Internship
- Ns102 General Biology 1
- Ns221 Human Nutrition
- Ns240 Medical Microbiology
- Ns285 Cellular Biology
- Ns300 Genetics
- Ns350 Organic Chemistry 1
- Ns425 Biomechanics and Kinesiology
- Py203 Lifespan Development
- Py205 Child Growth and Development
- Py351 Health Psychology

**Coaching Track:** Mg236 Methods of Coaching; Mg495 Internship; Recommended General Core Classes/Electives to complement the minor: Py150 Introduction to Psychology

**Pre-Professional Track:** Ns102 General Biology 1, Ns425 Biomechanics and Kinesiology; Recommended General Core Classes: Ma202 Statistical Methods, Ns104 General Chemistry 1, Ns150 General Physics 1

_Students may not use a course to fulfill a General Core requirement and an Exercise Science Minor requirement._

**Natural Science Minor**

Choose 5 courses from natural sciences (Ns designation), at least one of which is at the 300-level or above. Students should take courses from at least 3 different sub-disciplines of the natural sciences (Astrology, Biology, Chemistry, Geology, Physics).

_Students may not use an Ns course to fulfill the Ns General Core requirement and the Natural Sciences Minor requirement._
The Donald Everett Axinn Division of Social Sciences

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

Faculty
Judith Herzberg, PhD (Division Chair)
Margaret Adkins, JD
Renee Merges, JD
Sarah Nosek, PhD
Thomas Redden, PhD
Helene Sisti, PhD
Scott Burg, MA
Joy Kitchell, Med
Scott O’Neill, JD
Joan Sakalas, PhD

Mission Statement
The Southern Vermont College Donald Everett Axinn Division of Social Sciences prepares students for professional careers and graduate studies in criminal justice, human services, psychology, and history/politics built upon a liberal arts foundation. The faculty in the Division maintain the highest standards of disciplinary knowledge, theory, and practice. The Division seeks to impart to all students the value and importance of civic engagement.

The Curriculum
The curriculum for the majors within this Division aims to help them develop the knowledge and skills necessary for their chosen profession. Students will explore how social science theories inform our understanding of everyday events. Through experiential learning in the classroom and practicum, students learn how such theories translate into behaviors that affect 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 or exams, and a short research paper. Literature reviews in 300-level courses will emphasize analysis and build 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 make oral presentations and to use PowerPoint and/or other presentation media as appropriate.

**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 scholarship 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 as positions in probation, parole, juvenile justice, prosecution, and public defender offices and sheriffs’ 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**

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

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

**Criminal Justice Program Objectives**

Graduates in Criminal Justice will:

1. Have a working knowledge of content domains within the field.
2. Be able to use the scientific method to critically think about issues relating to public safety and protecting personal rights.
3. Understand the ethical issues associated ensuring public safety.
4. Demonstrate effective oral and written communication skills appropriate to the field.
5. Demonstrate the personal skills necessary to effectively working within the field.

**Practicum Requirement**

Participation in at least one practicum is required of all students. 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**

(Cj480 Senior Seminar in Criminal Justice)
Criminal Justice Core (4 courses)
CJ101 Introduction to Criminal Justice
CJ207 Criminology
SS321 Social Research
SS400 Practicum and Seminar

Criminal Justice Career Tracks (4 courses)
Students must take a minimum of three courses in their chosen track (one at the 300- or 400-level) and a minimum of one course from the other track.

Track A: Public and Private Law Enforcement
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
CJ331 Alternative Dispute Resolution
CJ341 Terrorism
CJ401 4th, 5th, 6th Amendments
CJ405 Special Issues in Law

Track B: Courts, Corrections and Supervision
CJ106 Introduction to Corrections (required course)
CJ202 Gender, Race, and Justice
CJ203 Criminal Law
CJ208 Evidence and Court Procedures
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 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
Ss400 Practicum and Seminar
Criminal Justice Elective
General Core
General Elective

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

Fourth Year – Fall
Ss321 Social Research
Criminal Justice Elective
General Elective
General Elective

Fourth Year – Spring
Cj480 Senior Seminar in Criminal Justice
Cj-Related Elective
General Elective
General Elective

Bachelor of Science in Criminal Justice—Vermont Police Academy Partnership
Criminal Justice students may apply to the Vermont Police Academy to take a program of courses that will count as 16 credits of their degree program in the last semester of their education. Completion of the Vermont Police Academy program 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 first year.

A student must have a total of five courses at the 300- or 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 the B.S. in Criminal Justice degree program in the Public and Private 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.

**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. These fields of study dovetail nicely given that political scientists analyze political events within a historical context and historians have borrowed extensively from the theoretical insights developed by political scientists in recent decades. Put another way, historians attempt to discover “what happened” historically and political scientists seek to “explain why events happen.”

In light of the globalized and interdependent world we live in today, the major combines a focus on United States history and politics with a deep exploration of the world beyond our borders. Implicit in this major, as with all SVC programs, is the understanding that we are educating human beings with hearts and minds who need to develop sensitivities and understandings for those in the world who are different than we are. The program’s requirements for graduates to study abroad or engage in an internship closer to home is seen as part of this process of growth.

The curriculum is designed to prepare students seeking a career in law, public policy, business, education, and various other fields. For example, law schools today are less interested in students with an undergraduate degree in pre-law than students with the academic skills and personal maturity that are at the heart of the liberal arts experience. Business leaders today are very explicit that technical skills alone are inadequate for college graduates; they seek employees who can think, are articulate, and can work effectively with colleagues.

The curriculum has been crafted with teacher certification at the secondary level in mind as well. A graduate from the History and Politics major will have satisfied the bulk of the content requirements of a Social Studies Teaching Certification for grades 7-12. Some additional coursework in Social Studies may be required in addition to the education courses that are part of all 7-12 state teaching certifications.

**History and Politics Program Objectives**

Graduates in History and Politics will:

1. Understand the global nature of the world we live in.
2. Develop an understanding of how historical events have shaped current culture, beliefs, and attitudes.
3. Understand the political structure and climate of the United States and how that shapes our current society and our dealings with other countries and cultures.
4. Identify areas of inequality within our world, and develop an appreciation for social equality.
General Core Requirements
   Hp402 Senior Thesis in History and Politics – Capstone

History and Politics Major Requirements: 11 courses

History and Politics Core
   Hp100 Introduction to History and Political Science
   Hp150 World History prior to 1500
   Hp200 Introduction to American Politics
   Hp201 Comparative Politics
   Hp208 U.S. History I: From 10,000 BCE Through Reconstruction 1877
   Hp209 U.S. History II: Reconstruction, 1877, Through the Present
   Hp215 International Relations
   Hp401 Research Seminar in History and Politics

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

Study-abroad/Practicum: Hp350
   4-16 credits

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
   Fy100 Quest for Success: The First Year Experience
   Hp100 Introduction to History and Political Science
   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
   Hp150 World History prior to 1500
   Hp201 Introduction to American Politics
   Hp208 U.S. History I OR Hp209 U.S. History II
   General Core
Second Year – Spring
Hp201 Comparative Politics
Hp215 International Relations
General Core
General Core

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

Third Year – Spring
Hp Elective
Hp350 Study Abroad or Practicum
General Core
General Core

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

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

HUMAN SERVICES (Bachelor of Science Degree)
The Human Services program takes an interdisciplinary approach to learning. Students will take courses in human services, criminal justice, psychology, healthcare, and economics in order to develop a broad background in different social science theories. An interdisciplinary learning approach better prepares students to address complex human problems like poverty and mental health. Emphasis is placed on using systems theory so students can think critically about the interconnections among the individual, community, and society before rendering care or seeking social change. Majors in human services gain both theoretical and applied knowledge that ultimately prepares them to provide direct and indirect services to individuals, communities, and society.

Human Services Program Objectives
Graduates in Human Services will be able to:

1. Employ humane services technologies like case management and counseling.
2. Create effective programmatic human service designs or community-based organizations to address an array of social problems.
3. Advocate for more inclusive human service delivery systems that serve all people despite their differences and ability to pay.
4. Manage and facilitate work groups in nonprofit and government agencies.
5. Participate in policy analysis to ensure greater equity for marginalized groups.
6. Research human problems from a systems approach in order to find humane solutions.
7. Identify viable funding sources to support human service programs and initiatives.

Internship Requirement
Human Services majors are eligible to begin an internship after completing a minimum of 64 credits, at least 20 of which must be in the Human Services major, and have a cumulative GPA of 2.0 or higher. The purpose of an internship is to give students an opportunity to use theories and skills that they have acquired from the Human Services core courses. The Internship Director will help students find the appropriate field placement and will remain actively involved with students to ensure successful completion of the internship.

Students can complete their internships in an array of nonprofit or public social service agencies. While students are engaged in their fieldwork they are also required to attend an internship seminar class and meet for supervision with an Internship Course Instructor. Students’ fieldwork performance will be evaluated by their agency supervisor. The Internship Course Instructor oversees the internship process for appropriateness and will assess students’ overall performance in order to assign a final grade.

General Core Requirements
Hs450 Senior Seminar
Py150 Psychology

Human Services Core Courses
Hs100 Introduction to Human Services
Hs/Hp160 Social Welfare & Social Policy (if not met in general core)
Hs250 Case Management and Community Systems
Hs340 Small Group Process and Facilitation
Hs360 Community-based Interventions
Ss321 Social Research (Mg330 Marketing Research and Nu311 Research and Evidence-Based Nursing Practice may be considered as a substitute for this requirement)
Ss495 Internship

Diversity Requirement (choose 1)
So201 Social Problems
So250 Diversity in America

Ethics Requirement (Choose 1)
Hs315 Ethics for the Helping Professions (recommended)
So206 Social Ethics

Fiscal Development Requirement (Choose 1)
Cm/En308 Grant Writing
Mg340 Event Development and Management
Mg450 Philanthropy

Business Requirement (Choose 1)
Hc310 Healthcare Law
Mg110 Accounting Fundamentals
Mg120 Foundations of Economics
Mg225 Business Law
**Service Populations (Choose 2, 1 must be 300- or 400-level)**
Cj304 Juvenile Justice  
Hs204 Family Dynamics  
Hs208 Chemical Dependency  
Hs260 Family Violence  
Hs415 Conflict Resolution  
Hs445 Impact of Trauma in Systems  
Py402 Abnormal Psychology

**General Electives**

**Recommended Course Sequence**

**First year – Fall**  
En101 English Composition I  
Fy100 Quest for Success  
Py150 Psychology

**First Year – Spring**  
En102 English Composition II  
Fiscal Development Requirement  
General Core Requirement (Hs/Hp160 Social Welfare & Social Policy recommended)  
General Core Requirement

**Second Year – Fall**  
Diversity Requirement (So250 Diversity in America recommended)  
Service Population Requirement  
General Core Requirement  
General Elective

**Second Year – Spring**  
Hs250 Case Management and Community Systems  
Business Requirement  
General Core Requirement  
General Elective

**Third Year – Fall**  
Hs340 Small Group Process and Facilitation  
Ethics Requirement  
General Core Requirement General Elective

**Third Year – Spring**  
Hs360 Community Based Interventions  
General Core Requirement  
General Elective  
General Elective

**Fourth Year – Fall**  
Ss321 Social Research  
Ss495 Internship  
General Core Requirement  
General Elective
Fourth Year – Spring
Service Population Requirement
Hs450 Senior Seminar
General Elective
General Elective

PSYCHOLOGY (Bachelor of Science Degree)
The Psychology degree is designed to prepare students for graduate work in psychology and social work and for entry-level positions in the mental health and social services fields.

The degree consists of a core of four psychology courses (including a practicum and capstone) plus seven elective courses in such areas as developmental psychology, cognitive psychology, and social psychology.

Psychology Program Objectives*
Graduates in Psychology will:

1. Have a working knowledge of content domains within the field.
2. Be able to use the scientific method to critically think about psychological phenomena.
3. Understand the ethical issues associated with conducting research and providing treatment to individuals and groups.
4. Demonstrate effective oral and written communication skills appropriate to the field.
5. Demonstrate the personal skills necessary to effectively working within the field.

*Adapted from the American Psychological Association’s guidelines for the Undergraduate Psychology Major.

Practicum Requirement
Participation in at least one practicum is required of all students. Students are placed with community agencies and private practice sites under the supervision of professionals. In addition, students attend a 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 five courses in Psychology taken at the 300- and/or 400-level. With Division Chair approval, certain Human Services courses may fulfill degree requirements.

General Core Requirements
Py480 Senior Seminar

Psychology Major Core
Py150 Psychology
Ss321 Social Research (Mg330 Marketing Research may be considered as a substitute for this requirement.)
Ss400 Practicum and Seminar I
Focus Areas:

Developmental (choose one)
Py203 Lifespan Development
Py205 Child Growth and Development
Py206 Psychology of Adulthood and Aging
Py307 Issues in Adolescence

Clinical
Hs250 Case Management and Community Systems AND
Py402 Abnormal Psychology

Brain & Behavior (choose one)
Hs208 Chemical Dependency
Py230 Cognition, Learning, and Memory
Py330 Biologic Basis of Behavior

Social/Personality (choose one)
Py310 Social Psychology
Py351 Health Psychology
Py415 Conflict Resolution
Py420 Theories of Personality

2 Psychology Electives (one of which must be at the 300- or 400-level)

General Electives: Choose 10 courses

Recommended Program Sequence

First Year – Fall
En101 English Composition I
Fy100 Quest for Success: The First Year Experience
Py150 Psychology
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
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
General Elective

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

Fourth Year – Fall
Ss321 Social Research
Ss400 Practicum and Seminar I
General Elective
General Elective

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

MINOR

PSYCHOLOGY
The purpose of the minor in Psychology is to allow non-majors to study the behavioral sciences and explore how it applies to settings outside of the mental health field. Understanding the causes and consequences of human behavior teach students to be more compassionate, ethical, and just professionals in their respective fields.

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 (3 courses)

Developmental Focus Area
Py203 Lifespan Development
Py205 Child Growth and Development

Theoretical Focus Area
Py206 Psychology of Adulthood and Aging

Clinical Focus Area
Py307 Issues in Adolescence
**Brain & Behavior Focus Area**
Hs204 Family Dynamics
Py230 Cognition, Learning, and Memory
Py303 Human Sexuality
Py310 Social Psychology
Py330 Biologic Basis of Behavior

**Clinical Focus Area**
Hs208 Chemical Dependency
Py250 Case Management and Community Systems
Py351 Health Psychology
Py402 Abnormal Psychology
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.**
Special Academic Offerings

Online and Low-Residency Courses
These courses use a variety of technologies, including the Canvas course management system, learning methodologies, online collaboration, and instructor facilitation to achieve learning results in a truly flexible manner. Low-residency courses utilize a mixture of online and face-to-face classroom environments, and students may be required to attend sessions on campus on a limited basis as determined by the instructor. Low-residency courses are designated with a section code of “LR.” Online courses are entirely online with no required class meeting time. Online courses are designated with a section code of “OL.”

Internship & Practicum Courses
Internship and practicum courses provide students the opportunity to apply theories learned in the classroom to practical fieldwork experiences in businesses, agencies, and organizations. These courses may lead to regular employment after graduation, and often provide valuable skills and training for postgraduate endeavors. To qualify for the internship program, students must have earned 64 credit hours (or at least a junior status) and at least a 2.0 GPA. Additionally, students are required to obtain approval from their faculty advisor and the Internship Director. Because internship and practicum courses require a specific standard of professional preparedness, the Internship Director, in consultation with relevant faculty, reserves the right to decline and/or postpone approval of internships for students who do not sufficiently meet the professional expectations of the course.

Internship and practicum courses may be undertaken during a College semester or during the summer. They are part of the academic coursework and are measured in credit hours. In an internship course, to earn 4 credit hours, a student must complete 160 hours of internship work. For 2 credits, the student must complete 80 hours. Practicum courses are 4-credit courses requiring 130 hours on site and 30 hours in class and assignments. Based on performance at the internship site and completion of academic coursework components assigned by the course instructor, interns receive grades of Pass or Fail. Students may develop their own internship sites or work with the Internship Director to identify and apply to a site that aligns with their academic and professional goals. 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.

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 2.50 or above and be in good standing with the Office of the Dean of Students to be eligible for Study Abroad. Students interested in study abroad should contact the Office of Career Development and Internships for detailed information.
To get started, students should take the following important actions:

- Review the over 80 programs in 17 countries on the ISA website (http://studiesabroad.com) and choose those that seem to fit one’s needs;
- Meet one’s Academic Advisor to review courses, degree audit, and overall program “fit” with one’s academic plans;
- Meet with the Office of Student Financial Services (studentaccounts@svc.edu) to review one’s financial obligation (there is an additional cost for Study Abroad opportunities); and
- Meet with the Director of Career Development and Internships (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 website (www.studiesabroad.com). Once proof of acceptance has been received from ISA, the student will be registered for SA299.

**Independent Study**

Independent study is restricted to degree requirements necessary for degree progression. Independent studies must be approved by the instructor, faculty advisor, Division Chair, and the Dean of the Faculty. Students must have a minimum 2.70 GPA, have completed En101 and 102 or En150, and have completed 48 credit hours. 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 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 course proposals must be approved by the instructor, faculty advisor, Division Chair, and the Dean of the Faculty. Students must have a minimum 2.70 GPA, have completed En101 and 102 or En150, and have completed 48 credit hours. Individualized Study Application forms are available in the Registrar’s Office.

**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.
Articulation Agreements

Graduate Education
Southern Vermont College has several collaborative agreements with other colleges that provide SVC students the opportunity to pursue advanced education:

- Master of Science in Athletic Training - Bridgewater College
- Master of Science in Criminal Justice - Rodger Williams University
- Master of Science in Occupational Therapy - Sage Colleges: School of Health Science

Students interested in these opportunities should consult their advisor.

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.

Air Force ROTC Crosstown Agreement
SVC students have the opportunity to take the Air Force ROTC General Military Course and/or Professional Officer Course at Rensselaer Polytechnic Institute in Troy, NY.
Academic Policies

Academic Advising
Students are assigned an Academic Advisor who reviews course requirements, helps with the selection of classes, signs appropriate official paperwork, and monitors the student’s progress toward graduation.

Students must schedule an academic advising session with their Academic Advisor prior to registering for classes each semester. Once the advising session has been completed to the satisfaction of the Academic Advisor, the student’s advising hold may be lifted for the given semester.

Students are responsible for ensuring that all requirements for a degree are completed. Students should consult with their Academic Advisor if there are any questions regarding their progress.

Registration
The Registrar provides information about registering for all programs and sessions offered by the College. Prompt registration ensures the best possible course selection. Students must be cleared of all advising, financial, and student life holds prior to registering. Please refer to the Academic Calendar for specific dates regarding registration.

College Level
College Level is determined by the number of credits earned towards graduation, not by the number of semesters in attendance. The credits required for each college level are as follows:

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

Course Load: Fall/Spring Semesters
Students must be enrolled in at least 12.0 credit hours per semester to be enrolled full time. 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 a fall or spring 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, have a cumulative GPA of 3.0 or better, obtain the appropriate form from the Registrar’s Office, and collect the required signatures. Permission from the Dean of the Faculty is required.

Course Load: Summer Sessions
Due to the shortened time-frame of the summer sessions, students are limited to 12 credits total in the summer session (Rs261 is not calculated in the credit total). Following the same petition process as the fall/spring semesters (above), students may appeal to register for more than 12 credits in a given summer session.

Adding or Dropping a Course
A student who wishes to add or drop a course before the add/drop deadline can make the adjustment to their schedule using the Student Portal following consultation with their academic advisor (see the
Academic Calendar for dates). Prior to the Add/Drop deadline, a student may add a course or drop a course without academic or financial penalty.

A student who wishes to add or drop a course after the add/drop deadline must file the appropriate paperwork with the Registrar’s Office following consultation with their academic advisor. Ceasing to attend a 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.

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 is not in attendance and ask that they be dropped from the class.

At the close of an add/drop period, any student absent from all course meetings who has not communicated with the course’s instructor may be dropped from the course. In these cases, the instructor will notify the Registrar to initiate the process.

It is the responsibility of the student to be aware of their enrollment status. If the student is unsure, they 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 Catalog and state and federal financial aid regulations. A student should check with the Office of Student Financial Services 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.

**Repeating a Course**

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 a maximum of three times. Non-passing grades for required courses in Nursing or Radiologic Sciences are determined by program progression. Please refer to program guidelines.

A student can repeat a passed course once to improve an earned grade.

Students may appeal to repeat a course beyond the maximum (three for a non-passing grade and once for a passing-grade course) to the Academic Standards and Policy (ASP) Committee. To repeat a course, students must complete and return the correct form from the Registrar’s Office, with appropriate signatures. The same special topics course must be repeated unless permission is obtained, from the Division Chair, for a course substitution. 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 Catalog.

**Academic Accommodations**

Through the Learning Differences Support Program (LDSP), Southern Vermont College provides reasonable accommodations to students with a documented disability and who request such accommodations. The process for this self-disclosure involves providing the student’s professors with a form that the student receives from the LDSP Coordinator. Any information related to the student’s disability will be kept strictly confidential.
The College expects the student to provide timely notice of a documented disability to the LDSP Coordinator for verification and for evaluation of available options. Once it is determined that the disability meets the criteria defined by the Americans with Disabilities Act (ADA), the student is responsible for presenting to each course professor what reasonable accommodations may be necessary. It is highly recommended that the student disclose this information within the first two weeks of the semester to ensure the best use of resources and the greatest benefit to the student.

**Attendance Policy**

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

Each faculty member has specific attendance policies, as formally required by Southern Vermont College. It is the professor’s responsibility to provide a clear policy on attendance, in writing, to all students.

Students representing Southern Vermont College in athletics or other college-sponsored programs are required to work with professors when they have a conflict with a class meeting. It is the student’s responsibility to make arrangements with professors in advance of any such anticipated absence according to the following:

- Notify each professor of possible absences and release times at least one week in advance, or immediately after an event is rescheduled.
- Seek out alternative arrangements for missed assignments, quizzes, and exams.
- Seek out ways to compensate for missed class content.

In the event that a student has sustained a serious injury, concussion, or a significant illness, which requires absence from class, the medical practitioner will contact the Assistant Vice President of Strategic Initiatives, who will then notify the student’s professors and advisor.

It is impermissible under NCAA D-III guidelines for a student-athlete to miss class, leave early, or arrive late to a class for the purpose of attending practice.

**Involuntary Leave and Administrative Withdrawal**

There are circumstances where students may be administratively withdrawn from classes. These circumstances include, but are not limited to:

- At the discretion of the Dean of Students and in consultation with the Dean of the Faculty as appropriate, a student who is determined to be a danger to the student’s self, to members of the community, or to the College, or whose behavior significantly disrupts the living and learning environment of the College may be administratively withdrawn from courses.
- At the discretion of the Dean of Students, a student who has been suspended or expelled from the College for conduct deemed in violation of College policy or who poses a risk as described above may be administratively withdrawn by the Dean of Students.
Some programs have specific academic policies and procedures to support student success which may result in administrative withdrawal from courses and delayed progression. Students should refer to program handbooks for details.

Because of possible financial aid, residence life, and other academic considerations, faculty are not permitted to administratively withdraw students. Faculty with concern for a student’s academic performance, course attendance, violations of academic integrity, and/or safety should contact their Division Chair and the Dean of the Faculty, and should submit an Achievement Support Notification (ASN) to document concerns with the student’s Division Chair and Academic Advisor.

Withdrawal and Leave of Absence Policies and Procedures

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 course, the student must submit to the Registrar a withdrawal request form with approvals by the instructor of the class they are withdrawing from and their academic advisor prior to the deadline. Withdrawing from a class will result in the grade of “W” on the student’s transcript. 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).

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 Catalog.

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 Catalog.

Withdrawal from the College – 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 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 their 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.

- Individual classes will be dropped from the student’s schedule if the leave occurs prior to the add/drop deadline for the semester.
- Individual classes will reflect a notation of “W” on the student’s transcript if the leave occurs after the add/drop deadline for the semester.
- Leaves of absence are available up until the last day of classes.

Tuition will only be refunded in accordance with the refund policy as outlined in the College Catalog. 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 re-apply 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 student must contact the Office of Admissions when they intend to return. The student whose leave of absence is approved is automatically withdrawn from all courses. 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 re-apply 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 they are fit to return and include the following information:

- Provider name, credentials, address, fax, phone, and email 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; and
- 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.
Visa Status (International Students)
Taking a leave of absence can have significant visa-related implications. Thus, it is important for the student to discuss their options with the Registrar.

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 Email and Student Portal
The student’s SVC email and student portal accounts remain active for each semester they are 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 their graduation, their email account may be deactivated.

Readmission following Withdrawal, Leave of Absence, or Academic Dismissal
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.

Students seeking readmission subsequent to dismissal for academic reasons must complete an Application for Readmission via the process above as well as to petition the Dean of the Faculty 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 their education.

Incomplete Grades
Occasionally a student may find that they are 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 coursework 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 coursework, 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.
Transferring Credits to Southern Vermont College

Students who have taken courses at another institution prior to admission to SVC will have courses evaluated for transfer during the Admissions process. Students enrolled at SVC are strongly advised to have prior approval prior to taking courses at another institution. Without prior approval completed courses taken at other institutions may not be eligible for transfer. Forms to request evaluation of transfer credits may be obtained from the Registrar. Courses that have not been pre-approved but meet the criteria for transfer will be posted to the SVC student transcript as general transfer credit. Courses taken at another institution may be used to satisfy degree requirements, but do not impact the student’s SVC GPA.

To be eligible for transfer evaluation, courses must first meet one of the following requirements:

- Courses taken must be from a regionally accredited college or university in the USA.
- Courses taken outside the USA must first be evaluated by World Education Services.
- Courses taken from a USA military school must be evaluated by the American Council on Education.

Courses meeting one of the above criteria will then be evaluated based on the degree requirements (including common core courses) and policies for the declared major. Only common core courses will be evaluated for students with a declared “Exploratory” major. Courses with a grade of C or higher will be evaluated for transfer unless specific programs have higher requirements as outlined in this Catalog.

Courses eligible for continued evaluation will be evaluated by the Division Chair responsible for the respective academic discipline.

- Courses having 2/3 content equivalency to an existing SVC course will be considered substantially equivalent and will be accepted as an equivalent.
- Courses lacking 2/3 equivalent content but meet SVC curricular expectations for a college-level course in the discipline will be accepted as a discipline specific elective.
- Courses that do not meet SVC curricular expectations for a college-level course in the discipline or are in an academic discipline not taught at SVC will be denied transfer.

Courses approved for transfer will be posted to the SVC transcript by the Registrar only after an official transcript is on file and verified by the Registrar.

During the review process students may be asked to provide additional information such as course objectives, course syllabus or course class or lab outline. Obtaining this information is the responsibility of the student. Courses may be denied due to lack of available information for evaluation.

Students may appeal the denial of transfer credit by completing a Transfer Course Evaluation Appeal during the first semester of matriculation and thereafter. The form may be obtained in the Office of the Registrar.

Bachelor’s degree seeking students may transfer a maximum of 64 credits, but no more than 20 courses, 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, to SVC and have them count toward meeting degree requirements.
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 Registrar. To participate in the Consortium of Vermont Tuition Exchange Program, an SVC student must write a letter to the chief academic officer of the college they wish to attend indicating the course they wish 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.

English Composition Sequence
All degree-seeking students are required to complete a two-semester, first-year composition sequence in their first and second semesters at SVC. 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 the Humanities Division Chair). Enrollment in En150 is determined by the student's Personal Statement/Essay. If a student fails En150, the student is required to complete the En101-En102 sequence in the next two semesters.

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 (ASP) Committee. ASP will make a recommendation to the Dean of the Faculty regarding the student's academic standing.

Math Placement Test
New incoming students (including transfer students) may be required to take a mathematics placement exam. The purpose of this exam is to assist the Chair of the Division of Natural Sciences and Mathematics and your advisor with the appropriate selection of math and/or science courses.

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

If a student desires to change their declaration of major or minor, 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 Dean of the Faculty whose decision 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 Dean of the Faculty, and the Registrar. The student must designate which of the two majors is the primary.

**Determining Catalog for Degree Requirements**

Students are responsible for knowing and meeting the curricular requirements for a degree as outlined in the *Southern Vermont College Catalog* from the year they initially matriculate. When a student changes majors, they will be under the Catalog in force when the new major is declared. The process for changing majors or catalog years is found under the heading, “Declaration of Degree, Major, and Minor.”

Students may elect to switch to any issue of the *Catalog*, moving forward but not backward, between the date of major declaration and their graduation, provided their enrollment is continuous. Students whose enrollment is interrupted for at least two consecutive regular semesters may not elect a catalog issued earlier than the one in force at the time of re-entry.

Where programs include curricular requirements set by external agencies, such as accrediting associations, changes in these requirements may be made without prior notice, and students may be required to conform to the changes when they become effective.

**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 (including a CGPA of 2.0 or higher), they 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 bachelor’s 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;
- A minimum GPA of 2.0 (some majors may have higher minimum GPA requirements); and
- A minimum of 64 credits earned at Southern Vermont College.
The requirements for successful completion of an associate 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;
- A minimum GPA of 2.0 (some majors may have higher minimum GPA requirements); and
- A minimum of 32 credits earned at Southern Vermont 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

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

**Achievement Success Notifications (ASN)**

Achievement Success Notifications (ASNs) are completed by faculty or staff regarding students who are identified as needing support to achieve success academically or socially as a member of the SVC community. ASNs are confidential and shared only with members of the Achievement Support Council (ASC) and academic advisors.
Academic Probation and Dismissal

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 Dean of the Faculty formally notifies the student and their academic advisor that the student is on probation.
- The student is notified of the implications and possible results of being placed on academic probation. The Dean of the Faculty 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 the Dean of the Faculty;
  - Repeating a failed course to replace the failing grade with a passing one;
  - Reconsidering goals and the possibility of changing to a more suitable Academic program;
  - Seeking help for personal problems through the Offices of the Dean of Students and/or Counseling Services; 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.

Division or program-specific, academic probationary standards may also be applicable. Please refer to division or program policies and course syllabi for details.

Students not meeting the requirements set forth during Academic Probation or engaging in egregious Academic Dishonesty will meet with the Dean of the Faculty and may be subject to dismissal.

Academic Dismissal Appeal

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

A student wishing to appeal academic dismissal should do so within five business days of notification of dismissal. The appeal should be submitted in writing to the Dean of the Faculty. The Dean of the Faculty will forward the appeal to the members of the Academic Standards and Policy (ASP) Committee who will meet within ten business days. An appeal of the ASP Committee’s decision should be made to the Assistant Vice President of Strategic Initiatives within ten business days of the decision. The Assistant Vice President of Strategic Initiative’s decision is final.
Academic Forgiveness Policy

The Academic Forgiveness Policy is intended to enable students returning to SVC after an extended absence to make a fresh start.

Students who have returned to SVC after an absence of at least seven (7) years may petition the Academic Standards and Policy (ASP) Committee for academic forgiveness. If academic forgiveness is granted, the student may choose up to 4 semesters (64 credits) for which earned credits will count towards degree completion, subject to the requirements of the student’s major or program of study. Grades earned in these prior semesters will not be calculated in the student’s overall college GPA. Grades for prior semesters will be recorded on the student’s transcript with a notation indicating that these grades have not been included in the student’s cumulative GPA. Practically, the returning student will begin their renewed career at SVC with a 0.00 GPA.

Academic forgiveness will be granted on a one-time only basis.

Students applying for academic forgiveness must obtain the appropriate form from the Registrar’s Office. Completed forms must be received by the Registrar’s Office prior to the add/drop date of the student’s first re-enrolled semester. It is the student’s responsibility to ensure that completed forms are submitted to the Registrar’s Office by the deadline. ASP will review completed forms and make recommendations to the Dean of the Faculty within 30 days of the start of the semester.

Student Academic Grievance Policy

If a student feels that they have 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, they 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, they should appeal in writing to the Assistant Vice President of Strategic Initiatives within seven working days. The Assistant Vice President of Strategic Initiatives will reply to the student within 30 working days. The decision of the Assistant Vice President of Strategic Initiatives is final.

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 is allowed 30 days into the following semester to initiate an appeal of the final grade.

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. 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 their academic division, and the Chair will refer the matter to the voting members of the Academic Standards and Policy (ASP) Committee for review. The faculty member and student will be required to submit the appropriate documentation to the Chair who will forward the material to ASP. If the student is not satisfied with the Committee’s decision, they may appeal in writing to the Dean of the Faculty within ten working days of the decision of the Committee. The Dean of the Faculty’s decision is final.

Academic Integrity
Academic integrity is a 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 work or words of another as one’s own without appropriate citation
- Sabotage – destroying another’s work
- 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 a 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.

Academic Dishonesty Penalties
Any case of academic dishonesty uncovered by a faculty member must be reported to the Academic Standards and Policy (ASP) Committee in a written report. The College will maintain a record of the incident. A second instance of academic dishonesty will result in the faculty members of ASP reviewing the situation 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 syllabus. The student may appeal a faculty member’s decision concerning academic dishonesty through the Academic Dishonesty Appeals Policy.

Academic Dishonesty Appeal
A faculty member who uncovers an incident of academic dishonesty must notify the Academic Standards and Policy (ASP) Committee and the Assistant Vice President of Strategic Initiatives immediately. If it is a second incident of academic dishonesty filed with ASP, the 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 Dean of the Faculty within ten business days. The Dean of the Faculty’s decision is final.

**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 website at: [www.alphachihonor.org](http://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 are placed on the President’s List. Those students included on the President’s List have completed at least 12 credits of graded coursework with no incompletes or grades below C at the close of each semester.

**Dean’s List**

Each semester, full-time students who have achieved a minimum GPA of 3.65 are placed on the Dean’s List. Those students included on the Dean’s List have completed at least 12 credits of graded coursework 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 3.50 and completed between 6 and 11 credits of graded coursework 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. Both the valedictorian and salutatorian must have earned at least 60 graded (A-F) credits at Southern Vermont College. The CGPA used to determine this honor is calculated at the end of the spring semester. Evaluation and eligibility of these titles/honors will be reviewed by the Academic Standards and Policy Committee.
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 at the end of the graduating semester as follows:

- 3.90+ CGPA – Summa Cum Laude
- 3.70 – 3.89 CGPA – Magna Cum Laude
- 3.50 – 3.69 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 their highest potential. SVC’s academic support is comprehensive, highly-integrated, and 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, with a wireless computer network and high-quality printing. Three study rooms are available for small group or individual use.

Friendly, accessible librarians are available to assist students with all kinds of research and to teach lifelong information gathering skills. Students are encouraged to drop in with a quick question, chat with librarians online, or schedule an in-depth research session. Tutorial services, provided through the Center for Teaching and Learning, are housed in the Library.

The Library’s collection is designed to complement specific programs of study as well as provide personal enrichment. 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 access to tens of thousands of unique, full-text sources (ebooks, professional journals, magazines, media transcripts, news services, legal materials, etc.).

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 and elsewhere. Students also have direct “walk-in” borrowing privileges locally at Bennington College, as well as Williams College in Williamstown, MA.

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 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 hours. Schedules of tutoring hours are posted each semester.
- 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 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 or visit http://svc.edu/academics/academic-support.

Career Development and Internships
The Office of Career Development and Internships provides resources and assistance to students and alumni/ae in any career development stage – 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.

Career Development and Internships 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: http://svc.edu/student/learning-differences-support-program 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 that 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 LDSP staff to determine if the College and the LDSP will be appropriate for them. For more information: http://svc.edu/student/learning-differences-support-program or contact the LDSP Office at 802-447-6372.

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 LDSP 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 students’ 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 and Health 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 are the financial responsibility of the student.
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
Human Services    Hs
Humanities        Hu
Management        Mg
Mathematics       Ma
Music             Mu
Natural Science   Ns
Nursing           Nu
Philosophy        Ph
Psychology        Py
Radiologic Sciences Rs
American Sign Language Sl
Social Sciences   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, 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
Ar250
Art History 4 credits
A historical survey of the achievements of painters, sculptors and architects from prehistoric times through 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 = $20*

Ar220
World 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 through learning and writing modes practiced in this course.

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. 

**Ar300**

**African-American Art**  
4 credits  
This course focuses on a study of the history and development of African American Art from slavery through today’s thriving artistic community. The course includes intersections between visual and studio art and literature, poetry, music, and other creative media that express the unique African American perspective. *This course is run concurrently with Mu300 Jazz History and students will explore the connectivity between visual art and music, as these disciplines share a common cultural and historical heritage as well as many similar elements, principles, and theoretical foundations.*

**Ar310**

**American Popular Art**  
4 credits  
This course is a general overview of popular art in relation to American popular culture. Beginning with early popular art of the 19th century through the current pop art of today, students will examine the art, the artists, the commercial art industry, and the advertising industry. The course will also include a study of historical world events that inspired the pop art revolution. *This course is run concurrently with Mu210 American Popular Music and students will explore the connectivity between visual art and music, as these disciplines share a common cultural and historical heritage as well as many similar elements, principles, and theoretical foundations.*

**Ar330**

**Women in Art**  
4 credits  
This course is a general overview of art made by women, and its history and cultural impact. Various styles of women’s art will be examined through readings, class discussions, and analytical observation. Topics include but are not limited to artistic terminology, the periods of women’s art, artists, and specific cultural challenges related to women artists. *This course is run concurrently with Mu330 Women in Music and students will explore the connectivity between visual art and music, as these disciplines share a common cultural and historical heritage as well as many similar elements, principles, and theoretical foundations.*

**Ar350**

**Advanced Art 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. This course may be repeated for credit with approval of the Division Chair. *Prerequisite: One studio art course and one course in Cw, Ph, or Hu; or two studio art courses; or approval of the instructor. Art Studio Lab Fee = $20*

**Ar420**

**Topics in Art**  
4 credits  
This course gives students the opportunity to engage in in-depth work on a particular topic and/or major figure in the arts. Students will deepen their understanding of art theory and history, gain a more advanced appreciation for the significance of studying the arts, and explore the connections between the
arts and other disciplines. Students will read primary, interpretive and analytical texts and produce studio-based and analytical work of their own. Students may take the course with different descriptions more than once with permission of the Division Chair. Prerequisite: En102 or En150 and any studio art course, or approval of the Division Chair. Art Studio Lab Fee = $20

COMMUNICATION

Cm101
Fundamentals of Communication
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
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
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: En101 or En150 or approval of Division Chair.

Cm270
New Media Production
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
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: 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 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 with approval of the Division Chair. Prerequisite: En102 or En150 or approval of Division Chair for staff positions. Successful completion of at least one additional writing course or an upper-level communication or business-related course or approval of Division Chair for editor positions. 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: 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: 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: 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 website development will be addressed. Prerequisite: Cw100 or 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: 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 with approval of the Division Chair. Prerequisite: 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.

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: En102 or En150 or approval of Division Chair.

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.

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: Cw100, equivalent transfer credit, or approval 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: Cw100, equivalent transfer credit, or approval 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: Cw100, equivalent transfer credit, or approval 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: Cw100, equivalent transfer credit, or approval 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 approval 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 approval of Division Chair.

Cw323
Advanced Playwriting 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 approval 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 approval 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: Cw100 or En102 or En150, or approval 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 website development will be addressed. *Prerequisite: Cw100 or En102 or En150, or approval of 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: 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 or En102 or En150, 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 Publishing Program (SPPP) 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 SPPP are slated for publication. This course may be repeated for credit with approval of the Division Chair. *Prerequisite: Acceptance in the Shires Press Publishing Program and En102 or En150 and Junior standing, or approval of 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.
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.

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.

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.

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  
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 Amendments  
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  
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.

Cj450
Law Enforcement Residency  
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 their degree in Criminal Justice according to the Cj major paradigm as published in the College Catalog. 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.

Cj480
Senior Seminar in Criminal Justice  
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.
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 Catalog.

En102
English Composition II  4 credits
Students continue the work begun in En101, 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 En150, or override as approved by the Composition Coordinator and 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 En101/102 in one semester. Prerequisite: Approval of Composition Coordinator and Humanities Division Chair, consistent with policies described in the College Catalog.
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: En102 or En150 or approval of Division Chair.

En225
Literary Genre 4 credits
Rotating topics examine expression in the major literary genres of fiction, poetry, and drama. Students will study significant works of literature in the selected genre. Emphasis is on discussion of and writing about characteristics and themes of the works. This course may be repeated for credit for different genres. Prerequisite: En102 or En150 or approval of Division Chair.

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 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.

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: 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: 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: 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: 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: 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: 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: 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: En102 or En150 or approval of Division Chair.

**En315**

**Major Authors**

4 credits

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: En102 or En150 or approval of Division Chair.

**En318**

**Literary Criticism**

4 credits

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 their own preferred critical method and to put that method into practice via a major project. Prerequisite: En102 or En150 or approval of Division Chair.

**En320**

**Literature and Society**

4 credits

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 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: En102 or En150 or approval of Division Chair.

**En335**

**Women’s Literature**

4 credits

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: En102 or En150 or approval of Division Chair.

**En/Cw407**

**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: En102 or En150 or approval of Division Chair.
En420
Topics in Literature               4 credits
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: 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: 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, about environmental justice, and 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
Quest for Success is SVC’s primary first year experience course. It is taken by all incoming students who
entered SVC with fewer than 12 post-secondary education credits. The course serves as a transition experience, and familiarizes students with a range of essential skills and approaches necessary for success on all levels in a college setting and beyond. Through a variety of individual, small- and large-group experiences, students build stronger intellectual, cognitive, communication and interpersonal skills needed to advance in their personal and professional lives. By the conclusion of the course, students will develop a better sense of themselves as learners, and what it means to be a responsible and engaged member in the multiple communities where they find themselves.

HEALTHCARE

Hc100
Introduction to Healthcare        4 credits
This course provides content for a comprehensive survey and introduction to the U. S. healthcare system. Topics and discussions will include public health, financing of healthcare, health insurance, politics, healthcare providers, and delivery of healthcare. The course will introduce concepts of regulation, legislation, ethics, and the Patient Protection Affordable Care Act (PPACA); i.e., healthcare reform.

Hc105
The Language of Health Care   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.

Hc310
Healthcare Law        4 credits
This course addresses the regulation and structure of the American Healthcare 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.

Hc420
Topics in Healthcare        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.
HISTORY AND POLITICS

Hp100
Introduction to History and Political Science  4 credits
This course will introduce students to the academic fields of history and political science. The course is explicit in distinguishing between the traditional work of historians from those of political scientists, although in recent years the two disciplines have borrowed liberally from one another. The course will introduce students to the fundamental concepts of the two disciplines, including the importance of historiography, the role of theory, and how we make sense of the political and social world we live in.

Hp150
World History Prior to 1500  4 credits
This course attempts to help students understand the world before what we call the “modern” period. This will be a general survey class and will explore human history from its earliest times until about the 1500s. The course provides the opportunity to explore the history of the cultural, religious, economic, political, ecological, and social aspects of the ancient civilizations of Mesopotamia, Egypt, Greece and Rome, the Islamic World, medieval Europe, West Africa, China, India, southeast Asia, Oceania, and the pre-Columbian Americas. The course will not cover all of these areas to the same level of depth, and yet this course intends to provide students with at least an exposure and hopefully an appreciation of all of these major civilizations.

Hp/Hs160
Social Welfare and Policy  4 credits
This course covers the history of the social welfare system in America from the 1900s to the present. The course then examines the evolution of social policy over the same period. Lectures, readings, discussions, and assignments will emphasize several key themes: the history of how society cares for its citizens; new and old perspectives on poverty; use of welfare entitlements; and the role of social policy in context of hegemony. (This course is cross-listed as Human Services and History/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 Neoconservative Movements, The American Educational System, Leadership Studies, and Outstanding American Presidents.

**Hp206**  
**Western Civilization I: The Ancient World**  
4 credits  
**Through the Middle Ages**  
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**  
4 credits  
**Through the Present**  
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: From 10,000 BCE Through Reconstruction 1877**  
4 credits  
The course introduces students to the land that becomes the United States of America. In the process, we will explore the following developments: the earliest inhabitants; Native American struggles with European colonists; the emergence of the United States of America; the dynamic political and economic system that shaped this new nation; the slave society developed from the early 1600s through the Civil War, and finally the post-Civil War Reconstruction period. Students will be encouraged to take an honest and open-hearted look at various historiographical interpretations of both the remarkable achievements of the United States as well as some of the great tragedies that characterize this multi-layered, complex and diverse history.

**Hp209**  
**U.S. History II: Reconstruction, 1877, Through the Present**  
4 credits  
This course will take students on a compelling journey through 150 years of American history, or more accurately American histories. Instead of viewing history as a static, one-dimensional view of studying only wars and Presidents, we will seek out the histories of various groups, such as women, African-Americans, and Native Americans, among other groups, whose voices have barely been heard by most
Americans. We will explore the major political and military events of this period and pay special
attention to the social and political movements, be they civil rights of the 1960s or Conservatism of the
1980s, that have dramatically changed aspects of American society.

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.

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.
Hp350
Study Abroad or Practicum 4-16 credits
This course seeks to get our students out into the world. Political science and history can be studied effectively on campus and in the classroom, and yet there is no replacement for real-life experience in the field. This course seeks to provide an opportunity for students to pursue their personal political and historical interests in a structured, supervised fashion. Students will choose between participating in a study abroad program or doing a practicum locally.

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.

HUMAN SERVICES

Hs100
Introduction to Human Services 4 credits
This course covers the history, philosophy, and professionalism of human services. The course then explores the ethical and cultural issues faced by human service providers. Lectures, readings, discussions, and assignments will emphasize several key themes: the political economy of human service programs; systems theories; and the delivery of effective services to different target populations.

Hs/Hp160
Social Welfare & Policy 4 credits
This course covers the history of the social welfare system in America from the 1900s to the present. The course then examines the evolution of social policy over the same period. Lectures, readings, discussions, and assignments will emphasize several key themes: the history of how society cares for its citizens; new and old perspectives on poverty; use of welfare entitlements; and the role of social policy in context of hegemony. (This course is cross-listed as Human Services and History/Politics.)

Hs204
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.

Hs/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.

**Hs/Py250**  
**Case Management and Community Systems**  
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.

**Hs260**  
**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.

**Hs/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, Human Services, 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.

**Hs320**  
**Community-based Interventions**  
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.

**Hs321**  
**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.*

**Hs340**  
**Small Group Process and Facilitation**  
4 credits  
This course explores the methodologies used to provide help to individuals and small groups. Students will learn how to assess the areas in need of help and identify the methodologies available to intervene. General theories of individual and group therapy will be discussed and practiced.
Hs445  
**Impact of Trauma in Systems** 4 credits  
This course examines the biological, psychological, and social impact of trauma on the individual. The course takes a developmental approach when examining trauma, and emphasis is placed on how trauma impacts individuals at different points in the developmental trajectory.

Hs/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.

Hs425  
**Special Topics in Human Services** 4 credits  
The knowledge base in human services is constantly changing. Topic areas may include a focus on ethical issues in treatment, theories of behavior, recent developments in diagnosing and treating mental illness, application of theory, or recent developments in human services 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 Sophomore status.

Hs480  
**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 Human Services or permission of Division Chair.

**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: 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: 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: 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, and Art and Its Inspiration. Students may take this course with different descriptors more than once, with approval of the Division Chair. Prerequisite: 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, and 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: En102 or En150 or approval of Division Chair.

Hu495
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. This course may be repeated for credit with approval of the Division Chair.  

Prerequisite: 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 their 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 work closely with faculty throughout the course. Prerequisite: 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, and creditors and debtors rights and responsibilities.
Mg246
Methods of Coaching 4 credits
The ability to apply theories of management in a variety of settings is a critical skill. This course couples management, physiology, and psychology theory and allows students to practice their implementation in the areas of sport, training, and coaching. Communication, planning and analysis, and interpersonal skills will all be addressed and developed.

Mg247
Exercise Science 4 credits
This course engages students at the intersection of management and physiology by exploring the concepts, principles and practice surrounding exercise science. Students will become familiar with theory through an understanding of the academic literature and integrate that into practice with the basic assessments of human activity and performance.

Mg275
Introductory Web Design 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: Mg170 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.

Mg326
Employment Law and Labor Relations 4 credits
The purpose of this course is to provide students an in-depth exploration of the regulations and practices related to employment. Topics include an exploration of the American labor market, employment law and associated regulatory and legal issues, and policies and procedures related to unions, discrimination, and labor relations.

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
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 to a 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 or En150.**

**Mg375**  
**Advanced Web Design**  
4 credits  
Students continue to learn and add to the principles of website 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 website with a database management system. **Prerequisites: Mg275 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.

**Mg410**  
**Real Estate Finance**  
4 credits  
The course helps students to develop a working knowledge of the risks and benefits of, and strategies for, investing in residential, commercial, and industrial real estate, including raw land. It explores how to both identify real estate investment opportunities and prepare the strategies for developing them, including leasing, rental income, “flipping,” and conventionally selling properties, as well as the skill set necessary to prepare the investment analysis, including construction loans and alternative financing options, and define the strategy for development and “harvesting” the investment. **Prerequisite: Mg210 Operational Finance or permission of the instructor.**
Mg412
Financial Investments 4 credits
The course provides foundation knowledge and experience with managing unallocated and unobligated capital, pension funds, or retained earnings and achieving financial returns with limited risk on those funds. Throughout the semester, students will build and manage portfolios in a simulated trading environment, performing risk/benefit analysis, exploring current and historical investment strategies, and performing necessary adjustments to changes in political, economic, and social factors. Prerequisite: Mg210 Operational Finance or permission of the instructor.

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. The major functions of human resources planning will be discussed: recruitment and retention, training and development, compensation and benefits, and regulatory policies will all be examined in a culturally diverse business context.

Mg433
Operations Management 4 credits
The course integrates knowledge from across the discipline to help students understand how organizations achieve competitive advantage through effective process design, data analysis, and distribution efficiencies. Emphasis will be placed on understanding and utilizing the quantitative and qualitative assessments used to develop and improve operations across different types of organizations.

Mg445
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.

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 nonprofit 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 nonprofit 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.

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.

Mg495
Management Internship 1-4 credits
In this capstone experience, students engage in work experience without an associated classroom experience. All internships are developed in conjunction with the Internship Director 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.

MATHEMATICS

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 is designed for non-science students who wish to explore mathematical concepts. The goal is to practice quantitative reasoning skills needed for informed citizens to understand the world around them.
Ma105 
**Introductory Algebra**       4 credits
This course presents the study of algebra, including algebraic properties, exponents, polynomials, factoring, solving, and graphing linear and quadratic equations, inequalities, systems of linear equations, and radical expressions. This course provides a foundation for further study of mathematics and science.

Ma120 
**College Algebra with Trigonometry**    4 credits
This course extends the basic algebraic principles from Ma105, including algebraic properties, exponents, polynomials, factoring, solving, and graphing linear and quadratic equations, inequalities, and radical expressions. Functions and their inverses, including trigonometric, exponential and logarithmic functions and their graphs will be examined as well as the study of systems of equations and matrices. **Prerequisite:** Completion of Ma105 with a minimum of C or placement score of C or better or permission of instructor.

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, including descriptive statistics, measures of central tendency and variation; correlation and linear regression, basic probability and probability distributions, binomial distributions, normal distributions, estimation, confidence intervals, and hypothesis testing of one and two means or proportions. There is an emphasis on writing of results. **Prerequisite:** Completion of En102 or En150

Ma203 
**Applied Calculus**       4 credits
This course presents practical aspects of calculus with a brief review of precalculus concepts. Review topics include graphs and functions, including rational, polynomial, radical, exponential, logarithmic, and trigonometric functions. Calculus topics focus on limits, the slope of a curve, and differentiation. Applications of derivatives include finding extrema, graphing, and related rate problems. The course also explores antiderivatives, definite and indefinite integrals, and the fundamental theorem of calculus. **Prerequisite:** Completion of Ma120 with a minimum of C or placement score of A or permission of instructor.

Ma220 
**Topics in Mathematics**        4 credits
This course provides students with the opportunity for study of a specialized topic within mathematics. The topic of these courses depends on students’ interests or needs and faculty’s expertise. Example course topics at this level include linear algebra, applied mathematics, or vector analysis. Course topics will be announced prior to registration for the semester when the topic is to be offered. 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:** Ma120 with a grade of C- or above or permission of instructor.

**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 with approval of the Humanities Division Chair.

**Mu110 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 with approval of the Humanities Division Chair.

**Mu120 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 with approval of the Humanities Division Chair.

**Mu200 Music History**  
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 American Popular Music**  
4 credits  
This course is a general overview of popular music in relation to American popular culture, beginning with early popular music of the 19th century, the blues, and Elvis Presley, the 1960s, 70s and 80s, and to the current pop music of today. Students will examine the music, the musicians, the music industry, as well as historical world events that inspired the music we know as American Popular Music. This course runs concurrently with Ar310 American Popular Art, and students will explore the connectivity between visual art and music, as these disciplines share a common cultural and historical heritage as well as many similar elements, principles, and theoretical foundations.

**Mu211 Musicianship**  
4 credits  
General music theory course in which music notation as it applies to melody, harmony, and rhythm is introduced. In addition, basic scale and chord constructions are addressed through examination of various musical genres. Development of aural skills will also be highlighted with ear training and sight singing.

**Mu215 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.

Mu300
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.

Mu330
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. Students will 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.

Mu350
Advanced Music Studio 4 credits
The course offers advanced students in music the opportunity to explore mature creativity and independently produce a body of developed work in one or more mediums with the goal of performance. Students choose an instrument or instruments to produce a body of advanced work. Students engage in rigorous critique of their own work and the work of peers. Prerequisite: Successful completion of one studio music course or permission of the instructor.

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 approval of the Humanities Division Chair.

NATURAL SCIENCES

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 an understanding of life at the molecular and cellular levels. Lab fee required.
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-. Lab fee required.

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-. Lab fee required.

Ns112
Life in the Universe       4 credits
This course will explore the origins, evolution, and profusion of life in the universe, based on the knowledge obtained in the fields of astronomy, biology, chemistry, geology, and physics. This is an interdisciplinary course, covering topics in astronomy, biology, chemistry, geology, and physics. No specialized prior knowledge of these topics is assumed (relevant background material will be introduced via reading assignments). This course presents the current scientific theories on the nature of life, the processes that create the building blocks of life, and how these building blocks appear to be distributed in the universe. The course uses the discoveries in the sciences to generate the narrative of where the substance of life has been generated. This narrative is used to reflect on the possibility of life existing on more than the earth and how that possibility may be scientifically tested.

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
This course is an introduction to the concepts and theories of physics with an overall goal of developing the problem-solving techniques that lead to a better understanding of the world around us. Topics include kinematics, statics, dynamics, energy, momentum, oscillations, gravitation, and fluids. Problem-solving will utilize physics and its application to the fields of biology, chemistry, exercise science, astronomy, geology, and health science. The laboratory section explores the role of experimentation in science and the evaluation of data with error analysis. Prerequisite: Ma120 with a minimum of C or placement score of A or permission of instructor. Lab fee required.

Ns160
General Physics II       4 credits
This course is a continuation of Ns150. Topics include thermodynamics, electricity, magnetism,
electromagnetic radiation, optics, special relativity, quantum mechanics, particle, and nuclear physics. The laboratory section further develops the evaluation of data and error analysis. **Prerequisite: 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. The class 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, 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, acid/base and fluid/electrolyte balance, 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. Lab fee required.**

**Ns240**  
Medical Microbiology 4 credits  
This course is the 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.
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.

Ns285
Cellular Biology 4 credits
This course is an 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
This course is 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
This course is an 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.

Ns320
Biochemistry 4 credits
This course is 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
This course is 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. Lab fee required.
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. Lab fee required.**

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.**

Ns370
Endocrinology 4 credits
This course will examine the anatomy, physiology, and interrelationships of the endocrine systems within organisms. **Prerequisite: General Biology I & II.**

Ns380
Undergraduate Research (Capstone Course) 4 credits
This course includes research with a faculty mentor. Students enroll in this course by following departmental guidelines.

Ns412
Astrobiology 4 credits
Astrobiology is the intersection of the fields of astronomy, biology, chemistry, geology, and physics. Astrobiology explains the origins, evolution, and profusion of life in the universe from the scientific perspective. This course presents the current scientific theories on the nature of life, the processes that create the building blocks of life, and how these building blocks are distributed in the universe. This field is actively being researched with new discoveries being published daily; as such, this course relies on the researching, reading, and discussion of current scientific journals across disciplines to understand the developing scientific view of Life in the Universe. **Prerequisite: Any 2 Ns courses.**

Ns420
Topics in Organismal Biology 4 credits
Depending on students’ interests/needs and faculty’s expertise, a special topics course will cover specific types of organismal study not already addressed through other course offerings. The topic of such courses will vary widely within organismal biology (e.g., botany, mycology, parasitology). 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: General Biology I & II or permission of instructor.**

Ns425
Biomechanics and Kinesiology 4 credits
This class is the study of the mechanical bases of human movement and the measurement procedures used in biomechanics. Students will investigate the application of biomechanical principles to human motor skill performance in a variety of sport and exercise settings. Students will learn the tools and techniques for motion analysis, mechanical concepts, forces, and performance analysis. Laboratory activities emphasize the qualitative and quantitative analysis of human movement. Students will explore
the teaching and learning of motor skills, characteristics of skilled performance, and safety-related
considerations. Prerequisite: Anatomy and Physiology I & II.

Ns430
Advanced Undergraduate Research 4 credits
This course includes research with a faculty mentor. Students enroll in this course by following
departmental guidelines. Pre/co-requisites: Senior Standing. Prerequisite: Capstone course – Undergraduate Research.

Ns440
Topics in Biology 4 credits
This course is an integrative view of the scientific method in relation to published research. Emphasis is 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. 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: General Biology I & II.

Ns450
Comparative Zoology 4 credits
This course is 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’s of Science in Nursing Degree Program:
4-year Pre-licensure BSN Track and RN–BSN Track
The credit hour clinical clock hour ratio is 1:5.

Nu211
Foundations of Professional Nursing 4 credits
(Pre-Licensure BSN Track)
Course Fee
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 laboratory and community settings. Ongoing development of critical thinking and reflective practice in nursing will be identified and supported in this course. (19 hours of clinical + lab hours) 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 Diversity in America.
Nu221
Health Assessment and Health Promotion  4 credits
(Pre-Licensure BSN Track)
Course Fee
In this course, students will learn to conduct a complete health history and physical assessment for the adult client. 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 Diversity in America.

Nu222
Concepts of Nursing Practice  4 credits
(Pre-Licensure BSN Track)
Course Fee
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 nursing skills in lab and provide individualized patient care in clinical settings. (75 hours of clinical) Prerequisites: Nu211 Foundations of Professional Nursing, Ns104 General Chemistry, Py203 Lifespan Development, So250 Diversity in America; co-requisite Nu221 Health Assessment; Nu 312 Pathophysiology.

Nu231
Bridge for Professional Nursing  4 credits
(RN–BSN Track)
This course is designed as a career transition course for registered nurses. A variety of nursing and healthcare 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 healthcare environment. Prerequisite: Admission to RN–BSN Track.

Nu241
Health Assessment and Health Promotion  4 credits
(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
Evidence-Based Nursing Practice  4 credits
(Pre-Licensure BSN Track)
Course Fee
The goal of this course is for students to understand how evidence is developed and used to guide nursing practice. Specifically, the course focuses on identification of practice issues and appraisal and integration of evidence to improve nursing practice and patient outcomes. The research process, clinical judgment, interprofessional perspectives, and patient preference are examined. Students will learn how
to integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments to improve patient outcomes. The skills developed in this course include the ability to retrieve, critically evaluate, and disseminate evidence, including research findings, supporting best practice. 

Prerequisites: Ma202 Statistical Methods, Nu221 Health Assessment and Health Promotion, Nu222 Concepts of Nursing Practice.

Nu312
Pathophysiology
(Pre-Licensure BSN Track)
Course Fee
This is a course to augment the knowledge and understanding of the human body learned in Anatomy and Physiology. Students in this course examine the pathophysiology associated with a wide variety of health issues that are complex and encompass multiple systems. Prerequisites: Ns235 A&P I, Ns236 A&P II, Ns240 Microbiology; co-requisites: Nu221 Health Assessment and Health Promotion, Nu222 Concepts of Nursing Practice.

Nu313
Pharmacology
(Pre-Licensure BSN Track)
Course Fee
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 the actions, side effects, adverse effects, and nursing implications of drug prototypes within each drug classification. Prerequisites: Nu221 Health Assessment and Health Promotion, Nu222 Concepts of Nursing Practice, Ns104 General Chemistry; Nu312 Pathophysiology.

Nu314
Care of Elders
(Pre-Licensure BSN Track)
Course Fee
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 and the provision of individualized nursing care. (75 hours of clinical) Prerequisites: Nu221 Health Assessment and Health Promotion, Nu222 Concepts, Nu312 Pathophysiology; co-requisites Nu313 Pharmacology.

Nu321
Care of the Medical-Surgical Patient and Family I
(Pre-Licensure BSN Track)
Course Fee
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 adult clients. A focus is on patient and 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. (75 hours of clinical) Prerequisites: Nu311 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)
Course Fee
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. (56.25 hours of clinical) Prerequisites: Nu311 Evidence-Based Nursing Practice, Nu312 Pathophysiology, Nu313 Pharmacology, Nu314 Care of Elders.

Nu331
Evidence-Based Nursing Practice   4 credits
(RN–BSN Track)
The goal of this course is for students to understand how evidence is developed and used to guide nursing practice. Specifically, the course focuses on identification of practice issues and appraisal and integration of evidence to improve nursing practice and patient outcomes. The research process, clinical judgment, interprofessional perspectives, and patient preference are examined. Students will learn how to integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments to improve patient outcomes. The skills developed in this course include the ability to retrieve, critically evaluate and disseminate evidence, including research findings, supporting best practice. Prerequisites: Ma202 Statistics; pre- OR co-requisite: 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. Pre- OR co-requisite: Nu231 Bridge for Professional Nursing.

Nu410
Care of Children and Families   4 credits
(Pre-Licensure BSN Track)
Course Fee
This course further builds on foundational knowledge of normal growth and development of children and families and the practice of medical-surgical nursing. Family-centered and atraumatic care are emphasized. 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 multiple settings. (56.25 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)  
**Course Fee**  
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 nursing care to childbearing women, infants, and their families. Application and analysis of therapeutic, evidence-based management of child-bearing women and their families are the focus of this course. Health promotion and disease prevention are approached from a multisystem perspective. Skill development includes cognitive and technical skills necessary for critical thinking, therapeutic and interdisciplinary communication, and patient and family education. Standards for maternal-infant nursing are used to guide culturally competent, ethical care. (56.25 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)  
**Course Fee**  
In this course, students will examine health issues of the medical-surgical patient that are complex and encompass multiple systems. 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. This course builds upon the previous prerequisite course content, 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 necessary for comprehensive, individualized nursing care to complex patients and families. (75 hours of clinical) **Prerequisite:** Mg120 Foundations of Economics, Nu321 Care of the Medical-Surgical Patient I, Nu328 Care Along the Continuum of Mental Health.

**Nu420**  
**Topics in Professional Nursing**  
2-4 credits  
**Course Fee**  
This course explores in depth a topic relevant to professional nursing practice, education, research, or leadership. Specific content is selected by the BSN program faculty and announced in advance. Possible topics are: perioperative nursing, emergency nursing, home health nursing, nurse midwifery, cross-cultural nursing, nursing administration, nursing education, nursing science, and transitional care nursing. Students may take the course with different descriptors with the approval of the Division Chair. **Pre-licensure BSN Prerequisites:** Nu 311, Nu 313, Nu 314 RN-BSN Prerequisites: Nu 231.

**Nu421**  
**Community and Public Health Nursing**  
4 credits  
(Pre-Licensure BSN Track)  
**Course Fee**  
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. (56.25 hours of clinical) Prerequisites: All Nu courses through semester seven; co-requisite: Nu423 Leadership and Management for Quality Healthcare Systems.

Nu422  
Transitions to Professional Practice  4 credits  
(Pre-Licensure BSN Track)  
Course Fee  
This course is designed to facilitate synthesis of core knowledge and skills in preparation for entry-level professional nursing 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. Application and evaluation of safety, quality improvement and evidence-based practice, informatics, teamwork, collaboration, and leadership competencies culminate in the senior practicum experience. The practicum experience with a BSN-prepared RN preceptor enables students to demonstrate advanced beginner skills in appropriate, timely, and effective application of the nursing process to achieve optimal outcomes in an acute or long-term care environment. (150 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)  
Course Fee  
The goal of this course is to assist the student to distinguish the difference between management and leadership, and identify the characteristics of the leader which are most effective for creating change for the benefit of the patients and healthcare agency in which the nurse leader functions. Management, leadership, change, and innovation theories are used to evaluate nurse leader roles across a variety of settings. Access, cost and quality of care, patient advocacy, resource management, excellence in practice, interdisciplinary communication, evaluation of outcomes, and performance improvement are stressed. Prerequisite: All Nu courses through semester seven.

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. (56 hours of clinical) Prerequisites: Nu231 Bridge for Professional Nursing, Nu241 Health Assessment, Nu331 Research and Evidence-Based Nursing Practice, So250 Diversity in America; pre- OR co-requisites: Mg120 Foundations of Economics; Nu443 Leadership and Management for Quality Healthcare Systems.

Nu442

Transitions to Professional Practice 4 credits (RN–BSN Track)
This course is designed to facilitate synthesis of core knowledge and skills in preparation for the transition of the RN student to professional practice and roles. The practicum experience with a BSN-prepared RN preceptor enables students to demonstrate leadership and collaborative skills in a health care organization with other members of the health care team. Application and evaluation of safety, quality improvement, evidence-based practice, informatics, teamwork, collaboration, and leadership competencies culminates in the senior practicum project. (75 hours of clinical) Prerequisites: Nu231 Bridge for Professional Nursing; Nu241 Health Assessment and Health Promotion; Nu331 Research and Evidence Based Nursing Practice; Nu333 Pharmacology; pre- or co-requisites 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 RN student to distinguish the difference between management and leadership, and to identify the characteristics of the leader which are most effective for creating change for the benefit of patients and the health care agency in which the nurse leader functions. Management, leadership, change, and innovation theories are used to evaluate nurse leader across a variety of settings. Access, cost and quality of care, patient advocacy, resource management, excellence in practice, interdisciplinary communication, evaluation of outcomes, and performance improvement are stressed. Prerequisites: Nu231 Bridge for Professional 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 Humanities Division Chair. Prerequisite: 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.

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 lifespan 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.

Py/Hs208
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.

Py/Hs250
Case Management and Community Systems 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.
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, and 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/Hs315
Ethics in the Helping Professions  
4 credits
This is a mid-level course in professional ethics. It is designed in particular for Psychology, Nursing, Human Services, 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.

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 Psychology  
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.

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.

Py/Hs415
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.

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

Rs220
Radiographic Positioning I 4 credits
Laboratory Course Fee
This course is designed to provide the student with the basic 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. Laboratory demonstration will be used to 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
Course Fee
This course includes a study of the fundamental units of measure, the structure of matter, and the concepts of work, force, and energy, a study 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 or applicable substitute.

Rs300
Digital Imaging, Processing and Quality Assurance 2 credits
Course Fee
This course introduces the student to the study of the components, principles, and operation of digital imaging systems and factors that impact image acquisition, display, and retrieval in radiology along with the principles of digital system quality assurance and maintenance. In addition, the student will be introduced to the important concept of quality assurance, quality control, and quality assessment, which is necessary for the continued production of quality diagnostic radiographic images. 2 hours/week - 2 credits. Prerequisite: Rs330.

RS310
Radiologic Sciences Patient Care and Introduction to Clinical Education 4 credits
Clinical Course Fee
This course will provide an emphasis on critical-thinking skills while students learn the fundamentals of patient care principles and skills needed for their initial clinical experiences. Content provides the concepts of optimal patient care, including consideration for physical and psychological needs of the patient and the family. Routine and emergency patient care procedures, as well as infection control practice methods using standard precautions are discussed. The student will learn foundational skills needed for the clinical setting within the areas of communication, diversity, patient education, and privacy. Basic safety procedures in the areas of radiation protection, equipment, proper body mechanics, and safe patient transfer will be discussed. Students are introduced to medico-legal aspects and issues affecting all imaging professionals. An introduction into contrast media, its applications in imaging and categories of reactions will be reviewed. Demonstration ability includes application of vital signs including respiration, pulse oximetry, heart rate, blood pressure, and the essentials of electrocardiograms (EKG) as well as recognizing changes in a patient’s well-being; safe transport of patients, effective communication with various types of patients, and current information and practices in infection control. Clinical practice will begin six weeks into the semester. Basic imaging procedures are observed and practiced. Mastery is obtained through comprehensive competency examination of specific body areas. The course will consist of lecture, demonstration, laboratory and clinical experiences. Prerequisite: Program acceptance.

Rs320
Radiographic Positioning II 4 credits
Laboratory Course Fee
This course is designed to provide the student with the basic 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, facial bones, and upper and lower gastrointestinal series. Laboratory demonstration will be used to complement the lecture portion of this course. 3 class hours/1.5 laboratory hours/week - 4 credits. Prerequisite: Rs220.
Rs330
Radiographic Exposures 4 credits
Course Fee
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
Course Fee
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 ionizing radiation. 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.

Rs355
Clinical Radiography I 4 credits
Clinical Course Fee
This course is the first in a series of four, which will provide the student an opportunity to interact with patients and healthcare team members in a healthcare imaging department. This clinical experience is to assist students in gaining mastery of the methods needed to deal effectively with these interactions. This course utilizes concepts and knowledge obtained from both lecture and laboratory experience. The areas of clinical rotation coincide with the exams taught in Rs220 and concurrently in Rs320. Mastery is obtained through comprehensive competency examination of specific body areas. Students will practice patient care skills and radiation safety procedures under direct supervision of a registered radiologic technologist. Prerequisite: Successful completion of Rs310 – Clinical Component in the immediate preceding semester.

Rs365
Clinical Radiography II 6 credits
Clinical Course Fee
This course is the second in a series of four, which will provide the student an opportunity to interact with patients and healthcare team members in a healthcare imaging department. This clinical experience is to assist students in gaining mastery of the methods needed to deal effectively with these interactions. This course utilizes concepts and knowledge obtained from both lecture and laboratory experience and furthers experience in the areas of trauma, surgical, and fluoroscopic examinations. Mastery is obtained through comprehensive competency examination of specific body areas. Students will practice patient care skills and radiation safety procedures under direct supervision and where applicable indirect supervision of a registered radiologic technologist. Prerequisite: Successful completion of Rs355 – Clinical Radiology I in the immediate preceding semester.
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. The student will be able to identify the radiographic appearance of specific
diseases. 2 hours/week – 2 credits. Prerequisite: Rs236.

Rs420
Advanced Imaging and Pharmacology     4 credits
Course Fee
This course provides the student with the knowledge and skill necessary to perform advanced
radiographic procedures including angiography, arthrogram, myelogram, sialogram, venogram,
hysterosalpinogram, and interventional radiography. Included in this aspect of imaging is an overall
understanding of the importance of pharmacologic principles and practices in radiological sciences. 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
Course Fee
This course enhances the student’s knowledge of factors that influence the production of the radiographic
image and the correlation involved with radiographic critique. The course is designed to bridge the gap
between patient positioning and the resulting radiograph by introducing the student to the area of
technical factors and showing the relationship among recorded detail, radiographic density, and
radiographic contrast. 4 hours/week – 4 credits. Prerequisite: Rs300, Rs330, and Rs455.

Rs 455
Clinical Radiography III          4.5 credits
Clinical Course Fee
This course is the third in a series of four, which will provide the student an opportunity to interact with
patients and healthcare team members in a healthcare imaging department. This clinical experience is to
assist students in gaining mastery of the methods needed to deal effectively with these interactions. This
course utilizes concepts and knowledge. Prerequisite: Successful completion of Rs365 – Clinical Radiology II in
the immediate preceding semester.

Rs461
Principles of Computed Tomography I     4 credits
Course Fee
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. Students must receive a
grade of C or higher to progress to Rs462. Prerequisite: ARRT registration in Radiography, Nuclear Medicine
or Radiation Therapy or completion of 3rd year in the Radiologic Sciences major who has completed all general
education courses and holds a 3.3 GPA.
Rs462  
Principles of Computed Tomography II  
4 credits  
Course Fee  
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.) Certification is earned upon successful completion (grade of C or higher) of the two required courses (Rs461 and Rs462). Prerequisite: Rs461.

Rs463  
Computed Tomography Clinical Education  
6 credits  
This course is an optional clinical component 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. Completion of the three-course set fulfills the structured education and clinical requirements making the student eligible to sit for the ARRT post-primary examination in Computed Tomography.

Rs465  
Clinical Radiography IV  
4.5 credits  
Clinical Course Fee  
This course is the fourth in a series of four, which will provide the student an opportunity to interact with patients and healthcare team members in a healthcare imaging department. This clinical experience is to assist students in gaining mastery of the methods needed to deal effectively with these interactions. This course utilizes concepts and knowledge obtained from both lecture and laboratory experience. Proficiency and mastery are obtained through comprehensive competency examination of specific body areas and completion of the Final Affective Clinical Evaluation (F.A.C.E.) Exam. Students will practice patient care skills and radiation safety procedures under direct supervision and, where applicable, indirect supervision of a registered radiologic technologist. 24 hours/15 weeks – 4.5 credits. Clinical fee. Prerequisite: Successful completion of Rs455 – Clinical Radiology III in the immediate preceding semester.

Rs470  
Principles of Mammography I  
4 credits  
Course Fee  
This course is the first of a three-course set in Mammography. The complete set provides a formal specialized training in Mammography preparing an individual to become a competent, technically proficient, entry-level Mammography technologist. Upon successful completion of the three-course set, students will be eligible to make application to take the advanced post-primary certification examination provided by the American Registry of Radiologic Technologist (ARRT). This specific course focuses on the basic fundamentals of Mammography including the history, equipment instrumentation, and Quality Control as well as in-depth breast anatomy, physiology, and pathology. This course will use the ASRT
Breast Imaging Essential (Institutional) Series and includes 40 hours of clinical observation. Prerequisite: ARRT in Radiography or completion of 3rd year in the Radiologic Sciences major who has completed all general education courses and holds a 3.3 GPA.

**Rs471**

**Principles of Mammography II**  
4 credits

Course Fee
This course is the second of a three-course set in Mammography. The complete set provides a formal specialized training in Mammography preparing an individual to become a competent, technically proficient, entry-level Mammography technologist. Upon successful completion of the three-course set, students will be eligible to make application to take the advanced post-primary certification examination provided by the American Registry of Radiologic Technologist (ARRT). This specific course focuses on Mammographic procedures and techniques, patient Care, Mammography image evaluation, Breast Ultrasound, and Digital Breast Tomosynthesis. This course will use the ASRT Breast Imaging Essential (Institutional) Series and includes 50-60 hours of clinical observation in both Mammography and breast ultrasonography. Certification is earned upon successful completion (grade of C or higher) of the two required courses (Rs470 and Rs471). Prerequisite: Rs470.

**Rs472**

**Mammography Clinical Education**  
4 credits

This course is an optional course for the Mammography certificate and is designed as a clinical course. The course focuses on independent performance through clinical training (up to 300 hours) as required by the American Registry of Radiologic Technologists (ARRT). The Student participates in pre-scheduled time periods and practice their Mammography skills in a hospital or clinic setting. Students will be under the supervision of an experienced Mammography technologist preceptor. Emphasis will be placed on equipment utilization, exposure techniques, patient care, evaluation of Mammographic procedures, evaluation of image quality, radiation safety practices, positioning protocols, and image acquisition. A specified number of clinical exams will be required and include screening and/or diagnostic mammography procedures, interventional/special examinations, and the review of the required mammographic examinations with a MQSA-qualified interpreting physician.

**Rs480**

**Senior Seminar: Program Capstone**  
2 credits

This is an interactive seminar that focuses on factors impacting decision-making related to delivery of healthcare and radiologic 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: Rs455.

**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 the College’s 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 serve as 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 American Sign Language.

Sl102
American Sign Language II 4 credits
This course is designed to continue development of American Sign Language (ASL) skills with primary focus on refining the use of basic ASL sentence types. Pronominalization, classifiers, spatial referencing, pluralization, and temporal and distributional aspects are introduced. Students will learn routine communicative functions of the language: asking, requesting, providing clarification, giving and asking for directions. Information about the Deaf Community and Deaf Culture will be included. This course provides opportunities for interactions within the Deaf community. Prerequisite: Sl101 with a grade of “C” or better, or equivalent, or approval of instructor.

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: Successful completion of at least one year of Spanish in high school or one semester in college.

SOCIAL SCIENCES

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 (U.S.) 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 U.S. 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 U.S., 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.

So250
Diversity in America        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.
Ss321  
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. Ma202 - Statistics should be taken prior to enrolling in this course.

SPECIAL STUDIES/INTERNSHIPS

199, 299, 399 and 499: Experimental Courses  
Courses with a -99 designation cover topics of special interest and are not required in any major or minor concentration. The course numbers 199 and 299 designate lower-level courses, while 399 and 499 designate upper-level courses.

Independent Study  
Independent studies of courses in the College Catalog 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 Dean of the Faculty is necessary.

Individualized Study  
These 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. Permission of the sponsoring instructor, approval by the Division Chair, Curriculum Committee, and Dean of the Faculty are required. The course number 298 designates a lower-level course, and number 498 designates an upper-level course.

Internships 295 and 495  
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 Director.
Statements of Policy

Student Records
A transcript is a copy of a student’s permanent academic record and is a chronological list of coursework 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 email registrar@svc.edu.

It is Southern Vermont College policy to withhold transcripts, degrees, and references and to restrict online access to grades for students whose financial obligations to the College have not been met.

Non-Discrimination Policy
Southern Vermont College is committed to a policy of equal opportunity in all aspects of its employment practices and educational programs. In compliance with applicable provisions of state and federal law, Southern Vermont College does not discriminate in any employment, education, admission, or student services’ practices or programs on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity or expression, ancestry, place of birth, age, veteran or military service status, marital or family status, HIV-positive test result status, disability, genetic information, or any other legally protected characteristic.

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 of Schools and Colleges 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 that 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 of Schools and Colleges should be directed to the administrative staff of the College or to the New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803, 781-425-7700.

Southern Vermont College is authorized to operate as an institution of higher education within the state of Vermont by the Vermont State Board of Education through the Vermont Agency of Education. Any complaints regarding Southern Vermont College should follow the guidelines posted at: http://education.vermont.gov/sites/aoe/files/documents/edu-postsecondary-program-complaint-resolution.pdf by the Vermont Agency of Education.
Student Privacy – Notification of Rights: FERPA Statement

The Family Educational Rights and Privacy Act (FERPA) affords SVC students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day SVC receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to submit a request to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If SVC decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing.

3. The right to provide written consent before the college discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

SVC discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the College.

SVC may disclose “Directory” information about students including: name, address, date and place of birth, academic program, class year, participation in official activities and sports, dates of attendance, degrees awarded, most recent educational institution attended, honors and awards, and photographs or videos taken or maintained by the College. Students have the right to restrict the release of this information and can do so by contacting the Registrar’s Office.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:


For more information on FERPA, visit the U.S. Department of Education website: [https://www.ed.gov/](https://www.ed.gov/).
Board of Trustees

John Baackes  
Chief Executive Officer, L.A. Care Health Plan, Los Angeles, California

Carol A. Conroy, DNP, RN, CENP  
Nursing Leader, Executive, and Educator, Bennington, Vermont

David Rees Evans, PhD  
President, Southern Vermont College, Bennington, Vermont

Susan Hunter  
Community Leader, Vermont

Carmen J. Lawrence, Esq.  
Partner, King & Spalding, LLP, New York

Mark R. Manley, JD  
Partner, Senior Vice President/Deputy General Counsel and Chief Compliance Officer, AllianceBernstein, New York

David Newell  
President, Wills Insurance, Inc., A Division of The Richards Group, Bennington, Vermont

Toby Potterton ’99  
Senior Vice President/Director of Wealth Management, Atlas Private Wealth Management, North Adams, Massachusetts

Alfredo Quiñones-Hinojosa, MD  
William J. and Charles H. Mayo Professor, Neurologic Surgery Chair, Mayo Clinic College of Medicine, Florida

Marjorie “Gregg” Swain  
Author and PsyD, North Bennington, Vermont, and New York

Ira Wagner ’83 (Board Chair)  
Former President, European Capital Financial Services, American Capital Ltd., Maryland

Deborah E. Wiley (Board Secretary)  
Chair, The Wiley Foundation, John Wiley & Sons, Inc., Hoboken, New Jersey

Emerita/Emeritus

William A. Glasser, President Emeritus, Maine
Barbara P. Sirvis, President Emerita, Vermont
Raymond D. Lenoue, Trustee Emeritus, South Carolina
Nancy Scattergood, Trustee Emerita, Vermont
Greg Winterhalter, Associate Professor Emeritus of Art, Vermont
Faculty

Adkins, Margaret – JD, Albany Law School; MS, Boston University; BS, Syracuse University
Berthiaume, Christa – Interim BSN Program Director – MSN, Liberty University; BSN, Messiah College
Bigelow, Orville** – DHSc, A. T. Still University; MS, BS, California State University; AA, Santa Monica College
Boisvert, Rachel* – MA, Gallaudet University; BA, St. Catherine University
Boni, Shiela* – Associate Chair, Division of Nursing and Health Services, Associate Chief Nursing Officer, Southwestern Vermont Health Care – MSN, Walden University; BSN, Hartwick College
Botter, Mary – Chair, Division of Nursing and Health Services, Chief Nursing Officer, Southwestern Vermont Health Care – PhD, MSN, University of Pennsylvania; BSN, Duke University
Bromirski, Bridget* – MSN, Russell Sage College; BSN, Pace University
Burg, Jennifer – Dean of the Faculty – PhD, Washington State University; MS, Utah State University; BS, Weber State University
Burg, Scott*** – MA, Teachers College, Columbia University; BA, University of Wisconsin, Madison
Burns, Catherine* – MA, Clark University; BA, Marietta College
Caribo, Keith* – BS, Southern Vermont College
Corcoran, Andrea – PhD, University of Alaska; MS, BS, University of British Columbia
Cross, Kristi* – DNP, MSN, BSN, Chamberlain University
Deal, Michelle* – PhD, University of Massachusetts, Amherst; MA, University of Vermont; BA, University of North Carolina, Chapel Hill
Despard, Eric – MM, Yale University; BM, University of Hartford
Dufresne, Alyssa – MS, Central Missouri University; BS, Southern Vermont College
Dunning, Jennifer** – PhD, Ohio University; MFA, Vermont College; BA, Kenyon College
Evans, David – President – PhD, MA, University of Virginia; BA, Pomona College
Figueroa, Iván* – Director, Mountaineer Scholars Program – EdD, MS, Oklahoma State University; BA, University of Puerto Rico
Flower, Robert* – BA, Bennington College
Forest, Tracey*** – MA, BSJ, Ohio University
Fried, Melinda – DC, Life University; MS, New York Chiropractic College; BS, Gordon College
Gorham, Jebediah – Faculty Athletics Representative - PhD, University of Northern Colorado; MA, University of Maryland; BA, Skidmore College
Greenfield, Jarah* – Rabbi, Reconstructionist Rabbinical College; BA, Sarah Lawrence College

Herzberg, Judith – Chair, The Donald Everett Axinn Division of Social Sciences –
   PhD, Walden University; MA, Kean University; BA, Rutgers University

Hills, Stacey – Chair, The McCormick Division of Business – PhD, MBA, Rensselaer Polytechnic Institute;
   BA, Russell Sage College

Kitchell, Joy* – MEd, Massachusetts College of Liberal Arts; BS, University of Vermont

Lanier, Heather Kirn* – MFA, The Ohio State University; MA, The Johns Hopkins University;
   BA, University of Delaware

Lee-Clark, Bruce* – JD, BA, Syracuse University; MA, Harvard University

Levy, Daisy – Chair, The Hunter Division of Humanities – PhD, Michigan State University;
   MA, Miami University, Oxford; BA, University of North Carolina, Chapel Hill

Lindenberg, David* – MEd, Walden University; MEd, Lehigh University; BS, Lebanon Valley College

Lippacher, Linda – Director of Radiologic Sciences – MA, State University of New York, Plattsburgh;
   BS, Empire State College; AAS, North Country Community College

Macksey, Jennifer* – Vice President for Administration and Finance – MS, Bay Path College;
   BS, Trinity College of Vermont

McDonald, James R.*** – MBA, Pace University; BBA, University of Notre Dame

Merges, Renee – JD, Albany Law School; MS, State University of New York, Albany;
   BA, Merrywood College

Nelson, Jennifer – Chair, The John Merck Division of Natural Sciences and Mathematics –
   PhD, MA, Duke University; MS, Northeastern University; BA, Colby College

North, Melissa – RN-BSN Program Coordinator – MSN, Walden University;
   BSN, Southern Vermont College

Nosek (Knapp), Sarah – PhD, MA, Stony Brook University; BS, State University of New York, Brockport

Oakes, Darcy* – MBA, University of Phoenix; MEd, University of Vermont

O’Neill, Scott* – JD, Western New England University School of Law;
   BS, Western New England University

Postava-Davignon, Marielle – PhD, Northeastern University; BS, State University of New York, Fredonia

Redden, Thomas – PhD, University of Connecticut, Storrs; MS, University of Geneva, Switzerland;
   MS, Central Connecticut State University; BA, Williams College

Robinson, Kirk – MFA, Ohio State University; BA, Webster University
Sakalas, Joan*** – PhD, Union Theological Seminary; MA, University of Maine; MA, Episcopal Divinity School; BA, University of Connecticut, Storrs

Sinkiewich, Lynda – MA, Vermont College, Norwich University; BA, Massachusetts College of Liberal Arts

Sisti, Helene – PhD, Rutgers University; MEd, Temple University; BA, Dartmouth College

Smith, Christina – MSN, University of Pennsylvania; BSN, Thomas Jefferson University

Steele, Joanne – PhD, Clayton College; MS, Stony Brook University; BSN, State University of New York, Utica

Sullivan, Jessica* – MSN, Excelsior College; BS State University of New York, New Paltz; AA, Samaritan Nursing School

Thompson, Jeffery – MS, MS, Rensselaer Polytechnic Institute; BS, Shippensburg University

Walsh, Julie – MEd, Park University; BS, University of Connecticut, Storrs

Williams, James* – MBA, University of Massachusetts, Amherst; BS, Southern Vermont College

Williamson, David – DBA, Temple University; MS, University of Massachusetts; BA, Marlboro College

Worley, Jane M.* – MS, Vanderbilt University; BS, Tennessee State University

*Adjunct Appointment

**Lecturer Appointment

***Senior Lecturer Appointment
Administration & Staff

Office of the President
David Rees Evans – President
Melissa Smith – Administrative Assistant

Academic Affairs
Jennifer Burg – Dean of the Faculty
Kimberly Gould – Assistant Vice President of Strategic Initiatives
Alan Hatton – Registrar
Emma Piazza – Director of Institutional and Enrollment Research
Sarah Sanfilippo – Director of Library Services
Marion Whiteford – Assistant to the Registrar

Mountaineer Scholars Program
Iván Figueroa – Director of Mountaineer Scholars and Diversity Initiatives

Center for Teaching and Learning
David Lindenberg – Director
Catherine Burns – Learning Specialist/Tutor Coordinator
Betsy Dunham – Coordinator of Career Development and Internships
Darcy Oakes – Learning Differences Coordinator
Stefano Donati – Learning Differences Assistant
Nancy Faxon – Academic Counselor

Student Affairs
Heather Quire – Dean of Students
Lydia Blankenship – Special Assistant to the Dean of Students
Audrey Ames – Coordinator of Student Engagement
Allison Davis – Assistant Director of Student Affairs for Residence Life & Student Conduct,
    Deputy Title IX Coordinator
Elizabeth Doughty – Residence Director
Kimberly Gould – Title IX Coordinator

Wellness Center
Vacant – Director of Student Counseling Services
Leanne Yinger – Counselor
Deborah Berg – College Nurse

Administration & Finance
Jennifer A. Macksey – Executive Vice President for Administration & Finance
Wendy Zieba – Controller
Kathy Reed – Accounts Payable Coordinator
Glory Daignault – Accounting & Payroll Specialist
Patrick Boisvert – Campus Store and Mailroom Manager
Student Financial Services
Susan Rochette – Director
Phylle Lentz – Associate Director, Financial Aid
Donna Pilling – Student Accounts Manager
Danielle Robertson – Student Financial Services Coordinator

Information Technology
Matt Bouchett – Director
Joshua Clark – IT Assistant
Leonard Kelley III – Database Administrator
Douglas Mears – Computer Service Center Assistant

Facilities
Mark J. Klauder – Director
William Bromirski – Facilities Assistant
Bonnie Cooper – Housekeeper
Lynn DeBay – Housekeeper
Gary Gras – Assistant to the Director & Grounds Foreman
Deborah George – Custodian
Walter Parmenter – Facilities Assistant
Lucas Smith – Facilities Assistant
Tanya Wesley – Housekeeper

Campus Safety
James G. Waldon – Director
Chris Allard – Sergeant in Campus Safety
Roland Cooper – Sergeant in Campus Safety
Bryan Doughty – Campus Safety Officer
Ronald Duby – Campus Safety Officer
Don Granger – Campus Safety Officer
Miguel Gutierrez – Campus Safety Officer
Frederick Larabee, Jr. – Senior Campus Safety Officer
Christopher Teder – Van/Shuttle Driver
William Yurewitch – Van/Shuttle Driver
Michael Ward – Van/Shuttle Driver
Steven Hansen – Van/Shuttle Drive
Timothy Johnson – Van/Shuttle Driver

Admissions
Daniel Summers II – Vice President for Enrollment Management
Lindsay Pilling – Director of Admissions
Ben Mancino – Assistant Director of Admissions
Khalil Paul – Assistant Director of Admissions
Allie Gundler – Assistant Director of Transfer Admissions
Gabriela Lopez – Assistant Director of Admission Operations
Nikolas D’Agnese – Admissions Counselor
Travis Rice – Admissions Counselor
Casey Pederson – Transfer Counselor

Athletics
Cristin Gowan – Interim Athletic Director, Women’s Basketball Coach, and Woman Administrator
Gregory Gilmore – Media Assistant & Men’s Soccer Coach
Paxton Boyer – Women’s Lacrosse Coach
Brian Johnson – Men’s Basketball Coach
Emily McDonough – Softball Coach
Patrick Robidoux – Men’s and Women’s Volleyball Coach
Adam Skonieczki – Baseball Coach
Jarrett Blankenship – Cross Country Coach and Men’s Track & Field Coach
Michael Zauzig – Athletics Facilities Liaison & Women’s Soccer Coach
Michael Nosek – Director of Sports Information
Patrick Deedy – Head Athletic Trainer
Rebecca Swart – Assistant Trainer

Dining Services/Sodexo
Samantha Ackert – General Manager
Ruth Neumann – Jazzman’s Cafe

Human Resources
Carole Sheringham – Director

Advancement and Communications
Nina G. Moser – Vice President for College Advancement
Vacant – Assistant Director of Annual Giving & Social Media
Marion Whiteford – Assistant Director of Communications
Contacting Southern Vermont College

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 Email           admissions@svc.edu
Admissions Fax             802-681-2868
Directions to Campus       http://campusvisit.svc.edu/Home/Location
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
Registrar Fax              802-681-2876
Fax (other departments)    802-447-4695
Website                    www.svc.edu
## Index

### A

- Academic advising 95
- Academic Affairs 30-91
- Academic appeals policy 105
- Academic Calendar 3-4
- Academic counseling 111
- Academic dishonesty 107
- Academic dismissal 105
- Academic dismissal appeal 105
- Academic grievance policy 106
- Academic honors 108
- Academic integrity 107
- Academic Policies 95-109
- Academic probation 105
- Academic programs 32-91
- Academic Support Services 110-113
- Acceptance policy 8
- Accreditation statement 172
- Achievement Success Notifications (ASN) 104
- Add/Drop policy 95-96
- Add/Drop period 3-4
- Administration & Staff 178-180
- Admissions 7-9
- Affiliation with Southwestern Vermont Health Care 6, 58
- Air Force ROTC Crosstown Agreement 94
- Alpha Chi 108
- Appeals policy 105-107
- Application procedure 7-8
- Articulation Agreements 94
- Arts Administration 45-48
- Associate degree core 31
- Athletics 29
- Attendance 97
- Axinn Division of Social Sciences 79-91

### B

- Bachelor’s degree core 30-31
- Bill payment 20-21
- Biological Sciences 74-77
- Board of Trustees 174
- Book buyback 28
- Bookstore (virtual) 27-28
- Business Administration 36-38
- Business Administration – Entrepreneurship 38-40
E
Emerita/Emeritus 174
Employer reimbursement 21
English 52-53
English composition sequence 102
Enrollment confirmation 9
Entrepreneurship 38-40
Everett Mansion 5

F
Faculty 175-177
Federal student aid programs 16-17
Fees 10
FERPA (Family Educational Rights and Privacy Act) 173
Financial aid 11-14
Financial services 11-23
Food services 25

G
General core 30-31
GPA 104
Grading system and GPA 104
Graduation 103-104
Graduation honors 108-109
Graduation requirements 103-104
Grants and scholarships 12-13
Grievance policy 106

H
Health Services 26
Healthcare Management 40-42
History of the College 5
History and Politics 83-85
Honors 108
Housing and residential life 24-25
Humanities Division 45-56
Human Services 85-88
Hunter Division of Humanities 45-56

I
Identification cards 26
Incomplete grades 100
Independent study 93
Individualized degree program 93
Individualized study 93
Information Technology 110
Interdisciplinary Studies (associate degree) 54-55
International students 8, 100
Internships 92

L
Latin Honors 109
Learning cooperative 111
Learning Differences Support Program 112-113
Leave of absence 98-99
Liberal Arts 53-54
Library services 110
Loans 17-18
Low-residency courses 92

M
Majors 32-91
Mammography Certificate 73
Maps 181-182
Math placement test 102
McCormick Division of Business 34-44
Merck Division of Natural Sciences and Mathematics 74-78
Merit 6
Minors 44, 55-56, 77-78, 90-91
Mission Statement 5
Mountaineer Athletics 29

N
Natural Sciences and Mathematics 74-78
Non-Discrimination policy 172
Nursing and Health Services 57-73
Nursing (Bachelor of Science) 57-67

O
Online courses 92
Orientation 24

P
Payment of bills 20-21
Peer mentor program 112
Pell Grant 16
Personal counseling 26-27
Physical disabilities 113
Policy statements 172
President’s List 108
Programs of study  32-91
Psychology  88-90

R
Radiologic Sciences  67-72
Reentry students (readmission)  8
Refund policy  21-22
Registration  95
Repeating a course  96
Residential life and housing  24-25
Room and board refunds  22

S
Safety  25
Scholarships and grants  12-13
Second degrees  102-103
Security  25
Service-learning  6
Simulation learning  64
Social Sciences Division  79-91
Special Academic Offerings  92-93
Sports  29
Sports, Recreation, and Tourism Management  42-44
Staff  178-180
Statement of attendance  97
Statements of Policy  172
Student accounts  20-22
Student Affairs  24-28
Student counseling services  26-27
Student engagement  27
Student Financial Services  11-23
Student portal  100
Student Privacy – FERPA Statement  173
Student records  172
Study abroad  92-93
Support services  110-113

T
Textbook purchases  27-28
Textbook vouchers  23
Transfer students  7-8
Transferring credits to Southern Vermont College  101
Trustees  174
Tuition and Fees  10
V
Veterans educational benefits 19

W
Wellness Center 113
Withdrawal and leave of absence policies and procedures 97-99
Withdrawing from a course 98
Work study 17